

Standards for the Preparation of Arabic Teachers

Members of the World Languages Standards Committee recommended the following requirements for Arabic Language and Culture (FG - other) endorsement:

- Elementary or secondary major of at least 30 semester hours
- Elementary or secondary minor of at least 20 semester hours
- Additional endorsement of at least 20 semester hours
- K-12 major (additional standards are required for K-12 programs)

Prerequisites: To meet the standards, all required content coursework must be beyond the first four semesters of language instruction in commonly taught languages (inclusive of Categories I and II of the FSI scale).

No.	Guideline/Standard	Level of Proficiency	Course number and content
1.0	Language, Linguistics, Comparisons Teacher preparation institutions provide candidates opportunities to develop and demonstrate:		
1.1	At least an intermediate high level of speaking and listening, reading and writing proficiency in the target language using a variety of testing protocols, including assessments of interpersonal, interpretive, and presentational communication.	*	Students' proficiency in the target language is assessed: <ul style="list-style-type: none"> — by faculty throughout each course using a variety of oral and written tests, presentations, research papers, and midterm and final exams; — in three skill areas (reading, writing, speaking) using computer-adaptive test prepared by Language Learning Systems (University of Oregon) and normed to yield ratings up to the level of Intermediate High <ul style="list-style-type: none"> — during ARBC 344 — during ARBC 444 — during FLAN 411 and/or FLAN 412 — by the methods professor and support faculty during FLAN 411 and 412; — by faculty in ARBC 450; — by the cooperating teacher and the methods professor on the mid-term and final student teaching evaluations (EDUC 492); — using an ACTFL Oral Proficiency Interview prior to certification.
1.2	Knowledge of the linguistic elements of English and its varieties.	C	Students' command of English is assessed: <ul style="list-style-type: none"> — on the TOEFL, MELAB or IELTS; — on the MTTC basic skills exam required for all students prior to admission to the College of Education. — in FLAN 411 and 412 via students' weekly written reflections on their micro-teaching sessions, weekly written assignments, midterm and final essays, and bi-weekly one-on-one meetings with the professor.
1.3	An understanding of the dynamic changing nature of language systems and demonstrate a high level of competency in helping students acquire and use English and the target language in listening, speaking, reading, and writing for social and academic purposes.	B	Students' understanding of the dynamic nature of language systems is assessed: <ul style="list-style-type: none"> — by having students list and analyze language functions and exponents based on their register and frequency of use as the foundation for dialogue and mini-dialogue lessons (FLAN 411, 412). — by having students transcribe, compare and analyze phonetic transcriptions of the target language from historical and current periods (ARBC 344, 444). — by asking students to demonstrate their use of various registers, levels of sophistication, and current usage (ARBC 344, 444, 450, 490, 492) Students demonstrate a high level of competence in teaching language: <ul style="list-style-type: none"> — by preparing and presenting weekly micro-teaching lessons that are assessed by the professor (FLAN411, 412). — during each of their three field experiences (FETE 201, 302, 402) and in the field experience associated with FLAN 412 where their performance is assessed by in-service cooperating teachers — during student teaching where their performance is assessed by the university supervisor/methods

			professor (EDUC 492).
1.4	Knowledge of the similarities and differences between the English and the target language.	B	<p>Students demonstrate knowledge of the similarities and differences:</p> <ul style="list-style-type: none"> — by transcribing English and target language pronunciation and intonation patterns (ARBC 344, 444, 450, 492). — by translating material from the target language to English and from English to the target language to demonstrate similarities and differences in syntax (ARBC 343, 443). — by comparing idioms, cognates, and false cognates (ARBC 343, 443, 344, 444, 450, 492). — By comparing phonological, morphological, and syntactical analyses of English and the target language (ARBC 343, 443, 344, 444, 450, 492).

2.0	Cultures, Literatures, Cross-Disciplinary Concepts Teacher preparation institutions provide candidates opportunities to develop and demonstrate:		
2.1	Knowledge, understanding, and use of the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support student learning.	A	Students demonstrate the knowledge of cultural practices, products and perspectives: <ul style="list-style-type: none"> — by designing all micro-lessons and midterm/final exam demonstration lessons within a culturally-authentic and age-appropriate cultural context (FLAN 411, 412) — by designing all lessons for their unit and daily lessons during student teaching within a culturally-authentic and age-appropriate cultural context (EDUC 492) — by explaining and justifying their philosophy on the teaching culture in both the mid-term and final exam essays (FLAN 411, 412).
2.2	Application of knowledge and understanding of how cultural groups and students' cultural identities affect language learning and school achievement.	A	Students demonstrate their knowledge of cultural groups and identities: <ul style="list-style-type: none"> — by analyzing for each lesson the distribution of a cultural product, practice or perspective within or between cultures (FLAN 411, 412). — by using in their micro-lessons, midterm/final demonstrations and pre-student teaching a variety of lesson designs, activities, and materials that meet the needs of students with differing backgrounds, background knowledge and diverse learning styles (FLAN 411, 412). — by designing instruction in student teaching based on their analysis of the learning context (required unit component #1; EDUC 492). — by preparing adaptations to each lesson plan to accommodate diverse learners (EDUC 492).
2.3	An understanding of the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of cultures over time.	B	Students demonstrate their ability to understand and interpret text and use it to interpret cultural values: <ul style="list-style-type: none"> — by discussing and analyzing detailed questions about a variety of texts (ARBC 341, 450, 492). — by writing detailed analyses of texts (ARBC 341, 450, 492). — by preparing and presenting oral summaries and analyses (ARBC 341, 450, 492).
2.4	An understanding of the connections among perspectives of cultures, their practices and products, and be able to make comparisons.	B	Students demonstrate their understanding: <ul style="list-style-type: none"> — by explaining and justifying their philosophy on the role of cultural comparisons on both the mid-term and final exam essays (FLAN 411, 412). — by designing all lessons during FLAN 411, FLAN 412, pre-student teaching, and student teaching using a model that specifically compares learners' experiences and experiential background knowledge with comparable experiences in the target culture(s) (FLAN 411, 412). — by discussing and analyzing cultures (ARBC 467, 476, 490) — by presenting oral summaries and analyses on cultural topics and themes (ARBC 341, 450, 467, 476, 492) — by making oral and written comparisons and stating differences in points of view across time periods or across cultures (ARBC 341, 344, 444, 450, 467, 476, 492)
2.5	Ability to recognize distinctive cultural viewpoints of multiple content areas available only through the target language.	A	Students demonstrate their awareness of distinctive cultural viewpoints: <ul style="list-style-type: none"> — by reading a variety of authentic original sources (literary works, popular literature, historical texts, children's literature, trade publications, magazines and newspapers, ...) from the target cultures and by writing or speaking about their findings (ARBC 341, 344, 444, 450, 467, 476, 492) — by viewing target language films (ARBC 450) and writing or speaking about the historical time period and spoken and body language appropriate to that time period. — by living in the target culture (ARBC 490) and reporting in writing and discussing their experiences and observations. — by using cultural artifacts, playing games, taking part in culturally-appropriate behaviors, and

			participating in daily life activities in their target culture (FLAN 411, 412; ARBC 467, 476, 490).
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3.0	Language Acquisition Theories and Instructional Practices Teacher preparation institutions provide candidates opportunities to develop and demonstrate:		
3.1	An understanding of language acquisition theories and research	B	Students demonstrate their understanding: — by explaining and justifying using theory, research, and the national <i>standards</i> their philosophy of language teaching and learning on both the mid-term and final exam essays in FLAN 411 and 412.
3.2	Ability to use language acquisition knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.	B	Students demonstrate their ability to create a supportive environment in their work with students: — during all required micro teaching demonstrations (FLAN 411, 412); — during the 100 hours of pre-student teaching (FETE 201, 302, 402) and the additional 40 hours of classroom observation and assistance component (FLAN 412). — during the 14-week student teaching experience (EDUC 492). Students demonstrate their ability to create a learning environment rich in comprehensible input and meaningful interaction: — by consistently tailoring their language to the level of input of their learners and then using only the target language to conduct instruction during all micro-lessons and midterm/final exam demonstrations, pre-student teaching experiences and student teaching (FLAN 411, 412). — by supporting linguistic input with a variety of meaning clarification strategies, including visual aids, realia, gestures, acting, imaginative play, drama, storytelling,... (FLAN 411, 412).
3.3	A variety of instructional practices that produce language outcomes through an articulated program that addresses the needs of diverse language learners.	B	Students demonstrate their ability to vary instructional practice to meet the needs of diverse learners in an articulated program: — by planning and presenting a variety of lessons including: listening comprehension, Gouin series, demonstration, mini-dialogue and dialogue, reading and writing, story-telling, and drama-based lessons all incorporating elements of direct, cooperative learning, and discovery/inductive formats (FLAN 411, 412). — by planning groups of lessons appropriate to the early elementary, upper elementary, middle school and high school levels in an integrated K-12 curriculum (FLAN 412).
3.4	Knowledge and use of a variety of strategies for instructional management that facilitates language acquisition and student achievement for second language learners.	B	Students demonstrate their ability to manage the learning environment: — during all required micro teaching demonstrations (FLAN 411, 412); — during the 100 hours of pre-student teaching (FETE 201, 302, 402) and the additional 40 hours of classroom observation and assistance component (FLAN 412). — during the 14-week student teaching experience (EDUC 492).

4.0	Integration of Standards Into Curriculum and Instruction Teacher preparation institutions provide candidates opportunities to develop and demonstrate:		
4.1	An understanding of the standards and benchmarks of the <i>Michigan Curriculum Framework and Standards for Foreign Language Learning</i> in curricular planning.	B	Students demonstrate their knowledge of standards: — by designing and presenting weekly standards-based lessons in FLAN 411 and 412. — by using the standards to justify their philosophy of foreign language teaching and learning in FLAN 411 and 412. — by reflecting on their weekly lessons in FLAN 411 and 412. — by developing, teaching and assessing a standards-based unit of instruction during student teaching (EDUC 492).
4.2	Ability to integrate the <i>Standards for Foreign Language Learning</i> and the <i>Michigan Curriculum Framework</i> into language instruction.	B	Students demonstrate their ability to base language instruction on the <i>standards</i> : — by designing and presenting weekly standards-based lessons in FLAN 411 and 412. — by reflecting on their weekly lessons in FLAN 411 and 412. — by developing, teaching and assessing a standards-based unit of instruction during student teaching (EDUC 492).
4.3	Ability to use standards and benchmarks to evaluate, select, design, and adapt instructional resources by connecting curriculum to students' experiences and skills of home and community.	A	Students demonstrate that they can design instruction and select resources based on the <i>standards</i> : — by designing and presenting weekly standards-based lessons in FLAN 411 and 412. — by reflecting on their micro-teaching lessons (FLAN 411 and 412). — by developing, teaching and assessing a standards-based unit of instruction during student teaching (EDUC 492).
4.4	Ability to serve as an effective model of English and the target language for developing listening, speaking, reading, and writing skills.	C	Students model both English and the target language: — by engaging in interpersonal conversation and class discussions (ARBC 341, 344, 444, 450, 467, 476, 490). — by presenting material orally and in writing in a variety of styles (ARBC 341, 343, 344, 443, 444, 450, 467, 476, 490) — by completing oral proficiency tests (ARBC 344, 444; FLAN 411, 412; ACTFL OPI). — by writing out and presenting weekly micro-teaching lessons in the target language (FLAN 411, 412) and by teaching exclusively in the target language during student teaching (EDUC 492). — by living abroad in a family setting and successfully meeting basic needs and academic requirements in an Arabic-speaking culture (ARBC 490).
4.5	Understanding and utilization of strategies that promote student competence in using critical thinking skills in conjunction with learning the target language	A	Students demonstrate their ability to promote critical thinking: — by developing discovery-inductive lessons (FLAN 411 and 412). — by designing lessons that require that students compare languages and cultures (FLAN 411 and 412; EDUC 492). — by designing lessons in which students use critical thinking skills to analyze an authentic text and create from that authentic model a simulated text on a topic of their choice (FLAN 411 and 412; EDUC 492). — by analyzing cultural processes, products, and perspectives (ARBC 343, 344, 443, 444, 450, 467, 476, 490)
4.6	Familiarity with and adaptive use of a wide range of standards-based	B	Students demonstrate their ability to select and adapt standards-based materials: — by designing and presenting weekly standards-based lessons (FLAN 411 and 412).

	materials, resources, and technologies in effective world language and content teaching.		<ul style="list-style-type: none"> — by reflecting on their weekly lessons (FLAN 411 and 412). — by developing, teaching and assessing a standards-based unit of instruction during student teaching (EDUC 492).
4.7	Skills in supporting world language students as they access the core curriculum and learn language and academic content together.	B	<p>Students demonstrate their ability to help learners make connections to other disciplines and access the core curriculum:</p> <ul style="list-style-type: none"> — by designing content-enriched cultural and Gouin Series lessons for micro-teaching, pre-student teaching, and student teaching settings (FLAN 411, 412; FETE 402; EDUC 492). — by designing lessons listening, speaking, reading and writing lessons that make connections to other disciplines for micro-teaching, pre-student teaching, and student teaching settings (FLAN 411, 412; FETE 402; EDUC 492) — be designing content-based and content-related lessons for micro-teaching and FETE settings (FLAN 412)
4.8	Knowledge of past and current second language teaching methodologies and their applicability in developing instructional practices and resources to meet the needs of individual learners.	B	<p>Students demonstrate their knowledge of diverse teaching methodologies:</p> <ul style="list-style-type: none"> — by naming and justifying key elements in their teaching philosophy and style that are related to past and current language acquisition methodologies (FLAN 411, 412).

5.0	Assessment of Languages and Cultures Teacher preparation institutions provide candidates opportunities to develop and demonstrate:		
5.1	Knowledge of the ongoing nature of assessment and multiple age- and level-appropriate ways to assess that provides purposeful outcome data.	B	Students demonstrate their knowledge of assessment: <ul style="list-style-type: none"> — by preparing an authentic assessment and accompanying assessment rubrics (FLAN 411, 412). — by preparing and conducting a pre-assessment for their unit of instruction (EDUC 492). — by preparing and administering an authentic assessment based on their unit of instruction (EDUC 492) — by presenting post-assessment data gathered from their authentic assessment and analyzing student learning (EDUC 492).
5.2	Reflective assessment practices including: analysis of assessment results, adjustment of instruction based on assessment results, and use of outcome data to determine the direction of instruction.	A	Students demonstrate their ability to engage in reflective assessment practice: <ul style="list-style-type: none"> — by preparing and conducting a pre-assessment for their unit of instruction (EDUC 492). — by adjusting unit objectives and overall lesson plans based on their pre-assessment data (EDUC 492). — by preparing and offering during instruction specific adaptations to their unit materials and lesson designs based on pre-assessment data and the context of learning(EDUC 492). — by presenting and interpreting post-assessment data gathered from their authentic assessment and analyzing student learning both for the group as a whole and for learners with specific needs. (EDUC 492).
5.3	Ability to interpret and communicate the results of student performances to all stakeholders and provide opportunity for discussion of the interpretations and decisions based on the information.	B	Students demonstrate their ability to report assessment data: <ul style="list-style-type: none"> — by preparing data tables and graphs for groups of learners and for learners with special needs. (EDUC 492) — by preparing past-assessment summaries and reflections that communicate to stakeholders information about students' collective and individual success (EDUC 492).
5.4	Knowledge of various assessment issues (e.g., cultural and linguistic bias, political, social and psychological factors).		Students demonstrate their ability to adapt assessment instruments: <ul style="list-style-type: none"> — by adjusting their pre- and post-assessment for students with special needs, based on their analysis of the context of instruction (EDUC 492).
5.5	Knowledge of the value of assessment data for identification, placement, and demonstration of language proficiency and academic achievement of limited English proficient learners.		Students demonstrate their ability to appropriate place students in instructional groups: <ul style="list-style-type: none"> — by conducting and analyzing pre-assessment data (EDUC 492).. — by analyzing the context of instruction, including race, ethnicity, home language, additional experience in this or other foreign languages or language learning experiences, previous instruction, background knowledge, ... (EDUC 492).

6.0	Professionalism Teacher preparation institutions provide candidates opportunities to develop and demonstrate:		
6.1	Linguistic and cultural competence through reflective practices.	B	Students demonstrate their ability to reflect on their linguistic and cultural competence: — by writing weekly reflections on their micro-teaching demonstrations (FLAN 411, 412) — by analyzing their practice with reference to language acquisition theory and the <i>standards</i> on the final exam (FLAN 411, 412). — by writing a reflective statement analyzing their ability to cause student learning based on their pre- and post-assessment data, noting their strengths and weaknesses as a teacher, and outlining a professional development plan (EDUC 492).
6.2	Knowledge of the value of multilingualism to the overall success of all students and an understanding of the teacher's role as advocates for students, colleagues, and members of the community in promoting multilingualism.	B	Students demonstrate their ability to advocate for foreign language teaching and learning: — by preparing a written philosophy statement and rationale, and an oral and graphic presentation outlining the developmental, social, and academic reasons for teaching and learning foreign languages in K-12 settings (FLAN 412).
6.3	Ability to identify, analyze, and reflect upon professional knowledge and language proficiency, and seek resources for improvement.	C	Students demonstrate their ability to reflect on their linguistic and cultural competence: — by writing weekly reflections on their micro-teaching demonstrations (FLAN 411, 412) — by analyzing their practice with reference to language acquisition theory and the <i>standards</i> on the final exam (FLAN 411). — by writing a reflective statement analyzing their ability to cause student learning based on their pre- and post-assessment data, noting their strengths and weaknesses as a teacher, and outlining a professional development plan (EDUC 492).
6.4	Knowledge of legislative impact on the teaching in programs for world languages, limited English proficient students, and bilingual education.	A	Students demonstrate their knowledge of the legislative impact on language instruction: — by explaining and justifying in their written philosophy statement and rationale, and in their oral and graphic presentation, information a professional position on these topics pertinent to K-12 foreign language teaching and learning. (FLAN 412).
6.5	Knowledge of the teacher's role as a professional within a discipline.	A	Students demonstrate their knowledge of the role of the professional teacher: — by meeting all requirements and commitments in a timely and appropriate way (FLAN 411, 412; FETE 201, 302, 402; EDUC 492). — by demonstrating appropriate professional dispositions in all settings as defined in EMU College of Education documents (EDUC 492; FLAN 411, 412; FETE 201, 302, 402). — by receiving ratings of satisfactory or above on all items related to professional dispositions on the mid-term and final evaluations (EDUC 492).
6.6	Knowledge of the history and current state of world languages, limited English proficient, Bilingual teaching as it affects public policy and advocacy issues.	A	Students demonstrate their knowledge of divers teaching methodologies representing various stages in the history of world language instruction: — by naming and justifying key elements in their teaching philosophy and style that are related to past and current language acquisition methodologies (FLAN 411, 412).

6.7	An ability to serve as professional resources, advocates for students, and build partnerships with students' families and communities.	A	<p>Students demonstrate ability to serve as resources and advocates for students, families and communities:</p> <ul style="list-style-type: none"> _ by documenting contact with students, school support staff, and families through one-on-one and electronic means in the commitment chapter of their professional portfolio (EDUC 492); — by including contact with family and community in their units of instruction (EDUC 492).
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7.0	Institutional Resources, Coordination, and Commitment Teacher preparation institutions provide candidates program structures that demonstrate a capacity for coordination of resources, and the commitment toward a quality program.		
7.1	<p>The program provides an administrative and governance structure that encourages collaboration across content and teacher preparation programs.</p>	*	<p>The Department of Foreign Languages is one of only a few departments at Eastern Michigan University and at universities in Michigan in which foreign language student teachers are supervised during student teaching by a foreign language specialist. At Eastern, the methods professor is a tenured, full professor in the Department of Foreign Languages and Bilingual Studies (College of Arts and Sciences); however, approximately half of her time is paid by the Office of Academic Services (College of Education) and is devoted to supervising foreign language student teachers and to supporting special projects (i.e. revisions of the student teaching handbook, revisions of student teacher evaluation forms, portfolio development workshops). Because of her close connections to the College of Education Office of Academic Services, the methods professor, the foreign language methods students, and the foreign language student teachers routinely participate in pilot projects. This level of commitment from, and collaboration between, both colleges appears to be quite unusual among our peer institutions and is one of the major strengths of Eastern Michigan University's foreign language teacher certification program.</p>
7.2	<p>The program provides adequate resources, both human and material; to insure the world language teacher preparation program is equivalent in stature to other teacher preparation programs.</p>	*	<p>See Note 7.1 above.</p>
7.3	<p>The program provides a methods course with specific age-appropriate strategies of instruction for world language learners and collaboratively supports structured field experiences.</p>	*	<p>At Eastern Michigan University, students seeking K-12 certification are required to complete both FLAN411 (Theory and Methods of Modern Language Instruction – Secondary Methods) accompanied by 100 hours of pre-student teaching field experiences and FLAN 412 (Methods of Teaching Modern Languages in the Elementary Grades) accompanied by an additional 45 hours of pre-student teaching field experiences in the elementary setting.</p> <p>Because the professor who teaches both courses also places all foreign language student teachers for student teaching, conducts their more than 25 hours of seminars during student teaching, evaluates all student teachers, and oversees the preparation and presentation of their units of instruction and professional portfolios, there is very close collaboration between the Department of Foreign Languages and the College of Education Office of Academic Services.</p>
7.4	<p>The program provides an assessment system that regularly evaluates the effectiveness of the program and its faculty and staff.</p>	*	<p><u>Department of Foreign Languages and Bilingual Studies</u> In the Department of Foreign Languages and Bilingual Studies, faculty are evaluated as follows:</p> <ul style="list-style-type: none"> — At the close of each semester, students complete evaluations of the faculty as mandated in the faculty contract. — Faculty report on their teaching effectiveness, scholarship and service annually and the department

		<p>head completes a review of each faculty member's work every three years.</p> <p>In the Department of Foreign Languages and Bilingual Studies, programs are evaluated using systematic annual internal program review mandated by EMU as well as externally by NCATE review teams.</p> <p>Student teachers evaluate their own content knowledge in the target language on the mid-term evaluation form. This rating offers insight into EMU's coursework and overall program offerings in the language.</p> <p>Cooperating teachers and the university supervisor evaluate student teachers' overall content knowledge of the target language at both the mid-term and on the final student teacher evaluation form. These ratings offer insight into EMU's coursework and overall program offerings in the target language.</p> <p><u>College of Education</u> In the College of Education, student teachers evaluate their university supervisor at the end of the semester as mandated in the university contract.</p> <p>Student teachers also complete a comprehensive survey and evaluation of the overall professional preparation program (faculty, course work, student teaching placement procedures, student teaching, and supervision) using a program-wide survey provided and scored by EBI (Educational Benchmarking, Inc.) at the end of their student teaching experience.</p> <p>Student teachers' evaluate their own professional knowledge and teaching skill, and thus evaluate all key elements of EMU's professional preparation program, on the mid-term evaluation.</p> <p>Cooperating teachers and the university supervisor evaluate student teachers' professional knowledge and teaching skills as they complete each item of the student teacher's mid-term and final student evaluation, thus offering insight into EMU's overall professional preparation program.</p>
7.5	The program provides candidates with access to the appropriate testing opportunities, options, and procedures to demonstrate language proficiency.	<p><u>Portfolio Presentations</u> All students seeking certification in a foreign language at Eastern Michigan University are required to prepare and present a professional portfolio. As part of this portfolio, students must document their skills in the target language. Students present their portfolios to a panel of faculty, in-service teachers, peers, and family members and must answer questions in the target language about their work. Faculty and in-service teachers on each review panel evaluate the candidate's language proficiency using a variety of rating scales.</p> <p><u>Proficiency Testing</u> Candidates seeking K-12 teacher certification in foreign languages:</p> <ul style="list-style-type: none"> — complete a three skills (reading, writing, speaking) computer-adaptive test prepared by Language Learning Systems (University of Oregon) that yields valid and ratings up to the level of Intermediate High on the ACTFL proficiency scale <ul style="list-style-type: none"> - during ARBC 344, ARBC 444 - during FLAN 411 and/or FLAN 412 — complete an ACTFL OPI

<p>A K-12 endorsement program must provide candidates with the following experiences:</p>			
<p>The K-12 program provides structured field experiences (inclusive of student teaching) in three areas elementary, middle school and high school.</p>	<p>*</p>	<p>FLAN 411 and 412; FETE 201, 302, and 402 as well as EDUC 492, described above</p>	
<p>The K-12 program provides course work in growth and development for early childhood and adolescent learners.</p>	<p>*</p>	<p>See syllabi for FLAN 411 and 412, as well as course description for EDPS 322</p>	
<p>The K-12 program provides preparation in instructional methods with specific strategies of instruction for limited English proficient students and collaboratively supports structured field experiences appropriate to all levels of certification.</p>	<p>*</p>	<p>FLAN 411 and 412; FETE 202, 302, 402 and EDUC 492</p>	