



**MURRAY**

**STATE UNIVERSITY**

**College of Education  
and Human Services**

**MODERN LANGUAGES CERTIFICATION  
BACHELORS OF ARTS  
(GRADES P-12)  
PROGRAM SUBMISSION  
SEPTEMBER 2015**

Murray State University Academic Bulletin 2015-2016

[http://www.murraystate.edu/academics/RegistrarsOffice/catalog\\_1516.aspx](http://www.murraystate.edu/academics/RegistrarsOffice/catalog_1516.aspx)

16 KAR 2:010

16 KAR 5:020

16 KAR 5:040

16 KAR 6:010

16 KAR 7:010

PGM Codes:

German: 21 and 3895

French: 20 and 3894

Japanese: 988 and 3899

Spanish: 58 and 3909

The content courses in this program are used for determining the equivalent of a major or area, addressing and assessing SPA and Kentucky Academic Standards through a transcript review for entrance into our Alternative Certification Option 6 Program. PGM Codes: 1830, 1831, 1834, 1852

## **Executive Summary**

### ***Theme of the Unit***

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions being recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. "Educator as a reflective decision-maker" is the unit's theme. Undergraduate candidates demonstrate professional dispositions throughout their course work, field experiences, and student teaching. Murray State University candidates will become educators who demonstrate these dispositions: inclusive, responsible, enthusiastic, caring, confident, and ethical. Graduate candidates exhibit the same dispositions while developing their capacities as teacher leaders who foster excellence in their classrooms, schools, districts, and communities.

### ***Unique Features***

Murray State University (MSU) has long recognized teacher preparation as a major institutional focus. Established in 1922 by the Kentucky General Assembly as Murray State Normal School, the institution was renamed Murray State College in 1948 and achieved university status in 1966 as Murray State University. This tax-supported residential comprehensive university is composed of the Hutson School of Agriculture, School of Nursing and Health Professions, and four academic colleges: College of Education and Human Services, Arthur J. Bauernfeind College of Business, College of Humanities and Fine Arts, and Jesse D. Jones College of Science, Engineering and Technology. The university fosters an exciting and challenging learning environment by emphasizing student-centered learning and educational experiences; preparing graduates to succeed in a culturally diverse, technologically oriented society; developing collaborative relationships with alumni and community constituents; promoting international education; and encouraging academic outreach.

MSU serves an 18-county region in the heart of the Jackson Purchase area of Western Kentucky. In fall 2015, the university's enrollment was 10,614 students. MSU has the highest graduation rate (53.1%) and the highest retention rate (72.4%) of among public comprehensive universities in the Commonwealth. Murray State University has consistently been ranked among the top Southern regional and liberal arts colleges in the *U.S. News & World Report's* annual publication, *America's Best Colleges* and has been listed in Kiplinger's *100 Best Values in Public Colleges*. Senior Surveys indicate that students are positive about their overall education as well as their chosen major in teacher education at Murray State. The Southern Association of Colleges and Schools (SACS) has continuously accredited Murray State since 1928.

Until July 2014, the College of Education departments were: Adolescent, Career and Special Education; Early Childhood and Elementary Education; and Educational Studies, Leadership and Counseling. During a summer 2014 university-wide academic reconfiguration, the College of Education transformed into the College of Education and Human Services (COEHS). The three existing departments were joined by the Department of Community Leadership and Human Services and the Center for Communication Disorders. Please reference the COEHS organizational flowchart at <http://coekate.murraystate.edu/ncate/st/general.htm>.

COEHS is a member of the American Association of Colleges for Teacher Education (AACTE), Teacher Education Council of State Colleges and Universities (TESCU) and is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Initial accreditation from NCATE was received in 1954. Murray State University has actively pursued and maintained NCATE accreditation for its teacher preparation program. In fall 2016, the unit will seek Council for the Accreditation of Educator Preparation (CAEP) accreditation.

Several unit programs are provided at these Kentucky extended regional campuses: Henderson, Hopkinsville, Madisonville, and Paducah. Candidates can earn undergraduate degrees in elementary education, middle school education, learning and behavior disorders, and interdisciplinary early childhood education. Each semester, the unit hosts an extended campus team session to share unit initiatives, provide professional development, and host course instructional team meetings. All instructors teaching the same course at all sites meet to create a common vision for their course, design common course assignments and assessments, and discuss ways to ensure a consistent, quality course delivery at all site locations.

### ***Rationale for the Program***

According to the U.S. Department of Labor, job prospects are best for teachers in high-demand fields, such as mathematics, sciences, languages, and bilingual education. Locations in urban or rural school districts are also considered to be high need areas for content area teachers. Teachers who are geographically mobile and who obtain licensure in more than one subject are likely to have a distinct advantage in finding a job. The Secondary Education program includes University Studies courses, professional education courses and subject-matter content majors or areas. Students can choose from three certification levels: grades 8-12, grades 5-12, and grades P-12. These programs will prepare students in the specified grade ranges in curriculum content areas. The programs range from approximately 120 credit hours to 130 credit hours in content areas as well as professional education coursework. The programs provide access to current best practices and research through practicum experiences and field-based learning activities. The culminating experience is a semester-long teaching experience in the appropriate content area in a public school. Students in these programs are assigned dual advisors: a faculty member in the subject-matter department and one in the Department of Adolescent, Career and Special Education.

### ***Admission and Exit Requirements***

Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the Kentucky Teacher Standards. Checkpoints provide data to facilitate faculty efforts to make recommendations for

improvement, remediation, or candidates' continuance in the program. To become admitted to the teacher education program, candidates must meet the following requirements:

- Attend an admission to teacher education orientation.
- Pass all portions of the CASE exam.
- Earn an overall undergraduate GPA  $\geq 2.75$  on a 4.0 point scale.
- Complete a minimum of 24 credit hours with a GPA  $\geq 2.75$ .
- Earn a "B" or higher in the following courses: ENG 105, MAT 117 (or higher), COM 161, EDU 103 (or equivalent).
- Receive their advisor's recommendation to continue in the program through the interview process.
- Review and declare they will adhere to the Professional Code of Ethics for Kentucky School Personnel.
- Submit an official application to Teacher Education Services.

To be admitted to student teaching, candidates must be admitted to teacher education and meet these requirements:

- Attend an admission to student teaching orientation.
- File a formal application with Teacher Education Services two semesters prior to the student teaching term.
- Demonstrate teaching ability in field and practicum experiences.
- Complete 200 hours of field experiences and legislated components.
- Maintain a GPA  $\geq 2.75$  in overall coursework, professional education coursework, and major or area(s).

To begin student teaching, candidates must have senior, post-bac, or graduate status and have completed all major courses and specialty areas. In addition, they must meet these requirements:

- Complete all required professional teacher education courses with GPA  $\geq 2.75$ .
- Provide documentation of a current physical exam and a TB risk assessment.
- Obtain a criminal records check.
- Complete all PBIS modules.
- Supply TES with any required information.

To be recommended for initial certification, candidates must successfully complete student teaching and program requirements. They must earn passing scores on relevant *PRAXIS* specialty area tests and the *Principles of Learning and Teaching* exam. Because teacher certification requirements are subject to change, students who are registering for the tests need to refer to the Education Professional Standards (EPSB) website at [www.kyepsb.net](http://www.kyepsb.net) for current requirements.

### ***Modes of Delivery***

Course work is delivered through multiple venues: traditional (face-to-face), hybrid (part traditional, part online), and online.

## **Conceptual Framework**

All teacher certification programs at Murray State University share the same conceptual framework. This document is available at [http://coehsnet.murraystate.edu/program\\_submissions/](http://coehsnet.murraystate.edu/program_submissions/).

### **Continuous Assessment**

All teacher certification programs at Murray State University share a continuous assessment plan. This document is available at [http://coehsnet.murraystate.edu/program\\_submissions/](http://coehsnet.murraystate.edu/program_submissions/).

### **Program Experiences**

#### **A. Courses and Experiences**

The Modern Language program supports the unit's theme by nurturing individuals to become reflective decision-makers. Reflection is the focus of course activities and is the primary means by which candidates integrate course experiences with Kentucky performance Standards (KTS), College of Education and Human Services Dispositions, and the candidates' own experiences, values, and beliefs about education. At the program's beginning, candidates are asked to reflect upon their own values and beliefs about education and seek integration of those with the COEHS Dispositions through assignments such as philosophy statements, growth plans, practicum work, and other reflective assignments. This process continues as candidates develop portfolio items to reflect their growth and understanding of educational principles leading to the program's end with the eligibility portfolio as a summative evaluation of their knowledge and demonstration of their skills according to Kentucky performance standards. Throughout, program coursework is designed to require planning and reflecting at increasing levels of expertise. Secondary education program faculty collaborate with content area faculty to teach concepts, principles, theories, standards, and research related to evidence-based practices in secondary curriculum, and assessment. The pedagogy coursework models the use of active instructional methods, real-life applications, and cognitive strategies to stimulate learning and provide motivation for the secondary learner. Along with a strong component of content knowledge in the areas of certification, the program is designed to integrate theory into practice with field experiences scheduled as an integral part of methods courses. As program policy, candidates follow curriculum guidesheets and RACR audits (a university advising program tool), and confer with advisors to help them to monitor their personal progress and prepare them for the continuous self-assessment required of professional educators.

At admission to teacher education, candidates are interviewed by faculty and asked to respond to the COEHS dispositions and the Kentucky Code of Ethics. The *Professional Code of Ethics for Kentucky School Personnel* is presented at three additional times to candidates - during orientations to teacher education and student teaching and during the student teaching interview. The Kentucky teacher performance standards are integrated throughout core courses and secondary methods courses as demonstrated in the table below. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied (A) in lesson plans and other instructional activities. At the end of the program, during extended practicum and student teaching, candidates are evaluated (E) for each standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional knowledge in the discipline. In addition, the Murray program allows for post-baccalaureate students to return and earn certification in a content area.

To prepare candidates for the classroom, MLA 514: Methods of Teaching Foreign Languages is required to provide language instruction methodologies, the preparation and critique of lesson plans, and completion of a teaching practicum with feedback from the modern language instructor and classmate peers. In addition, each of language majors is required to take MLA 400: Senior Seminar where candidates are required to choose a topic of enquiry for which they complete a research paper of approximately 12-15 pages in their target language. The paper project is organized in sequential fashion: proposal, outline, bibliography, first version, then final, revised version – all under the supervision of a faculty member in the discipline. At each stage the candidate is graded. Each candidate then not only submits the paper for his/her portfolio, but will also provide a shortened version in English at the Senior Colloquium before an audience consisting of modern language faculty and student peers who ask questions about the research. The modern language faculty feel that this training results in a well-prepared teacher candidate familiar with research methods and also with various levels of communicative interaction (before participating in the Colloquium, for example, the candidates give mock reports in class after which they receive critique of their work). The modern language faculty believe these program experiences to be effective since candidates consistently pass the PRAXIS II content exams and are in high demand as teachers for the region.

### ***Code of Ethics***

Teacher candidates read and examine the *Professional Code of Ethics for Kentucky School Personnel* when they attend an admission to teacher education orientation. They sign the *Declaration of Eligibility* to attest they (1) understand the standard for personal and professional conduct expected of a professional educator; (2) certify they have read, examined, and understand the *Professional Code of Ethics for Kentucky Certified School Personnel* and agree to abide by its terms during the course of preparation and careers as professional educators; and (3) affirm and declare that all information they give is true, correct, and complete to the best of their knowledge. This is one of the requirements for admission to teacher education.

Once the *Declaration of Eligibility* has been completed and signed, if the attestation changes during the time of participation in the teacher education program the Director of Teacher Education Services must be notified immediately and a new declaration must be submitted. Teacher candidates re-examine the *Professional Code of Ethics for Kentucky School Personnel* during the admission to student teaching orientation. They submit an updated *Declaration of Eligibility* at the conclusion of this orientation. Once candidates have completed all program and certification requirements, they submit a CA-1 application for Kentucky Certification. The application includes a section entitled *Character and Fitness*. By signing the form, candidates attest they have abided and will continue to adhere to the *Professional Code of Ethics for Kentucky School Personnel*.

### ***Teaching Reading and Writing Skills***

Candidates enhance their personal literacy skills by successfully completing two *Oral and Written Communication* university studies courses, ENG 105 *Critical Reading, Writing, and Inquiry* and COM 161 *Introduction to Public Speaking*. Furthermore, they complete additional hours of Historical, Literary, and Philosophical university studies courses based upon their choice of content. Students

further refine their writing skills by completing the unit’s writing-intensive student teaching semester. Methods courses with included field experiences provide students with hands on planning, teaching, and tutoring instruction with secondary level public school students. If the student chooses an English content area, they complete 24 credit hours in literature, English, and writing. Furthermore, candidates demonstrate writing proficiency by passing the writing portion of the *Core Academic Skills for Educators* exam. The Praxis II examination in their content area is required for certification for students completing the degree. Candidates first learn how to address content literacy across the curriculum in EDU 303. They are trained to integrate content area literacy throughout their instructional design and delivery during the SEC 420, SEC 421, and SEC 422 practicum and clinical experiences.

### ***Field Experiences***

As per 16 KAR 5:040 legislation, Kentucky teacher candidates are required to complete a minimum of 200 clock hours of field experiences prior to student teaching. Candidates participate in varied activities in P12 school settings. Activities include engaging a diverse student population, observing in schools and related agencies (e.g. Family Resource Centers or Youth Service Centers), tutoring, interacting with families of students, attending school board and school-based council meetings, participating in a school-based professional learning community, and assisting teachers or other school professionals. Candidates record field experience hours and activities on the *LiveText Field Experience Module* system and the *Kentucky Field Experience Tracking System*. Course instructors, cooperating teachers, and university supervisors confirm candidates’ participation. The unit provides training, video clips, and step-by-step directions to facilitate candidates’, instructors’ and cooperating teachers’ recording efforts. The *Secondary Education Field Experiences Table* delineates this program’s field experiences.

**Secondary Education Field Experiences Table**

<b>Course</b>	<b>Field Hours</b>
<b>EDU 103</b>	<b>7 hours</b>
<b>EDP 260</b>	<b>7 hours</b>
<b>EDU 303</b>	<b>6 hours</b>
<b>EDU 403</b>	<b>3 hours</b>
<b>EDU 405</b>	<b>2 hours</b>
<b>SED 300</b>	<b>7 hours</b>
<b>SEC 420</b>	<b>57 hours</b>
<b>SEC 422</b>	<b>118 hours</b>

### ***EPSB Themes***

Effective educators need to be equipped with the knowledge, skills, dispositions, and decision-making skills necessary to address the needs of a diverse student population. Therefore, the Kentucky Education Professional Standards Board has identified four important themes (diversity, assessment, literacy, closing the achievement gap) to be integrated throughout candidates’ academic course work. Furthermore, the unit’s theme of *Educator as a Reflective Decision-Maker* is emphasized throughout

candidates' program preparation. The *EPSB Themes for Modern Language Core Education Courses* table depicts the degree to which these themes are addressed in multiple courses.

### EPSB Themes for Modern Language Core Education Courses

Course	EPSB THEMES				UNIT THEME
	Diversity	Assessment	Literacy	Gap	Reflective Decision-Maker
<b>EDP 260</b>	<b>A</b>				<b>A</b>
<b>EDU 103</b>	<b>A</b>	<b>K</b>		<b>A</b>	<b>E</b>
<b>EDU 303</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>EDU 403</b>	<b>A</b>	<b>A</b>		<b>A</b>	<b>A</b>
<b>MLA 514</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
<b>SEC 420</b>	<b>E</b>	<b>E</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>SEC 421</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>
<b>SEC 422</b>	<b>E</b>	<b>E</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>SED 300</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>K – Knowledge, A – Application, E – Evaluation</b>					

#### **Content Course Descriptions**

As per an agreement with EPSB, a sample of content courses was included as part of this PRD. Course descriptions for all modern language courses are located in the MSU *Bulletin* at this link: [http://www.murraystate.edu/academics/RegistrarsOffice/catalog\\_1516.aspx](http://www.murraystate.edu/academics/RegistrarsOffice/catalog_1516.aspx).

#### **Modern Language - French**

**FRE 201** Intercultural Communications in French (3). Students strengthen their basic language skills while continuing to broaden cultural awareness of French-speaking societies. Students relate experiences, produce brief reports on course topics, and express opinions concerning a variety of themes. Students learn to communicate on a more complex level in French. Taught in French. Prerequisite: FRE 102 or equivalent.

**FRE 202** Practical Applications in French (3). Students advance their speaking, writing, reading, and listening language skills in this interactive course focused on the practical application of the language in contemporary French-speaking countries. Activities include role-play, projects, reports, and discussions of texts. Taught in French. Prerequisite: FRE 201 or equivalent.

**FRE 203 French for the Working World (3).** A continuation from French 201, this course is a practical application of French for the working world together with grammar review and with emphasis on communication skills on the formal level. Includes further practice in listening, conversation, reading and writing. Students may be required to attend and write a report on two approved cultural events or complete alternative cultural assignments. Taught in French. Students may receive credit for French 202 or 203, but not both. French 203 counts toward the minor and the major. Prerequisite: French 201 or equivalent.

**FRE 210 Intermediate French Conversation (3).** A course designed to develop the vocabulary and oral communication skills of the student with a background of one year of college French or equivalent. Emphasis will be placed on bringing the student into contact with French native speakers and various aspects of their culture. May count as an elective for French major or minor. Only taught abroad. Prerequisite: FRE 102 or equivalent.

**FRE 301 Social Issues in French Texts (3).** An exploration of social issues through the reading, discussion, and written analysis of authentic texts in French-speaking cultures in Europe, Canada, Africa, and the Caribbean. While examining these issues, the student will also learn and practice the rudiments of literary interpretation. Prerequisite: FRE 202 or permission of instructor.

**FRE 302 Conversation and Composition (3).** Additional practice in speaking and writing based on a variety of topics and materials. Prerequisite: FRE 301 or permission of the instructor.

**FRE 306 Introduction to French Literature (3).** An introduction to literary analysis, designed to develop skills in reading, oral expression and expository writing. A variety of genres will be presented: short story, poetry, the novel, and theater. Prerequisite: FRE 301 or 331 or permission of instructor.

**FRE 310 Conversation and Composition Abroad (3).** Intensive practice in speaking and writing based on the student's interaction with native speakers and the international setting. Only taught abroad. Counts toward the major and minor approved electives. Prerequisite: Two years of college French or equivalent.

**FRE 315 Global Cinema in French (3).** A study of French cinema and cinema in French beyond French borders, examining significant directors and film movements. This class includes a two hour per week film screening in addition to class meetings. This course is conducted in French. Prerequisite FRE 301 or 331.

**FRE 323 French Culture and Civilization (3).** A survey of the contributions of France to world culture including the historical development of France from pre-historic times through the French Revolution. Classes conducted in French with extensive use of visual aids. Prerequisite: FRE 301 or 331 or permission of instructor.

**FRE 324 Contemporary French Culture and Civilization (3).** A survey of attitudes, achievements, and behavioral characteristics of the French people from 1800 to the present. Classes conducted in French with extensive use of audio and visual aids. Prerequisite: FRE 301 or consent of the instructor.

**FRE 330 French Literary Texts in Context (3).** Will be taught on summer abroad programs in French-speaking countries only. It is an introductory course in French and/or Francophone literature taught in French. Authentic texts might include poetry, short story, drama or excerpts from long works and might be from any literary period. An effort will be made to take advantage of residence in French-speaking countries through visits to sites that are related to the literature. Prerequisite: FRE 202 or 203, or permission of instructor.

**FRE 331 Advanced Language Practice (3).** Course will offer students the opportunity to expand their cultural and linguistic knowledge of French-speaking cultures through a central conceptual framework, such as an

international conference, an apartment building, a hotel, or a business. Students will engage in extensive role-play and creative exercises to establish contexts, choose fictive identities, and improvise a series of encounters. Prerequisite: FRE 202 or permission of instructor.

**FRE 332 Phonetics and Literature (3).** In-depth study of French sounds, intonation patterns, articulation of words, and rhythm of sentences. Practice with the phonetic alphabet and discovery of French literary texts. Prerequisite: FRE 301 or 331.

**FRE 401 Survey of French Literature I (3).** Representative masterpieces of the novel, poetry and theatre from the Middle Ages to the eighteenth century. Prerequisite: FRE 301 or permission of instructor.

**FRE 402 Survey of French Literature II (3).** Representative masterpieces of the novel, poetry, and theatre for the nineteenth and twentieth centuries. Prerequisite: FRE 301 or 331 or permission of instructor.

**FRE 421 Topics in French Literature (3).** Course content will vary according to the needs of the French program. May be repeated to a maximum of nine credit hours. Prerequisite: FRE 301 or 331 or consent of instructor.

**FRE 430 Advanced Conversation and Composition (3).** For the advanced student who has completed a 300-level conversation and composition course or who has had extensive experience with French language. Prerequisite: FRE 301 or 331 or permission of instructor.

**FRE 441 Topics in French Cultural Studies (3).** Course content will include a variety of factors that contribute to and reflect the cultural life, social themes, and national perspectives of French society. The course content will include literature and may include media and/or film. Students will write a research paper. May be repeated for a maximum of six credit hours. Prerequisite: FRE 301 or 331 or consent of instructor.

**FRE 450 Literary Masterpieces in French (3).** A general survey of the literary periods, major authors, and initial acquaintance with their work. May be repeated for a maximum of six credit hours. Prerequisite: FRE 301 or 331 or permission of instructor.

**FRE 451 Directed Study (1-3).** Independent work in the area of language, culture or literature, designed to meet the needs and interests of individual students. Prerequisite: FRE 301 or 331 or permission of instructor.

**FRE 460 Studies in a Genre (3).** The course will explore a particular genre, e.g., the novel, novella, drama, poetry, short story, and the theory behind the respective genre and an examination of a variety of works within that genre. May be repeated as a second course for up to six credit hours provided that the second course covers a different genre. Prerequisite: FRE 301 or 331 or permission of instructor.

**FRE 501 Middle Ages Literature (3).** A study of representative works of French literature dating from 1095 to 1600. Prerequisites: junior standing or above, FRE 301 or 331 or permission of instructor.

**FRE 503 Seventeenth- and Eighteenth-Century Literature (3).** A study of representative literary works from the period 1600 to 1795. Prerequisite: junior standing or above, FRE 301 or 331 or permission of instructor.

**FRE 505 Nineteenth-Century Literature (3).** A study of representative literary works published between 1800 and 1899. Prerequisites: junior standing or above, FRE 301 or 331 or permission of instructor.

**FRE 507** Twentieth-Century Literature (3). A study of representative literary works published since 1900. Prerequisites: junior standing or above, FRE 301 or 331 or permission of instructor.

**FRE 521** Topics in French Literature (3). Course content at the discretion of the instructor. Prerequisites: junior standing or above, FRE 301 or 331 or permission of instructor.

**FRE 531** Advanced Grammar (3). A comparative study of the grammatical structures of French and English. Prerequisites: junior standing or above, FRE 301 or 331 or permission of instructor.

**FRE 532** Phonetics (3). Introduction to linguistic terminology and principles of phonology with intensive individual diagnosis and practice of the French phonological system. Includes study and practice of the International Phonetic Alphabet. Prerequisites: junior standing or above, FRE 301 or 331 or permission of instructor.

**FRE 551** Directed Study I (1-3). Independent work in areas of language, culture or literature, designed to meet needs and interests of individual students. Prerequisites: junior standing or above, FRE 301 or 331 or permission of instructor.

**FRE 552** Directed Study II (1-3). Prerequisites: junior standing or above, FRE 301 or 331 or permission of instructor.

**FRE 555** Study Abroad (3-9). Approved programs of travel and study in French-speaking countries. Repeatable up to nine hours. Prerequisites: junior standing or above, FRE 301 or 331 or permission of instructor.

### **Modern Language - German**

**GER 201** Intercultural Communications in German (3). Students strengthen their basic language skills while continuing to broaden cultural awareness of German-speaking societies. Students relate experiences, produce brief reports on course topics, and express opinions concerning a variety of themes. Students learn to communicate on a more complex level in German. Taught in German. Prerequisite: GER 102 or equivalent.

**GER 202** Practical Applications in German (3). Students advance their speaking, writing, reading, and listening language skills in this interactive course focused on the practical application of the language in contemporary German-speaking countries. Activities include role-play, projects, reports, and discussions of texts. Taught in German. Prerequisite: GER 201 or equivalent.

**GER 203** German for the Working World (3). A continuation from German 201, this course is a practical application of German for the working world together with grammar review and with emphasis on communication skills on the formal level. Includes further practice in listening, conversation, reading and writing. Students may be required to attend and write a report on two approved cultural events or complete alternative cultural assignments. Taught in German. Students may receive credit for German 202 or 203, but not both. German 203 counts toward the minor and the major. Prerequisite: German 201 or equivalent.

**GER 301** Social Issues in German Texts (3). Intensive practice in speaking and writing based on a variety of topics and materials. Prerequisite: GER 202 or equivalent.

**GER 210** Intermediate Conversational German (3). A course designed to develop the vocabulary and oral communication skills of the student with a back-ground of one year of college German or equivalent. Emphasis will be placed on bringing the student into contact with German native speakers and various aspects of their culture. May count as an elective for the major or minor. Only taught abroad. Prerequisite: GER 102 or equivalent.

**GER 302** Conversation and Composition (3). An exploration of social issues through the reading, discussion, and written analysis of authentic texts in German-speaking cultures. While examining these issues, the student will also learn and practice the rudiments of literary interpretation. Prerequisite: GER 301 or permission of instructor.

**GER 306** Introduction to German Literature (3). An introduction to literary analysis, designed to develop skills in reading, oral expression and expository writing. A variety of genres will be presented. Prerequisite: GER 301 or 331 or permission of instructor.

**GER 310** Conversation and Composition Abroad (3). Intensive practice in speaking and writing based on the student's interaction with native speakers and the international setting. Only taught abroad. Counts toward the major and minor approved electives. Prerequisite: Two years of college German or equivalent.

**GER 314** German Cultural Heritage Abroad (3). This course taught in German and taught abroad, focuses on culture in German-Speaking countries. The course entails carefully planned excursions to a number of specific cultural sites in conjunction with readings about the sites and the intellectual history and milieu behind their conception. The student will explore the history, art, architecture, literature, politics, and music of the host country. This will only be taught on study-abroad programs in German-speaking countries. Prerequisite: Permission of instructor.

**GER 323** German Culture and Civilization (3). A survey of the contribution of German-speaking people to world culture in art, music, science, education, philosophy and religion. Classes conducted in German. Prerequisite: GER 301 or 331 or permission of instructor.

**GER 324** Contemporary German Culture and Civilization (3). A survey of the present-day culture of the German-speaking countries, including Austria, the Federal Republic of Germany, and Switzerland. Course includes the study of German dialects, geography, social and political systems and religious orientation. Classes conducted in German. Prerequisite: GER 301 or 331 or permission of instructor.

**GER 330** German Literary Texts in Context (3). Will be taught in study abroad programs in German-speaking countries. It is an introductory course in German literature taught in German. Authentic texts might include poetry, short story, drama or excerpts from long works and might be from any literary period. An effort will be made to take advantage of residence in German-speaking countries through visits to sites that are related to the literature. Prerequisite: GER 202 or 203, or permission of instructor.

**GER 331** Advanced Language Practice (3). Course will offer students the opportunity to expand their cultural and linguistic knowledge of German-speaking cultures through a central conceptual framework, such as an international conference, an apartment building, a hotel, or a business. Students will engage in extensive role-play and creative exercises to establish contexts, choose fictive identities, and improvise a series of encounters. Prerequisite: GER 202 or permission of instructor.

**GER 332 Phonetics (3)**. Contrastive study of German and English phonology with individual practice designed to improve pronunciation. Prerequisite: GER 202 or permission of instructor.

**GER 401** Survey of German Literature I (3). Historical interpretation of representative literary works from the Medieval periods to the Enlightenment. Prerequisite: GER 301 or 331 or permission of instructor.

**GER 402** Survey of German Literature II (3). Historical interpretation of representative literary works from Classicism to the present. Prerequisite: GER 301 or 331 or permission of instructor.

**GER 419** European Cinema (3). Survey of European (including British) film by French, English, German, and Spanish directors in the original languages with English subtitles except for the English language films. Selected films will be organized around social themes, which will then be viewed from different national perspectives. The common discussion section on one day will be conducted in English to be accessible to students of all languages; the second discussion section will be conducted in German. Students are required to attend film viewings in a separate lab section. Prerequisite: GER 301 or GER 331 or permission of instructor.

**GER 421** Topics in German Literature (3). Course content will vary according to the needs of the German program. May be repeated to a maximum of nine credit hours. Prerequisite: GER 301 or 331 or permission of instructor.

**GER 441** Topics in German Cultural Studies (3). Course content will include a variety of factors that contribute to and reflect the cultural life, social themes, and national perspectives of German society. The course content will vary according to the needs of the students in the German program. May be repeated for a maximum of six credit hours. Prerequisite: GER 301 or 331 or permission of instructor.

**GER 450** Literary Masterpieces in German (3). A general survey of the literary periods, major authors, and initial acquaintance with their work. May be repeated for a maximum of six credit hours. Prerequisite: GER 301 or 331 or consent of instructor.

**GER 451** Directed Study (1-3). Independent work in the area of language, culture or literature, designed to meet the needs and interests of individual students. Prerequisite: permission of instructor.

**GER 460** Studies in a Genre (3). The course will explore a particular genre, e.g., the novel, novella, drama, poetry, short story, and the theory behind the respective genre and an examination of a variety of works within that genre. May be repeated as a second course for up to six credit hours provided that the second course covers a different genre. Prerequisite: GER 301 or 331 or permission of instructor.

**GER 501** Literature Before 1600 (3). A study of major works chosen to present prominent themes and important literary developments within the period. Prerequisite: junior standing or above, GER 301 or 331 or permission of instructor.

**GER 503** Seventeenth- and Eighteenth-Century Literature (3). A study of major works chosen to present prominent themes and important literary developments within the period. Representative authors such as Goethe, Schiller, Novalis and Kleist will be treated. Prerequisite: junior standing or above, GER 301 or 331 or permission of instructor.

**GER 505** Nineteenth-Century German Literature (3). A study of literary developments during the era of the industrial revolution and political reform in Germany. Works by Buchner, Heine and representative authors of Poetic Realism and Naturalism will be treated with secondary emphasis placed on the emergence of the Biedermeier tradition. Prerequisite: junior standing or above, GER 301 or 331 or permission of instructor.

**GER 507** Twentieth-Century Literature (3). A study of the literature and the policies affecting literature during the Weimar Republic, the Third Reich, Post-War Literature and the *Gruppe 47*, and contemporary developments. Prerequisite: junior standing or above, GER 301 or 331 or permission of instructor.

**GER 521** Topics in German Literature (3). An in-depth course treating a topic in German literature. Selected according to the needs and interests of the students. Prerequisite: junior standing or above, GER 301 or 331 or permission of instructor.

**GER 531** Advanced Grammar (3). A specialized study contrasting German and English grammatical structures and usage. Prerequisites: junior standing or above, GER 301 or 331 or permission of instructor.

**GER 532** Phonetics (3). Contrastive study of German and English phonology with individual practice designed to improve pronunciation. Prerequisites: junior standing or above, GER 301 or 331 or permission of instructor.

**GER 551** Directed Study I (1-3). Independent work in areas of language, culture or literature, designed to meet needs and interests of individual students. Prerequisites: junior standing or above, GER 301 or 331 or permission of instructor.

**GER 552** Directed Study II (1-3). Prerequisites: junior standing or above, GER 301 or 331 or permission of instructor.

**GER 555** Study Abroad (3-9). Credit given for approved projects of study in a German-speaking country. Repeatable up to nine hours. Prerequisites: junior standing or above, GER 301 or 331 or permission of instructor.

### **Modern Language - Japanese**

**JPN 201** Intermediate Japanese I (3). Continuing study of Japanese at the intermediate level. Stresses reading comprehension, spoken fluency, and composition, with materials organized around social and cultural topics; continues to introduce new Kanji characters.

**JPN 202** Intermediate Japanese II (3). A continuation of JPN 201. Prerequisite: JPN 201 or permission of instructor.

**JPN 210** Intermediate Conversational Japanese (3). Course designed to develop the vocabulary and oral communication skills of the student with a background of one year of college Japanese or equivalent. Emphasis will be placed on bringing the student into contact with the Japanese people and various aspects of their culture. No continuation offered. Only taught abroad. Prerequisite: JPN 102 or equivalent.

**JPN 301** Japanese Conversation and Composition I (3). Intensive practice in speaking and writing based on a variety of topics and materials. Prerequisite: JPN 202 or permission of instructor.

**JPN 302** Japanese Conversation and Composition II (3). Additional intensive practice in speaking and writing based on a variety of topics and materials. Prerequisite: JPN 301 or permission of instructor.

**JPN 306** Introduction to Japanese Literature (3). As an introduction to literary analysis, this course is designed to develop abilities in analytical reading, oral presentation, and expository writing. The course surveys a variety of literary genres, and is conducted in Japanese and in English. Prerequisite: JPN 301 or 331.

**JPN 310** Conversation and Composition Abroad (3). Intensive practice in speaking and writing based on the student's interaction with native speakers and the international setting. Only taught abroad. No continuation offered. Prerequisite: Two years of college Japanese or equivalent.

**JPN 314** Japanese Culture Abroad (3). Japanese culture taught in Japanese and only taught in study0-abroad programs in Japan. The course entails planned activities as well as excursions to cultural sites in conjunction with readings about the activities, the sites, and the intellectual history and milieu behind their conceptions. The student will explore the history, art, literature, politics, and music of the host country. Prerequisite: JPN 202 or equivalent, or consent of instructor.

**JPN 315** Global Cinema in Japanese (3). A study of Japanese cinema and film industry through the examination of significant directors and film movements. The course includes a two-hour per week film screening in addition to class meetings. The course is conducted in Japanese. Prerequisite: JPN 301 or 331.

**JPN 323** Japanese Culture and Civilization (3). Survey of the contributions of Japan to world culture including the historical development of Japan from pre-historic time up to the Meiji Restoration (1868). The class is conducted in Japanese. Prerequisite: JPN 301 or 331.

**JPN 324** Contemporary Japanese Culture and Civilization (3). A survey of attitudes, achievements and behavioral characteristics of the Japanese people from the Meiji Restoration (1868) to the present. The class is conducted in Japanese. Prerequisite: JPN 301 or 331.

**JPN 331** Advanced Language Practice (3). Course will offer students the opportunity to expand their cultural and linguistic knowledge of Japanese culture through series of conceptual frameworks, such as an international conference, an apartment building, a hotel, or a business. Students will engage in extensive "role play" and creative exercises to establish contexts, choose fictive identities, and improvise a series of encounters. The class is conducted in Japanese. Prerequisite: JPN 202.

**JPN 350** Modern Japanese Literature in Translation (3). This course surveys Japanese fiction from the Meiji Restoration (1868) to the present day. We will examine the personal voice, manifest in literary works, and explore the ways in which literature has been closely interwoven with historical movements and social changes of modern times. Prerequisite: ENG 105 or 150.

(Same as ENG 350.)

**JPN 401** Advanced Japanese I (3). This course is the first semester of the fourth-year Japanese curriculum, which is a continuation of JPN 302 and is designed to further develop the student's four language skills (speaking, listening reading, and writing) and cultural knowledge. The class is conducted in Japanese. Prerequisite: JPN 302.

**JPN 402** Advanced Japanese II (3). This course is the second semester of the fourth-year Japanese curriculum, which is designed to further develop the student's four language skills (speaking, listening, reading, and writing) and cultural knowledge through various means including the study of authentic materials and classroom activities. The class is conducted in Japanese. Prerequisite: JPN 401

**JPN 421** Topics in Japanese literature (3). Analysis and discussion of characteristics and representative authors from different historical periods and genres of Japanese literature. Course content will vary according to the needs of the Japanese Program. May be repeated to a maximum of nine credit hours. The course is conducted in Japanese. Prerequisite: JPN 301 or 331.

**JPN 441** Topics in Japanese Cultural Studies (3). This course explores a variety of factors that contribute to and illustrate the cultural life, social themes, and national perspectives of Japanese society. The course topic will vary depending on the semester during which the course is offered and according to the needs of the students in the Japanese program. The course may be repeated for a maximum of six credit hours. The course is conducted in Japanese and in English. Prerequisite: JPN 301 or 331.

**JPN 460** Studies in a Genre (3). The course will explore a particular genre of Japanese literature (e.g., the novel, novella, drama, poetry, short story, etc.), the theory behind the respective genre, and an examination of a variety of works within that genre. May be repeated as a second course for up to six credit hours provided that the second course covers a different genre. The course is conducted in Japanese. Prerequisite: JPN 301 or 331.

**JPN 551** Directed Studies (1-3). Course work designed to meet specific needs and interests on an individual basis. Prerequisite: junior standing or above.

### **Modern Language - Spanish**

**SPA 201** Intercultural Communications in Spanish (3). Students strengthen their basic language skills while continuing to broaden cultural awareness of Spanish-speaking societies. Students relate experiences, produce brief reports on course topics, and express opinions concerning a variety of themes. Students learn to communicate on a more complex level in Spanish. Taught in Spanish. Prerequisite: SPA 102 or equivalent.

**SPA 202** Practical Applications in Spanish (3). Students advance their speaking, writing, reading, and listening language skills in this interactive course focused on the practical application of the language in contemporary Spanish-speaking countries. Activities include role-play, projects, reports, and discussions of texts. Taught in Spanish. Prerequisite: SPA 201 or equivalent.

**SPA 203** Spanish for the Working World (3). A continuation from Spanish 201, this course is a practical application of Spanish for the working world together with grammar review and with emphasis on communication skills on the formal level. Includes further practice in listening, conversation, reading and writing. Students may be required to attend and write a report on two approved cultural events or complete alternative cultural assignments. Taught in Spanish. Students may receive credit for Spanish 202 or 203, but not both. Spanish 203 counts toward the minor and the major. Prerequisite: Spanish 201 or equivalent.

**SPA 211** Introduction to Spanish Culture (3). Focuses on the contemporary cultural character of Spain. Combines traditional class work with carefully planned excursions to cultural centers. Also designed to increase linguistic proficiency and is conducted in basic Spanish.

**SPA 220** Spanish for Law Enforcement Professionals (3). Course is designed to develop the specific vocabulary and oral communication skills essential for a student who is intending to pursue a career in law enforcement and has a background of one year college Spanish or equivalent. SPA 220 will be taught only in study abroad programs in Mexico. Prerequisite: SPA 102 or equivalent.

**SPA 230** Spanish for Medical Professionals (3). Course is designed to develop the specific vocabulary and oral communication skills essential for a student who is intending to pursue a career in medicine or nursing, and who has a background of one year of college Spanish or the equivalent. SPA 220 will be taught only in study abroad programs in Mexico. Prerequisite: SPA 102 or equivalent.

**SPA 301** Conversation and Composition I (3). Intensive practice in speaking and writing based on a variety of topics and materials. Prerequisite: SPA 202 or equivalent.

**SPA 302** Conversation and Composition II (3). Additional practice in speaking and writing based on a variety of topics and materials. Prerequisite: SPA 301 or permission of instructor.

**SPA 306** Introduction to Literature in Spanish (3). A course designed to develop skills in reading, writing and oral expression which will prepare students to study authentic literature in Spanish. In addition, the rudiments of literary analysis and/or theory will be introduced through a variety of texts which might include short story, poetry, theater and film. Prerequisite: SPA 202 or permission of instructor.

**SPA 310** Conversation and Composition Abroad (3). Intensive practice in speaking and writing based on the student's interaction with native speakers and the international setting. Only taught abroad. Counts toward the major and minor approved electives. Prerequisite: Two years of college Spanish or equivalent.

**SPA 311** Business Spanish (3). Designed for students with interest in international business who have had at least two years of college Spanish or equivalent. The course integrates oral and written business communications, with an emphasis on the vocabulary of business in the Spanish-speaking world. Prerequisite: SPA 202 or equivalent.

**SPA 315** Global Cinema in Spanish (3). A study of Spanish-language cinema, examining significant directors and film movements. This class includes a two-hour per week film screening in addition to class meeting. The course is conducted in Spanish. Prerequisite: SPA 301 or 331.

**SPA 323** Spanish Culture and Civilization (3). A cultural survey of Spanish history with emphasis on twentieth-century Spain. Classes conducted in Spanish with extensive use of visual aids. Prerequisite: SPA 301 or permission of instructor.

**SPA 324** Mexican Culture History (3). Introduction to Mexican culture from a contemporary and a historical perspective taught in Spanish. Focus will be on the area's geography, history, social and political institutions, and the cultural achievements of its people. It will also explore the values and behavioral characteristics of Mexican people in order for students to better adjust to residence abroad. Course will be taught in Mexico. Prerequisite: SPA 301 or equivalent.

**SPA 325** Spanish-American Culture (3). A cultural survey of Spanish-American history with emphasis on twentieth-century Spanish America. Taught in Spanish with extensive use of visual aids. Prerequisite: SPA 301 or permission of instructor.

**SPA 330** Spanish Literary Texts in Context (3). Will be taught on summer abroad programs in Spain only. It is an introductory course in Spanish literature taught in Spanish. Authentic texts might include poetry, short story, drama or excerpts from long works and might be from any literary period. An effort will be made to take advantage of residence in Spain through visits to sites that are related to the literature. Prerequisite: SPA 202, 203, or permission of instructor.

**SPA 331** Advanced Language Practice (3). Course will offer students the opportunity to expand their cultural and linguistic knowledge of Spanish-speaking cultures through a central conceptual framework, such as an international conference, an apartment building, a hotel, or a business. Students will engage in extensive role-play and creative

exercises to establish contexts, choose fictive identities, and improvise a series of encounters. Prerequisite: SPA 202 or permission of instructor.

**SPA 332** Phonetics (3). A study of the vocal apparatus, phonetic transcription, and analysis of the contrast between Spanish and English phonology with individual work designed to improve pronunciation. Prepares prospective teachers to teach correct pronunciation effectively. Prerequisite: SPA 202 or permission of instructor.

**SPA 401** Survey of Spanish Literature (3). A panoramic study of the literature of Spain from the Middle Ages to the present. Prerequisite: SPA 302 and SPA 301 or 306.

**SPA 403** Survey of Spanish-American Literature (3). A panoramic study of the literature of Spanish America from pre-Columbian times to the present. Prerequisite: SPA 302 and SPA 301 or 306.

**SPA 419** European Cinema (3). Survey of European (including British) film by French, English, German, and Spanish directors in the original languages with English subtitles except for the English language films. Selected films will be organized around social themes, which will then be viewed from different national perspectives. The common discussion section on one day will be conducted in English to be accessible to students of all languages; the second discussion section will be conducted in Spanish. Students are required to attend film viewings in a separate lab section. Prerequisite: SPA 302 or permission of instructor.

**SPA 421** Topics in Spanish Literature (3). Course content will vary according to the needs of the Spanish program. May be repeated to a maximum of nine credit hours. Prerequisite: SPA 302 and SPA 301 or 306.

**SPA 422** Topics in Spanish American Literature (3). Course content will vary according to the needs of the Spanish program. Prerequisite: SPA 302 and SPA 301 or 306.

**SPA 430** Advanced Conversation and Composition (3). Designed for students with at least two years of college Spanish or equivalent. The main purpose is to develop greater fluency and better pronunciation. Oral and written reports will be required. Emphasis will be placed on idiomatic structures and vocabulary building. Prerequisite: SPA 301 or permission of instructor.

**SPA 441** Topics in Spanish Cultural Studies (3). Course content will include a variety of factors that contribute to and reflect the cultural life, social themes, and national perspectives of Spanish society. The course content will include literature and may include media and/or film. Students will write a research paper. May be repeated for a maximum of six credit hours. Prerequisite SPA 302 and SPA 301 or 306.

**SPA 445** Survey of Spanish Poetry (3). Course will explore Spanish poetry through a variety of authors and works within the genre. Prerequisite: Spanish 302 and SPA 301 or 306, or consent of instructor.

**SPA 450** Literary Masterpieces in Spanish (3). A general survey of the literary periods, major authors, and initial acquaintance with their work. May be repeated for a maximum of six credit hours. Prerequisite: SPA 302 and SPA 301 or 306.

**SPA 451** Directed Study (1-3). Independent work in the area of language, culture or literature, designed to meet the needs and interest of individual students. Prerequisite: SPA 302 and SPA 301 or 306.

**SPA 460** Studies in a Genre (3). The course will explore a particular genre, e.g., the novel, novella, drama, poetry, short story, and the theory behind the respective genre and an examination of a variety of works within that genre. May be repeated as a second course for up to six credit hours provided that the second course covers a different genre. Prerequisite: SPA 302 and SPA 301 or 306.

**SPA 503** Golden Age Literature (3). Spanish literature of the sixteenth and seventeenth centuries. Prerequisites: SPA 302 and SPA 301 or 306.**SPA 504** Don Quixote (3). Prerequisites: SPA 302 and SPA 301 or 306.

**SPA 505** Nineteenth-Century Spanish Literature (3). Romanticism through Naturalism. Prerequisites: SPA 302 and SPA 301 or 306.

**SPA 507** Twentieth-Century Spanish Literature (3). A survey of representative authors. Prerequisites: SPA 302 and SPA 301 or 306.

**SPA 511** Spanish-American Short Story (3). The origin and development of the short story in Spanish America, with emphasis placed upon the twentieth century. Prerequisites: SPA 302 and SPA 301 or 306.

**SPA 512** Spanish-American Novel (3). Representative works from the major literary movements and most regional types will be studied. Prerequisites: SPA 302 and SPA 301 or 306.

**SPA 521** Topics in Spanish Literature (3). Topics will vary according to the needs and interests of students. May be repeated to a maximum of six credit hours. Prerequisites: SPA 302 and SPA 301 or 306.

**SPA 522** Topics in Spanish-American Literature (3). Topics will vary. May be repeated to a maximum of six credit hours. Prerequisites: SPA 302 and SPA 301 or 306.

**SPA 531** Advanced Grammar (3). A specialized study contrasting Spanish and English grammatical structures and usage. Prerequisites: SPA 302 and SPA 301 or 306.

**SPA 532** Phonetics (3). A study of the vocal apparatus, phonetic transcription and analysis of the contrast between Spanish and English phonology with in-dividual work designed to improve pronunciation. Prepares prospective teachers to teach correct pronunciation effectively. Prerequisites: SPA 302 and SPA 301 or 306.

**SPA 551** Directed Study I (1-3). Course work designed to meet specific needs and interests on an individual basis. Prerequisites: SPA 302 and SPA 301 or 306.

**SPA 552** Directed Study II (1-3). Prerequisites: SPA 302 and SPA 301 or 306.

**SPA 555** Study Abroad (3-9). Credit given to students for approved travel and study in Spain and Spanish America. Repeatable up to nine hours. Prerequisite: junior standing or above.

### **Required MLA courses for Foreign Language/Teaching Certification Majors**

**MLA 400** Senior Seminar (3). In this course, students complete a comprehensive departmental portfolio, present for evaluation the senior research project, and explore professional matters relating to the language major including career opportunities. Students will also evaluate their academic and extracurricular experiences in the Department of Modern Languages and at MSU. Prerequisite: senior standing.

**MLA 514** Methods of Teaching Foreign Languages (3). Designed to prepare students for the teaching of foreign languages in the public school. Current teach-ing philosophies, techniques and materials, curriculum innovation and extracurricular activities discussed. Limited observation and performance in a language classroom.  
Prerequisites: EDU 303 and junior standing or above.

***Modes of Delivery***

Secondary education courses are delivered on the Murray State University campus using face-to-face and online delivery methods. Many instructors also use a blend of approaches, or hybrid model of delivery. Faculty use web-based learning platforms such as *Canvas* and *LiveText* to supplement and enhance face-to-face instruction.

**Modes of Delivery for Program Content Courses**

<b>Course Number</b>	<b>Face to Face</b>	<b>Web</b>	<b>On-Campus</b>
EDU 103	X	X	X
EDU 303	X		X
EDU 403	X		X
EDU 405	X		X
SEC 420	X		<b>Practicum Sites</b>
SEC 422	X		<b>Practicum Sites</b>
SEC 421	X		<b>Student Teaching Sites</b>
EDP 260	X	X	X
SED 300	X		X

**B. Specialty Professional Association (SPA) Standards**

**American Council of Teachers of Foreign Language (ACTFL):**

**French, Spanish, German, Japanese**

<b>ACTFL STANDARD</b>	<b>Courses/Activities/Assessments</b>
<b>1. Communication. <i>Communicate in Languages Other than English</i></b>	FRE / GER/ SPA / JPN 101 Fundamental Communication 102 Social Interaction

<p><b>1.1.</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>1.2.</b> Students understand and interpret written and spoken language on a variety of topics</p> <p><b>1.3.</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>201 Intercultural Communication  202 Practical applications  301 Social Issues in FR/ GER Texts</p> <p>SPA 301/2 Conversation and Composition</p> <p>FR / GER / SPA / JPN  315 Global Cinema  323/32/ 325 Culture and Civilization  331-Advanced Language Practice  421/2- Topics in Literature  441 - Topics in Culture  450 - Masterpieces in Literature  460 - Studies in a Genre</p> <p>Assessments and Activities:  quizzes, exams, written assignments, oral exams, oral presentations, cultural presentations with implementation of an activity designed by the students, field trips, cultural events, conversation tables outside of class</p>
<p><b>2. Cultures. Gain Knowledge Understanding Other Cultures</b></p> <p><b>2.1.</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p><b>2.2.</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	<p>FRE / GER / SPA / JPN  323/324 323/324 323/325  Culture and Civilization  441 - Topics in Culture</p> <p>Assessments and Activities:  exams, written assignments, term papers, oral presentations with implementation of an activity designed by the students, engaged discussion, peer review tasks, , field trips, conversation tables outside of class</p> <p>Study Abroad Programs</p>

	(France, Germany, Mexico, Spain, Japan, etc.)
<p><b>3. Connections. <i>Connect with Other Disciplines and Acquire Information.</i></b></p> <p><b>3.1.</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p><b>3.2.</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<p>FR / GER / SPA / JPN</p> <p>315 Global Cinema</p> <p>323/32/ 325 Culture and Civilization</p> <p>331-Advanced Language Practice</p> <p>421/2- Topics in Literature</p> <p>441 - Topics in Culture</p> <p>450 - Masterpieces in Literature</p> <p>460 - Studies in a Genre</p> <p>Study Abroad Program Workshops</p> <p>Assessments and Activities: quizzes, exams, written assignments, oral exams, oral presentations, cultural presentations with implementation of an activity designed by the students, , field trips, conversation tables outside of class. All students are encouraged to volunteer at the MSU Language Showcase (formerly World Language Showcase) organized yearly</p> <p>MLA 392 Professional Engagement</p> <p>Practical project related to a foreign language, written reflection about the experience</p> <p>MLA 400</p> <p>Assessment and activities: oral and written exams, in-depth analysis of a target language cultural product (literary text, film, philosophical texts, etc.), weekly one-on-one meetings with senior project advisor, formal presentation to Faculty and peers in Senior Colloquium, preparation of materials that have real-life applications after the student's</p>

	<p>graduation (preparation of curriculum vitae, cover letter, etc.)</p> <p>MLA 514: Methods Of Teaching FL</p> <p>Assessments and Activities: lesson plans, unit plans, IEPs, assessment design, classroom management plans, microteaching, field experiences, student teaching</p>
<p><b>4. Comparisons. <i>Develop Insight into the Nature of Language and Culture</i></b></p> <p><b>4.1.</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p><b>4.2.</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own</p>	<p>FR / GER / SPA / JPN</p> <p>315 Global Cinema</p> <p>323/32/ 325 Culture and Civilization</p> <p>331-Advanced Language Practice</p> <p>421/2- Topics in Literature</p> <p>441 - Topics in Culture</p> <p>450 - Masterpieces in Literature</p> <p>460 - Studies in a Genre</p> <p>Study Abroad Program Workshops</p> <p>Assessments and Activities: quizzes, exams, written assignments, oral exams, oral presentations, cultural presentations with implementation of an activity designed by the students, , field trips, conversation tables outside of class</p> <p>MLA 400</p> <p>Assessment and activities: oral and written exams, in-depth analysis of a target language cultural product (literary text, film, philosophical texts, etc.), weekly one-on-one meetings with senior project advisor, formal presentation to Faculty and peers in Senior Colloquium, preparation of materials that have real-life applications after the student's</p>

graduation (preparation of curriculum vitae, cover letter, etc.)

MLA 514: Methods Of Teaching  
FL

Assessments and Activities:  
lesson plans, unit plans, IEPs,  
assessment design, classroom  
management plans, microteaching,  
field experiences, student teaching,

**5. Communities. *Participate in Multilingual Communities at Home and Around the World***

**5.1.** Students use the language both within and beyond the school setting.

**5.2.** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

This standard is encouraged in all our courses by preparing field trips, cultural events organized by ICALE (International Cultures and Languages Association), holding weekly conversation tables and encouraging students to become Alpha Mu Gamma members (Foreign Language Honor Society) and to participate in the MSU Language Showcase (formerly World Language Showcase) organized yearly.

FR / GER / SPA / JPN

210 Intermediate Conversation

310 Conversation and Composition Abroad

GER 314 German Cultural Heritage Abroad

SPA 324 Mexican Culture History

JPN 314 Japanese Culture Abroad

Study Abroad Programs

(France, Germany, Mexico, Spain, Japan, etc.)

### C. Kentucky Teacher Standards

The Kentucky Teacher Performance Standards are integrated throughout core courses and secondary education methods courses as demonstrated in the table below. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied (A) in lesson plans and other instructional activities. At the end of the program, during student teaching, candidates are evaluated (E) for each standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional skill in the appropriate content area. Secondary and content area instructors use web-based learning platforms such as *Canvas* to supplement and enhance face-to-face instruction. The *Kentucky Teacher Standards* matrix demonstrates the integration of Kentucky Teacher Standards throughout secondary education coursework.

**Kentucky Teacher Standards**

Course	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS10
<b>CSC 199</b>	<b>K</b>					<b>A</b>				
<b>EDP 260</b>		<b>K</b>	<b>K</b>	<b>A</b>		<b>A</b>	<b>A</b>	<b>A</b>		
<b>EDU 103</b>	<b>A</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>K</b>	<b>K</b>
<b>EDU 303</b>		<b>A*</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>K</b>	
<b>EDU 403</b>	<b>A</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>MLA 514</b>	<b>A</b>		<b>A</b>	<b>A</b>						
<b>SEC 420</b>	<b>K</b>	<b>A</b>	<b>K</b>	<b>A</b>					<b>K</b>	
<b>SEC 421</b>	<b>E*</b>									
<b>SEC 422</b>	<b>A</b>	<b>E</b>	<b>A</b>	<b>E</b>	<b>E</b>	<b>A</b>	<b>E</b>	<b>A</b>	<b>K</b>	<b>A</b>
<b>SED 300</b>	<b>A</b>	<b>K</b>	<b>K</b>			<b>K</b>	<b>K</b>	<b>A</b>	<b>K</b>	
<b>K – Knowledge, A – Application, E – Evaluation, * - Signature Assignment</b>										

- KTS 1: Content Knowledge
- KTS 2: Design Instruction
- KTS 3: Learning Climate
- KTS 4: Implements Instruction
- KTS 5: Assessment
- KTS 6: Technology
- KTS 7: Reflection
- KTS 8: Collaboration
- KTS 9: Professional Development
- KTS 10: Leadership

### D. Kentucky Core Academic Standards

All teacher certification candidates in the Murray State University education program become familiar with the Kentucky Core Academic Standards (KCAS) in EDU 103 *Issues and Practices of American Education* or the equivalent course specific to their discipline. This course is designed to provide students with an overview of the field of education. The instructor of this course introduces the KCAS to raise candidates' initial awareness of KCAS as a framework for standards-based instruction. In EDU 303 *Strategies of Teaching*, the instructor spends several class sessions acquainting candidates with the KCAS. In this course, candidates develop lesson planning. All lesson plans, instructional, activities, and assessments must be aligned to the KCAS standards in the appropriate content area. Additionally, candidates take EDU 405 *Evaluation and Measurement in Education*. Candidates develop proficiency in designing standards-based assessment instruments and interpreting the results to inform future instruction. This course's key assessment provides an introduction to the Teacher Performance Assessment (TPA) candidates complete during their student teaching experience.

In the secondary education program, candidates apply what they have learned about designing KCAS standards-based instruction and assessment instruments during the field and practicum experiences associated with these professional education methods courses.

### **Kentucky Core Academic Standards**

<b>Course</b>	<b>KCAS Content Area</b>	<b>Activity</b>
EDU 303	Specific to content area	Lesson plans, micro-teaching activities, mock classroom situations
MLA 514	Specific to content area	Lesson planning activities, micro-teaching activities, field experiences
SEC 420	Specific to content area	Lesson plans, unit plans, micro-teaching activities, field experiences
SEC 422	Specific to content area	Lesson plans, unit plans, field experiences
SEC 421	Specific to content area	Student teaching experience -Designing and implementing instruction

During the student teaching semester, candidates complete TPAs which demonstrate their proficiency in designing, implementing, and reflecting upon KCAS-aligned instructional units, lessons, and assessment instruments. They draft a KCAS standards-based instructional unit. Candidates use the results from a pre-assessment to modify the unit by differentiating instruction to address students' academic needs. They teach and reflect upon a series of lessons before administering the post-assessment. Candidates analyze post-assessment data to discern student growth, continuing academic needs, and achievement gaps to inform future instruction.

## **E. Program Faculty**

### **Modern Language Faculty**

<b>Name</b>	<b>Highest Degree, Field, &amp; University</b>	<b>Assignment: Indicate the role(s) of the faculty member (1)</b>	<b>Faculty Rank (2)</b>	<b>Status (FT/PT to institution, unit, and program)</b>
Barnett, Cynthia	M.A. in TESOL, Murray State University and M.A. in Teaching, Bethel University	Teach Content Area courses in Spanish	Senior Lecturer	Full time to institution, full time to unit, full time to program
Bodevin, Leon	Ph.D. in Spanish Literature, University of Texas	Teach Content Area courses in Spanish	Associate Professor	Full time to institution, full time to unit, full time to program
Burgess, Debra	M.A. in Spanish, University of North Texas	Teach Content Area courses in Spanish	Adjunct	Part time to institution, part time to unit, part time to program
Dixon, Michael	Ph.D. in Language Education, Indiana University	Teach Content Area courses in Japanese	Visiting Assistant Professor	Full time to institution, full time to unit, full time to program
Ebert, Reika	Ph.D. in German Literature, University of Washington, Seattle	Teach Content area courses in German	Associate Professor	Full time to institution, full time to unit, full time to program
Garrett, Mica	Ph.D. in Spanish Golden Age Poetry, University of Nebraska – Lincoln	Teach Content area courses in Spanish	Associate Professor	Full time to institution, full time to unit, full time to program

Hatakeyama, Yoko	M.A. in TESOL, Murray State University	Teach Content area courses in Japanese	Senior Lecturer	Full time to institution, full time to unit, full time to program
Kane, Martin	M.A. in Spanish Language and Literature, Miami University of Ohio	Teach Content area courses in Spanish	Lecturer	Full time to institution, full time to unit, full time to program
Kritsch, Kevin	Ph.D. in English and Comparative Literature	Teach Content area courses in German	Visiting Assistant Professor	One quarter position in Dept. of Modern Languages (three quarter position in the Dept. of English and Philosophy). Full time to institution, full time to unit, full time to program
Picech Reisinger, Elena	Ph.D. in Hispanic Literatures, Johns Hopkins	Teach Content area courses in Spanish and Methods	Assistant Professor	Full time to institution, full time to unit, full time to program
Romero-González, Tanya	Ph.D. in Spanish Literature with a minor in Film Studies, Yale University	Teach Content area courses in Spanish	Assistant Professor	Full time to institution, full time to unit, full time to program
Riegler, Roxane	Ph.D. in German Studies, University of Maryland	Teach Content area courses in German and French	Assistant Professor	Full time to institution, full time to unit, full time to program
Saint Paul, Therese	Ph.D. in Medieval Studies, The	Teach content area courses in French	Associate Professor	Full time to institution, full time to unit, full time to program

	University of Edinburgh			
Wu, Jie	Ph.D. in Chinese Literature, University of Washington, Seattle	Teach content area courses in Chinese	Assistant Professor	Full time to institution, full time to unit, full time to program

### Education Faculty

NAME	HIGHEST DEGREE, FIELD, & UNIVERSITY	ASSIGNMENT	FACULTY RANK	CERTIFICATIONS, EXPERIENCE, SCHOLARSHIP, LEADERSHIP IN PROFESSIONAL ASSOCIATIONS, AND SERVICE	STATUS
Allen, David	Ph.D, Education-School Improvement, Text State University-San Marcos	Director of Center for Environmental Education Teaches assessment and environmental education courses	Assistant Professor	<ul style="list-style-type: none"> <li>• <i>Educational Testing Services, Assessment Specialist – 10 years, Middle School Science – 6 years, High School Science – 3 years</i></li> <li>• <i>Allen, D. (August 2015). Project Learning Tree survey of use. Annual conference of the Japanese Society of Environmental Education, Nagoya, Japan.</i></li> <li>• <i>Allen, D. (October 2014). Perceptions of environmental education from across a university campus. Annual conference of the North American Association for Environmental Education. Ottawa, Ontario, Canada.</i></li> <li>• <i>Waite, D., &amp; Allen, D. (2003). Corruption and abuse of power in educational administration. Urban Review, 35(4), 281-296</i></li> </ul>	Full-time to institution Part-time to unit Part-time to program
Brown, Cory	Ph.D, Multicultural and Equity Studies in Education,	Assistant Professor Teaches foundation courses	Assistant Professor	<ul style="list-style-type: none"> <li>• <i>High School English – 2 years, Full-Time Academic Advisor, University of Cincinnati – 5 years,</i></li> </ul>	Full-time to institution Part-time to unit

	Ohio State University			<p><i>University Appointments, Education – 10 years.</i></p> <ul style="list-style-type: none"> <li>• <i>Dixson, A. D., Dodo-Seriki, V. and Brown, C. T. (2014). Culturally relevant pedagogy at the intersections of race, gender, and class. Paper presented at the biennial meeting of the International Conference on Urban Education, Montego Bay, Jamaica.</i></li> <li>• <i>Dodo-Seriki, V., Brown, C. T., and Fasching-Varner, K. (Accepted and in preparation, 2015). The permanence of racism in teacher education. In J. K. Donnor, R. Reynolds, M. Lynn, and A. D. Dixson (Eds.). Is the post-racial still racial?: Understanding the relationship between race and education. NSSE Yearbook, Teachers College Record.</i></li> <li>• <i>National Council of Teachers for English Assembly of Research - Program Reviewer and Planning Committee, 2015 (New Orleans, Louisiana)</i></li> </ul>	Part-time to program
Campoy, Renee	Ed.D. Curriculum & Instruction University of Missouri-St. Louis	Assistant Dean (Part-time) Teaches EDU 405 (part-time) NCATE Coordinator	Professor	<ul style="list-style-type: none"> <li>• Book: (2004) Case study analysis in the classroom</li> <li>• Presentation: (2006) AERA</li> <li>• BOE Team member: (2005-present)</li> </ul>	Full-time to Institution, Full-time to Unit, Part-time to Program
Gierhart, Greg	MA, Education, Murray State University	Hart Residential College Head Teaches instructional strategies and math methods courses	Lecturer	<ul style="list-style-type: none"> <li>• <i>Certifications &amp; Experience: KY Teaching Lic., Middle school Spanish, Science, and Math, endorsement for teaching early elementary, DPP, School Administration. 10 years experience – middle school.</i></li> <li>• <i>Murray Lion's Club, National Council of Teachers of Mathematics, National Science Teachers Association, Association of</i></li> </ul>	Full-time to institution Part-time to unit Part-time to program

				<i>Supervisors and Curriculum Development, International Literacy Association, Association for Middle Level Education, Phi Delta Kappan, Phi Kappa Phi</i> <ul style="list-style-type: none"> <li>• <i>KY Department of Education, Math &amp; Science Leadership Networks</i></li> </ul>	
Matlock, Pam	MA Special Education, Murray State University	Paducah Campus 2+2 Education Coordinator Teaches special education courses	Lecturer	First Book, Chapter Advisor - Monthly distribution of new books to low socioeconomic students in public schools, KEA - SP, Chapter Advisor - Global Education Outreach Committee, Chairperson	Full-time to institution Part-time to unit Part-time to program
Stormer, Kimberly	Ph.D. Instructional Leadership Academic and Curriculum University of Oklahoma	Middle Level Education Program Coordinator, Teaches middle level education courses.	Assistant Professor	Taught for 7.5 years in large urban school district; and Worked as a School Improvement Specialist for the Oklahoma State Department of Education Diversity Chair Kentucky Council Teachers of English Advisor Murray State Middle Level Association	Full-time to institution Part-time to unit Part-time to program
Jacobs, Martin	Ed.D. Curriculum and Instruction, Florida International University	Part-time to Program: Middle School Reading	Professor	Scholarship focused upon Teacher Leadership, with presentation and publication outcomes Faculty Representative: Murray State Board of Regents 11 years P12 teacher; 5 years elementary assistant principal	Full-time to institution Part-time to unit Part-time to program
Musselman, Meagan	Ph.D. Curriculum & Instruction Southern Illinois University	Teacher Leader Program Coordinator, Teaches middle level undergraduate education courses and graduate courses across multiple levels	Associate Professor	Taught math and science in public middle schools; and Education consultant to area schools President of Kentucky Association of Teacher Educators	Full-time to institution Part-time to unit Part-time to program
Gierhart, Greg	MA-Murray State University Pursuing PhD Southern Illinois	Early Childhood and Elementary Education Teach mathematics to IECE and	Lecturer	Taught 10 years in a rural school district Provisional Certificate For Teaching In The Middle Grades 5-8 Mathematics Field: Science	Part-time to institution Part-time to unit Part-time to program

	University- Carbondale	elementary education majors.		Professional Certificate for Middle School Teaching	
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**F. Curriculum Contract/ Guidesheet**

Program coordinators work with faculty to ensure current guidesheets are available for course instructors and students. These may be accessed on the unit's intranet site at <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

**Murray State University  
Department of Modern Languages**

**Student Name:** \_\_\_\_\_

**Bachelor of Arts Degree/CIP 16.0901**

**AREA: French/Teaching Certification (Grades P-12)**

Approved Spring 2005

Effective Fall 2005

Revised 9/05

**University Studies Requirements.....49-51 hrs**

(See College of Education Requirements on the following pages)

**Note:** Students are required to take COM 161 & EDU 103 (with a grade of C or better) for admission to teacher education. Admission to teacher education also requires a grade of B or better in one English composition class and a grade of C or better in one University Studies math course.

Intermediate level foreign language courses completed as part of the area also satisfy foreign language requirements for the B.A.

All students getting the area or a major in French, including those who score above the 301 level on the Placement Exam will be required to take French 301 or 331. FRE 301 or 331 serve as a gateway course to the upper level culture and literature courses.

**Required Courses.....22 hrs**

MLA 099 Freshman Orientation

FRE 201 Intercultural Communications in French

FRE 202 Practical Applications in French

Or

FRE 203 French for the Working World

FRE 301 Social Issues in French Texts \*

FRE 331 Advanced Language in Practice \*

FRE 323 French Culture and Civilization

Or

FRE 324 Contemporary French Culture and Civilization

MLA 400 Senior Seminar

MLA 514 Methods of Teaching Foreign Languages

**Note:** Students may receive credit for FRE 201 and 202 after taking the Placement Exam and completing the departmental challenge process. Credit for FRE 101 and 102 may not be used for the major but will be counted for graduation.

**Limited Electives.....6 hrs**

*Select from two of the following literature courses:*

FRE 401 Survey of French Literature I

FRE 402 Survey of French Literature II

FRE 421 Topics in French Literature  
FRE 441 Topics in French Cultural Studies  
FRE 450 Literary Masterpieces in French  
FRE 460 Studies in a Genre

The following courses are available only by special arrangement:

FRE 501 Middle Ages Literature  
FRE 503 Seventeenth-and Eighteenth-Century Literature  
FRE 505 Nineteenth-Century French Literature  
FRE 507 Twentieth-Century Literature  
FRE 521 Topics in French Literature

**Approved Electives in French.....6 hrs**

*Select from FRE courses beyond FRE 301*

**Note:** Each student must submit a senior research project.

**Required Support Course.....3 hrs**

One related course outside of the Department of Modern Languages, selected from the approved list given in the departmental introduction.

**Note:** The department strongly recommends that majors study abroad for at least one summer.

**Required for Secondary Certification.....38 hrs**

COM 372 Communication in Educational Environments  
CSC 199 Introduction to Information Technology\* (or proof of CSC challenge exam)  
EDP 260 Psychology of Human Development  
EDU 103 Issues and Practices of American Education\*  
EDU 303 Strategies of Teaching  
EDU 403 Structures and Foundations of Education  
EDU 405 Evaluation and Measurement in Education  
SEC 420 Practicum in Secondary Schools  
SEC 421 Student Teaching in the Secondary School  
SED 300 Education of Students with Disabilities: A Collaborative Approach

\*With a grade of C or better

**Total Curriculum Requirements.....124 hrs**

PRAXIS TESTS:

French  
(P-12)

**Select one of the Principles of Learning & Teaching tests.**

(0522) Principles of Learning & Teaching: Grades K-6 or 161

(0523) Principles of Learning & Teaching: Grades 5-9 or 161

(0524) Principles of Learning & Teaching: Grades 7-12 161

**and**

(5174) French: World Language 162

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Passing PRAXIS is required for a student to be recommended for certification. 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](http://www.epsb.ky.gov) for current requirements or the Division of Professional Learning at 502-564-4606 or 888-598-7667.

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#### GRADE POINT AVERAGE REQUIREMENTS:

Grade point averages are reviewed during three checkpoints: admission to teacher education (see Requirements for Admission to Teacher Education), admissions to student teaching (requires a 2.45 average overall; a 2.45 average in content area; a 2.45 average in professional education) and at the time of completion/graduation (2.45 overall).

Continuous assessment procedures will be used to document and systematically monitor student progress through the education program in order to determine the degree to which students have internalized and can demonstrate proficiency with the New Teacher Standards. The eligibility portfolio will be assessed during the student teaching semester. Check Points are designed to facilitate student progress through the education program, provide students with information for completion of the portfolio at designated stages and serve as a means for making recommendations for improvement or remediation when needed, to be reviewed at the next check point.

Statement: Certification requires demonstration of computer competency to meet Kentucky New Teacher Standard IX. All teacher education students in P-5, 5-9, 8-12, or P-12 programs must demonstrate computer literacy prior to approval for student teaching and may do so through one of the plans described below:

Plan 1: Pass approved computer literacy exam administered jointly by the College of Education and the College of Business and Public Affairs.

Plan 2: Successful completion, with grade of C or better, of CSC 199 (03 credit hours) or equivalent.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

**Murray State University**  
**Department of Modern Languages**

**Student Name:** \_\_\_\_\_

**Bachelor of Arts Degree/CIP 16.0501**

**AREA: German/Teaching Certification (Grades P-12)**

Approved Spring 2005

Effective Fall 2005

Revised 1/08

**Note:** Students desiring teaching credentials in German should also have a major or minor in a frequently taught subject, according to state guidelines. English, history, mathematics, or science are suggested choices.

**University Studies Requirements.....49-51 hrs**

(See College of Education Requirements on the following pages)

**Note:** Students are required to take COM 161 & EDU 103 (with a grade of C or better) for admission to teacher education. Admission to teacher education also requires a grade of B or better in one English composition class and a grade of C or better in one University Studies math course.

Intermediate level foreign language courses completed as part of the area also satisfy foreign language requirements for the B.A.

All students getting the area or a major in German, including those who score above the 301 level on the Placement Exam will be required to take German 301 or 331. GER 301 or 331 serve as a gateway course to the upper level culture and literature courses.

**Required Courses.....22 hrs**

MLA 099 Freshman Orientation

GER 201 Intercultural Communications in German

GER 202 Practical Applications in German

Or

GER 203 German for the Working World

GER 301 Social Issues in German Texts \*

GER 331 Advanced Language in Practice \*

GER 323 German Culture and Civilization

Or

GER 324 Contemporary German Culture and Civilization

MLA 400 Senior Seminar

MLA 514 Methods of Teaching Foreign Languages

**Note:** Students may receive credit for GER 201 and 202 after taking the Placement Exam and completing the departmental challenge process. Credit for GER 101 and 102 may not be used for the major but will be counted for graduation.

**Limited Electives.....6 hrs**

*Select from two of the following literature courses:*

GER 401 Survey of German Literature I

GER 402 Survey of German Literature II

GER 421 Topics in German Literature

GER 441 Topics in German Cultural Studies

GER 450 Literary Masterpieces in German

GER 460 Studies in a Genre

GER 501 Literature before 1600

GER 503 Seventeenth-and Eighteenth-Century Literature  
 GER 505 Nineteenth-Century German Literature  
 GER 507 Twentieth-Century Literature  
 GER 521 Topics in German Literature

**Approved Electives in German.....6 hrs**

*Select from GER courses beyond GER 301*

**Note:** Each student must submit a senior research project.

**Required Support Course.....3 hrs**

One related course outside of the Department of Modern Languages, selected from the approved list given in the departmental introduction.

**Note:** The department strongly recommends that majors study abroad for at least one summer.

**Required for Secondary Certification.....38 hrs**

COM 372 Communication in Educational Environments  
 CSC 199 Introduction to Information Technology \* (or proof of CSC challenge exam)  
 EDP 260 Psychology of Human Development  
 EDU 103 Issues and Practices of American Education \*  
 EDU 303 Strategies of Teaching  
 EDU 403 Structures and Foundations of Education  
 EDU 405 Evaluation and Measurement in Education  
 SEC 420 Practicum in Secondary Schools  
 SEC 421 Student Teaching in the Secondary School  
 SED 300 Education of Students with Disabilities: A Collaborative Approach

\*With a grade of C or better

**Total Curriculum Requirements.....124 hrs**

**PRAXIS TESTS:**

German **Select one of the Principles of Learning & Teaching tests.**

(P-12)

(0522) Principles of Learning & Teaching: Grades K-6 or	161
(0523) Principles of Learning & Teaching: Grades 5-9 or	161
(0524) Principles of Learning & Teaching: Grades 7-12	161
And, (5183) German: World Languages	162



- (a) ENG 101 or 102 with a “B” or better
  - (b) MAT 117 (or higher level math) with a “C” or better
  - (c) COM 161 with a “C” or better
  - (d) EDU 103 with a “C” or better
- 4) An **interview with major academic advisor or chair** (or advisor may opt to write a letter of recommendation in lieu of an interview)
  - 5) A review of the Professional Code of Ethics for Kentucky School Personnel and a **Declaration of Eligibility** (pink sheet) signed by the candidate affirming a commitment to upholding the code and acknowledging awareness of information required for state certification
  - 6) Have supplied TES with any other required information

When all the above requirements have been met, the **formal application** (green sheet) can be submitted, accompanied by all required documentation. This includes GAP scores and a transcript showing all college work to date. Admission will only be granted following a successful review by the Admission to Teacher Education Committee of your college.

<sup>1</sup> An official score report for the general academic proficiency exam must be available at the point of formal application.

**Special Note: Students who have not been admitted to Teacher Education will be blocked from enrolling in specific upper level courses. See advisor for more information.**

**Murray State University  
Department of Modern Languages**

**Student Name:** \_\_\_\_\_

**Bachelor of Arts Degree/CIP 16.0905**

**AREA: Spanish/Teaching Certification (Grades P-12)**

Approved Spring 2005

Effective Fall 2005

Revised 1/08

**University Studies Requirements.....49-51 hrs**

(See College of Education Requirements)

**Note:** Students are required to take COM 161 & EDU 103 (with a grade of C or better) for admission to teacher education. Admission to teacher education also requires a grade of B or better in one English composition class and a grade of C or better in one University Studies math course.

Intermediate level foreign language courses completed as part of the area also satisfy foreign language requirements for the B.A.

All students getting the area or a major in Spanish, including those who score above the 301 level on the Placement Exam will be required to take Spanish 302. SPA 302 serves as a gateway course to the upper level culture and literature courses.

**Required Courses.....25 hrs**

MLA 099 Freshman Orientation

SPA 201 Intercultural Communications in Spanish

SPA 202 Practical Applications in Spanish

Or

SPA 203 Spanish for the Working World

SPA 301 Conversation & Composition \*

SPA 302 Conversation & Composition \*

SPA 331 Advanced Language in Practice \*

SPA 323 Spanish Culture and Civilization

Or SPA324 Mexican Culture History (only taught in Mexico) may be substituted for SPA 323 or SPA 325.

SPA 325 Spanish American Culture

MLA 400 Senior Seminar

MLA 514 Methods of Teaching Foreign Languages

**Note:** Students may receive credit for SPA 201 and 202 after taking the Placement Exam and completing the departmental challenge process. Credit for SPA 101 and 102 may not be used for the major but will be counted for graduation.

**Limited Electives.....6 hrs**

*Select from two of the following literature courses:*

SPA 401 Survey of Spanish Literature I

SPA 402 Survey of Spanish Literature II

SPA 421 Topics in Spanish Literature

SPA 441 Topics in Spanish Cultural Studies

SPA 450 Literary Masterpieces in Spanish

SPA 460 Studies in a Genre

SPA 503 Golden Age Literature

SPA 504 Don Quixote

SPA 505 Nineteenth-Century Spanish Literature

SPA 507 Twentieth-Century Spanish Literature

SPA 511 Spanish-American Short Story

SPA 512 Spanish-American Novel

SPA 521 Topics in Spanish Literature

SPA 522 Topics in Spanish-American Literature

**Approved Electives in Spanish.....6 hrs**

*Select from SPA courses beyond SPA 301*

**Note:** Each student must submit a senior research project.

**Required Support Course.....3 hrs**

One related course outside of the Department of Modern Languages, selected from the approved list given in the departmental introduction.

**Note:** The department strongly recommends that majors study abroad for at least one summer.

**Required for Secondary Certification.....38 hrs**

- COM 372 Communication in Educational Environments
  - CSC 199 Introduction to Information Technology \* (or proof of CSC challenge exam)
  - EDP 260 Psychology of Human Development
  - EDU 103 Issues and Practices of American Education \*
  - EDU 303 Strategies of Teaching
  - EDU 403 Structures and Foundations of Education
  - EDU 405 Evaluation and Measurement in Education
  - SEC 420 Practicum in Secondary Schools
  - SEC 421 Student Teaching in the Secondary School
  - SED 300 Education of Students with Disabilities: A Collaborative Approach
- \*With a grade of C or better

**Total Curriculum Requirements.....127 hrs**

**PRAXIS TEST:**

Spanish (P-12) **Select one of the Principles of Learning & Teaching tests.**

(0522) Principles of Learning & Teaching: Grades K-6 or	161
(0523) Principles of Learning & Teaching: Grades 5-9 or	161
(0524) Principles of Learning & Teaching: Grades 7-12	161
<b>and Spanish (5195): World Languages</b>	<b>168</b>

Passing PRAXIS is required for a student to be recommended for certification. 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](http://www.epsb.ky.gov) for current requirements or the Division of Professional Learning at 502-564-4606 or 888-598-7667.

**GRADE POINT AVERAGE REQUIREMENTS:**

Grade point averages are reviewed during three checkpoints: admission to teacher education (see Requirements for Admission to Teacher Education), admissions to student teaching (requires a 2.45 average overall; a 2.45 average in content area; a 2.45 average in professional education) and at the time of completion/graduation (2.45 overall).

Continuous assessment procedures will be used to document and systematically monitor student progress through the education program in order to determine the degree to which students have internalized and can demonstrate proficiency with the New Teacher Standards. The eligibility portfolio will be assessed during the student teaching semester. Check Points are designed to facilitate student progress through the education program, provide students with information for completion of

the portfolio at designated stages and serve as a means for making recommendations for improvement or remediation when needed, to be reviewed at the next check point.

Statement: Certification requires demonstration of computer competency to meet Kentucky New Teacher Standard IX. All teacher education students in P-5, 5-9, 8-12, or P-12 programs must demonstrate computer literacy prior to approval for student teaching and may do so through one of the plans described below:

Plan 1: Pass approved computer literacy exam administered jointly by the College of Education and the College of Business and Public Affairs.

Plan 2: Successful completion, with grade of C or better, of CSC 199 (03 credit hours) or equivalent.

\_\_\_\_\_  
Student's Signature      Date

\_\_\_\_\_  
Advisor's Signature      Date

## Requirements for Admission to Teacher Education

In order to be admitted to Teacher Education students must:

- 1) Provide Teacher Education Services with scores of test(s) to measure general academic proficiency.  
**A person shall not be permitted to apply for admission to the Teacher Education program without first providing evidence of meeting the general academic proficiency (GAP) requirement through any one of the following tests:**<sup>1</sup>
  - a) A minimum composite score of 21 on the (ACT); or
  - b) Scores established by the KEPSB for the Pre-Professional Skills Test (PPST) Math (173), Reading (173), and Writing (172); **CBT of PPST** (computer based test) Math (318), Reading (320), Writing (318); or
  - c) Graduate Records Exam (GRE) minimum passing score of 400 in each area (analytical, quantitative and verbal) and writing assessment as required by the institution; or
  - d) SAT - The minimum score of 990 and required writing assessment.

Have **earned an overall undergraduate GPA of 2.45 on a 4.0 scale at the point of admission.** This 2.45 minimum GPA remains a requirement throughout the teacher certification program.

Have **completed a minimum of 24 credit hours with a minimum 2.45 GPA to include the following coursework:**

- (a) ENG 101 or 102 with a “B” or better
  - (b) MAT 117 (or higher level math) with a “C” or better
  - (c) COM 161 with a “C” or better
  - (d) EDU 103 with a “C” or better
- 7) An **interview with major academic advisor or chair** (or advisor may opt to write a letter of recommendation in lieu of an interview)
- 8) A review of the Professional Code of Ethics for Kentucky School Personnel and a **Declaration of Eligibility** (pink sheet) signed by the candidate affirming a commitment to upholding the code and acknowledging awareness of information required for state certification
- 6) Have supplied TES with any other required information

When all the above requirements have been met, the **formal application** (green sheet) can be submitted, accompanied by all required documentation. This includes GAP scores and a transcript showing all college work to date. Admission will only be granted following a successful review by the Admission to Teacher Education Committee of your college.

<sup>1</sup> An official score report for the general academic proficiency exam must be available at the point of formal application.

**Special Note: Students who have not been admitted to Teacher Education will be blocked from enrolling in specific upper level courses. See advisor for more information.**

## **G. Syllabi**

Common course syllabi, posted on the unit's intranet site, ensure all course instructors provide a consistent, quality delivery of each education course. Furthermore, these guidesheets also contain important Admission to Teacher Education information. Guidesheets are shared during advising sessions, aligned with candidates' MSU RACR audits, and posted on <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

### **EDUCATION CORE AND METHODS COURSES**

**EDU 103**

**EDU 303**

**EDP 260**

**SED 300**

**EDU 403**

**EDU 405**

**SEC 420**

**SEC 422**

### **MODERN LANGUAGE METHODS COURSE**

**MLA 514**

### **MODERN LANGUAGE CONTENT COURSES**

**FRE 302**

**FRE 323**

**FRE 331**

**GER 302**

**GER 323**

**GER 331**

**SPA 302**

**SPA 323**

**SPA 325**

**SPA 331**