## Curriculum

### General Education Requirements

- [English Composition requirements](http://catalog.wcupa.edu/undergraduate/general-education-requirements) 6
- Mathematics requirement 3
- Public Speaking requirement 3
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- Behavioral & Social Science requirements 6
- Humanities requirements 6
- Arts requirement 3
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- Interdisciplinary requirement 3
- Student Electives 9
- Writing Emphasis requirements 9

### Major Language Courses

#### Tier 1: Language Skills

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUS 101</td>
<td>Elementary Russian I</td>
</tr>
<tr>
<td>RUS 102</td>
<td>Elementary Russian II</td>
</tr>
<tr>
<td>RUS 201</td>
<td>Intermediate Russian I</td>
</tr>
<tr>
<td>RUS 202</td>
<td>Intermediate Russian II</td>
</tr>
</tbody>
</table>

#### Tier 2: Proficiency

Select one 6-credit course sequence:
- RUS 301 & RUS 407 Advanced Grammar and Composition I and Advanced Oral Russian I
- RUS 302 & RUS 408 Advanced Grammar and Composition II and Advanced Oral Russian II

#### Tier 3: Competency Content

Select one course from each of the following groups:
- **Literary Analysis**: RUS 303 Advanced Readings in Russian Literature
- **Cultural Analysis**: RUS 305 Russian Civilization I
- **Language and Linguistics**: RUS 412 Seminar in Russian

#### Tier 4

Select one course in cultural, film, or literary studies:
- RUS 401 The Russian Novel
- RUS 402 The Russian Drama
- RUS 403 Russian Poetry of the 20th Century
- RUS 410 Independent Studies in Russian Language
- RUS 411 Seminar in Russian

#### Immersion Experience

Immersion study and/or internship work is an essential component of the B.A.L.C. curriculum. Languages and cultures are inextricably entwined. The goal of the immersion experience, which is a requirement for graduation, is to enable students to apply linguistic and cultural knowledge in an authentic social context, and for them to experience the challenges and the gratification of living in another culture.

### Writing Emphasis requirements

Select one 6-credit course sequence:
- EDA 304 Special Ed Processes/Procedures for Secondary Educators
- EDM 306 Technology Tools to Transform Teaching and Learning
- EDP 250 Educational Psychology
- EDP 355 Assessment For Learning 7-12
- EDP 349 Adolescent Development
- or PSY 382 Infant, Child and Adolescent Development
- EDR 347 Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms

### Total Minimum Credits Required

123

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1. Minimum grade of C required in all courses.
2. Students may substitute RUS 103 for RUS 101 and RUS 102.
4. Students may substitute 400-level courses in Tier 3.
5. See the department chairperson and student handbook for options.

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Effective August 2013 students must complete professional education sequence of the following:

- EDA 103 Foundations of Special Education 3
- EDM 349 Technology Tools to Transform Teaching and Learning 1
- EDP 250 Educational Psychology 3
- EDP 355 Assessment For Learning 7-12 3
- EDP 349 Adolescent Development 3
- or PSY 382 Infant, Child and Adolescent Development 3
- EDR 347 Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms 3

### PDE Prerequisites and Requirement for Program

- LAN 327 Introduction to Linguistics for Language 3
- or LIN 230 Introduction to Linguistics 3
- LNC 368 Comparative Cultural Studies 3

### Second Mathematics Course

3

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**Pennsylvania certification in languages K-12**
PAPA: Undergraduate foreign language students seeking initial certification must take the PAPA series of basic skills tests unless they have met SAT/ACT passing criteria set by the PA Department of Education. For more information about this option or registering for the PAPA tests, click [here](http://www.wcupa.edu/_academics/coe/basicSkills.aspx).

*Basic skills*
- 8001: PAPA Module 1: Reading
- 8002: PAPA Module 2: Mathematics
- 8003: PAPA Module 3: Writing

**Formal admission into teacher education (FATE):** In addition to passing scores on PAPA (formerly PPST) exams, certification candidates seeking FATE must have:

  - a cumulative GPA of 2.8 or higher,
  - 48 completed college-level credits on their transcripts,
  - three earned credits in English literature, and
  - six earned credits in college-level mathematics

**Praxis II Exams.** There are two Praxis II exams:

  **Praxis II Fundamental Subjects:** Content Knowledge (#0511/5511)
  The Fundamental Subjects (#0511/5511) Praxis II is a PDE requirement for all K-12 certification students in the state and, therefore, must be taken and passed in order to be recommended for certification. This exam is to be taken by world languages certification students prior to enrollment in EDS 411/EDS 412.

  **Praxis II World Languages** tests are no longer a requirement for program completion. Effective Spring 2013, language certification majors will need to take the ACTFL/LTI (American Council on the Teaching of Foreign Languages/Language Testing International) Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT).
  Students failing to achieve either IH or AL will be permitted to complete the BA without certification in their language of specialization.

  For certification-track students in French, German, Russian, and Spanish, the Department of Languages and Cultures will delete the requirement of AL (advanced low) on ACTFL OPI and WPT exams as a prerequisite for entrance into EDS 411/EDS 412.

For national recognition, the Department of Languages and Cultures, along with ACTFL and CAEP (formerly NCATE), requires OPI and WPT testing with the expected achievement of Advanced Low (AL). The Pennsylvania Department of Education (PDE) requires teacher candidates score Intermediate High (IH) on the ACTFL OPI and WPT; consequently, those student who reach IH or AL on the OPI and WPT are recommended in PDE’s Teacher Information Management System (TIMS) for K-12 certification by the College of Education. Students enhance their career options and competitiveness in the job market by achieving AL. The Department of Languages and Cultures recognizes that school districts are looking for candidates who meet the ACTFL requirement of AL on the WPT and OPI. Therefore, for those teacher candidates who do not reach AL on the OPI or the WPT, we create remedial plans informed by a candidate’s OPI or WPT diagnostic feedback acquired from ACTFL/LTI.

See the Teacher Certification Programs ([link](http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs)) section of this catalog for an explanation of related requirements.

**Sample Course Plan**
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit [wcupa.edu/DegreeProgressReport](http://www.wcupa.edu/DegreeProgressReport).