

Program Change Request

New Program Proposal

Date Submitted: 05/04/18 4:39 pm

Viewing: **CERT-PRAR : Proficiency in Arabic - Certificate**

Last edit: 05/07/18 11:06 am

Changes proposed by: stefanieharris

Contact(s)

Name	E-mail	Phone
Salah Ayari	ayari-s@tamu.edu	979-845-2124

Academic level Undergraduate
 Effective Term 2019-2020
 Department International Studies
 College Liberal Arts
 Program type Certificate
 With a certificate in Proficiency in Arabic

Catalog Program Title
 Proficiency in Arabic - Certificate

CIP and Fund code 1611010001

Rationale for Proposal

The proposed certificate seeks to prepare students for jobs requiring advanced proficiency in Arabic, including government and non-government jobs. Students who complete eight semesters of Arabic courses and who are able to demonstrate an advanced level of proficiency in Arabic as measured by the Oral Proficiency Interview test will be able to qualify for the certificate. The Oral Proficiency Interview test (OPI) consists of a 30-40 minute interview (by phone or on the computer) designed by the American Council on the Teaching of Foreign Languages to assess how well a person speaks a language. In addition to earning a certificate in the language, an advanced level of proficiency in Arabic will allow students to continue studying the language at the graduate level in other institutions.

Program hours 12

Is this program eligible for financial aid?

Certificate type Degree-dependent

Program delivery mode On-campus

In Workflow

1. INTS Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. Provost
7. UCC Preparer
8. UCC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services

Approval Path

1. 05/04/18 4:40 pm
Stefanie Harris (stefanieharris): Approved for INTS Department Head
2. 05/07/18 11:26 am
Angel Mario Carrizales (carri1214): Approved for Curricular Services Review
3. 05/07/18 1:24 pm
Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
4. 06/18/18 2:47 pm
Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
5. 06/19/18 2:53 pm
Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
6. 06/19/18 3:54 pm
Joe Pettibon (jpp2): Approved for Provost
7. 06/20/18 1:14 pm
Sandra Williams (sandra-williams): Approved for UCC Preparer
8. 07/09/18 9:44 am
Sandra Williams (sandra-williams): Approved for UCC Chair

Catalog Program Requirements

Course List

Code	Title	Semester Credit Hours
ARAB 301	Reading and Composition	3

Code	Title	Semester Credit Hours
ARAB 302	Reading and Composition II	3
ARAB 321	Business Arabic	3
ARAB 323	Media Arabic	3
Total Semester Credit Hours		12

In order to be awarded the Certificate of Proficiency in Arabic, students must take the Oral Proficiency Interview (OPI) test and be rated a ranking of at least "Advanced Low."

Additional information

Required Proposal [Arabic certificate program form.pdf](#)
Forms

Reviewer Comments

Angel Mario Carrizales (carri1214) (04/11/18 3:15 pm): Rollback: Is the Oral Proficiency text mentioned in the "Rationale for Proposal" field a program requirement? If yes, please include this information in the "Catalog Program Requirements" area of the form. Also, I have added a course list table to the "Catalog Program Requirements." Please confirm that the courses listed are correct. If they are, please remove the text you added.

Angel Mario Carrizales (carri1214) (04/26/18 10:04 am): Rollback: Please add information about the Oral Proficiency Interview (OPI) test mentioned in the attached document and "Rationale For Proposal" under the "Catalog Program Requirements" field.

Angel Mario Carrizales (carri1214) (05/01/18 8:12 am): Rollback: Please address the comment on the proposal.

Angel Mario Carrizales (carri1214) (05/07/18 10:35 am): Edit made to the Catalog Program Title to conform to the catalog style guidelines.

Angel Mario Carrizales (carri1214) (05/07/18 11:26 am): Initial concerns have been addressed.

Sandra Williams (sandra-williams) (07/09/18 9:44 am): UCC approved July 2018.

Key: 891

New Program Request Form for Certificate Programs

Directions: An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Administrative Information

1. Institution:

Texas A&M University

2. Program Name – Show how the program would appear on the Coordinating Board's program inventory (e.g., *Bachelor of Business Administration degree with a major in Accounting*):

Certificate of Proficiency in Arabic

3. Proposed CIP Code: 16.1101

4. Brief Program Description – Describe the program and the educational objectives:

The proposed Certificate of Proficiency in Arabic seeks to prepare students for jobs requiring advanced proficiency in Arabic as measured by the scale of the American Council on the Teaching of Foreign Languages. The certificate requires four semesters of upper division Arabic. Successful completion of the program will require demonstration of advanced proficiency in Arabic as measured by the Oral Proficiency Interview (OPI) test. The OPI test consists of a 30-40 minute interview (by phone or on the computer) designed by the American Council on the Teaching of Foreign Languages to assess how well a person speaks a language. In addition to career preparation, students who earn a Certificate of Proficiency in Arabic will also be better prepared to continue studying the language at the graduate level at other colleges and universities.

Number of Semester Credit Hours Required

12

5. Administrative Unit – Identify where the program would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the College of Engineering*):

The Department of International Studies within the College of Liberal Arts

6. Proposed Implementation Date – Report the first semester and year that students would enter the program:

Fall of 2019

7. Contact Person – Provide contact information for the person who can answer specific questions

about the program:

Name: Salah Ayari

Title: Instructional Associate Professor

E-mail: ayari-s@tamu.edu

Phone: (979) 845-2124

Program Information

I. Need

Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.

- A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

According to the American Council on the Teaching of Foreign Languages (ACTFL), the level of foreign language proficiency required by many government and non-government jobs ranges from advanced to distinguished. Currently, the level of proficiency reached by most students who complete four semesters of lower division and two semesters of upper division courses ranges from Novice High to Intermediate Mid (as measured by the Oral Proficiency Interview test), falling below what is required for many government and non-government jobs. By offering two additional semesters of language training through the proposed certificate program, it is expected that students will be able to reach a higher level of proficiency that will make them more employable.

- B. Student Demand – Provide short- and long-term evidence of demand for the program.

Since 2013, an average number of 25 students each year complete all the Arabic classes offered on campus at least one year before their graduation, with no further classes left to take in order to maintain and improve their level of proficiency. Many of these students have expressed an interest in continuing to study Arabic. A short survey of 27 students who completed all of their Arabic classes in the summer of 2017 shows that 14 of those students would have chosen to continue taking Arabic classes if they had a chance to do so. In addition to the existing demand among students who have completed Arabic classes, it is expected that the proposed program would generate more interest in taking Arabic on campus, especially among students who aspire to reach advanced levels of proficiency.

- C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (*Include majors only and consider attrition and graduation.*)

YEAR	1	2	3	4	5
Headcount	10	15	20	20	25
FTSE					

II. Quality

- A. Certificate and Degree Requirements – Use this table to show the certificate and degree requirements of the program. (*Modify the table as needed; if necessary, replicate the table for more than one option.*)

Category	Semester Credit Hours
General Education Core Curriculum <i>(bachelor's degree only)</i>	
Required Courses	ARAB 301, 302, 321, 323
Prescribed Electives	
Free Electives	
Other (<i>Specify, e.g., internships, clinical work</i>)	OPI test
TOTAL	12

- B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program, and curriculum as it will appear in the undergraduate and graduate catalog. Note with an asterisk (*) courses that would be added if the program is approved. (*Add and delete rows as needed. If applicable, replicate the tables for different tracks/options as shown in the undergraduate catalog.*)

Prefix and Number	Required Courses	SCH
ARAB 301	Reading and Composition I	3
ARAB	Reading and Composition II	3

302		
ARAB 321	Business Arabic	3
ARAB 323	Media Arabic	3

Prefix and Number	Prescribed Elective Courses	SCH

	TOTAL SCH	12
--	-----------	----

- C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

Name of <u>Core</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
e.g.: Robertson, David Asst. Professor	PhD. in Molecular Genetics Univ. of Texas at Dallas	MG200, MG285 MG824 (Lab Only)	50%
Ayari, Salah Instructional Associate Professor	PhD. in Curriculum and Instruction University of Minnesota	ARAB 321 ARAB 323	50%
Khazaal, Natalie Assistant Professor	PhD. in Arabic Literature University of California, Los Angeles	ARAB 301 ARAB 302	50%

New Faculty in Year —			
New Faculty in Year —			

Name of <u>Support</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program

- D. Students – Describe general recruitment efforts and admission requirements. How will students be accepted into the program? In accordance with the institution's Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

The Certificate of Proficiency in Arabic is designed primarily for students who start taking Arabic at Texas A&M from scratch. Each year, there are 80 to 90 freshman students who start taking Arabic classes. They tend to be diverse in terms of their majors and racial backgrounds. The Arabic study abroad program has a strong track record of attracting students from different backgrounds (ethnic, racial, majors, gender, etc.) For instance, out of the 32 students who participated in the study abroad program in the summer of 2017, 19 were White, 7 were Hispanics, 3 were Black and 3 were Asians.

Educating students about the Arabic program and the job opportunities associated with advanced proficiency in the language will be done through class presentations (as has been the case with the study abroad program). To get into the program, all applicants must take the Oral Proficiency Interview test (OPI) offered by Language Testing International (LTI) and demonstrate an Intermediate level of proficiency.

This level of proficiency can be reached upon completion of four semesters of Arabic (ARAB 101-202). While most students joining the certificate program are expected to be from those who have successfully completed four semesters of Arabic at Texas A&M, other students who can demonstrate an intermediate level of proficiency in Arabic (regardless of where and how they learned the language) may also join the program. However, all students are required to take ARAB 301, 302, 321, and 323 in order to obtain the certificate. Additionally, students must take the OPI test during the last semester and demonstrate Advanced Level of proficiency or more to receive the certificate.

- D. Library – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

No library resources are needed for program completion

- F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

No additional facilities or equipment are needed for program completion

- G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

The proposed Certificate of Proficiency in Arabic will use the Oral Proficiency Interview test to measure the level of proficiency attained by the students upon completion of the program. The OPI is a valid and reliable test that measures how well a person speaks a language. It is developed by the American Council for the Teaching of Foreign Languages and is administered by Language Testing International (LTI).

- H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

All students pursuing a Certificate in Arabic Proficiency will be required to take the Oral Proficiency Interview test before starting the program (with a minimum of Intermediate Low level) and after the completion of the program (with a minimum of Advanced Low) in order to determine the amount of language growth obtained upon completion of the required courses. The pre- and post-test of proficiency will measure the growth of student language in Arabic as a result of taking the program and serve as an index of its effectiveness.

- I. Administration of Program – Describe how the program will be administered. Where will the program be administered (i.e., department, college)?

The Program will be administrated through the Department of International Studies in the College of Liberal Arts

III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

No extra costs are needed to fund the program

Five-Year Costs		Five-Year Funding	
Personnel ¹	\$0	Reallocated Funds	\$0
Facilities and Equipment	\$0	Anticipated New Formula Funding ³	\$0
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other ²	\$0	Other ⁴	\$0
Total Costs	\$0	Total Funding	\$0

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

Chief Executive Officer

Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

On behalf of the Board of Regents, I approve the program.

Board of Regents (Designee)

Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval – For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

- (1) be within the institution's current Table of Programs;
- (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
- (3) have sufficient clinical or in-service sites, if applicable, to support the program;
- (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
- (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
- (6) not unnecessarily duplicate existing programs at other institutions;
- (7) not be dependent on future Special Item funding
- (8) have new five-year costs that would not exceed \$2 million.

On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

Board of Regents (Designee)

Date