TEACHING OF SPANISH, BA

for the degree of Bachelor of Arts in the Teaching of Spanish

Undergraduate degree programs in Spanish & Portuguese

- Spanish, BALAS (http://catalog.illinois.edu/undergraduate/las/spanish-balas/#text)
- Teaching of Spanish, BA (p. 1)
- Portuguese, BALAS (http://catalog.illinois.edu/undergraduate/las/portuguese-balas/)

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Prerequisite to application to the Teaching program
GPA of 2.5 in all Spanish content courses in the major.
Contact the Foreign Language Teacher Education Program for information: https://flte.illinois.edu/

In order to remain in good standing in this program and be recommended for licensure, candidates are required to maintain UIUC, cumulative, content area, and professional education, grade-point averages of 2.5 (A+= 4.0). Candidates should consult their advisor or the Council on Teacher Education for the list of courses used to compute these grade-point averages.

Illinois law requires all candidates for licensure in World Languages pass the appropriate language content-area test prior to student teaching, and an oral proficiency test in their content major language prior to licensure.

Departmental distinction: To be eligible for departmental distinction, a student must have a minimum grade point average of 3.0, display exceptional teaching ability, and complete an approved project or series of projects. Consult the Spanish departmental advisor for details.

Study Abroad: It is strongly recommended that future teachers of Spanish engage in one or more semesters of study in a Spanish-speaking country. A number of the curricular requirements may be met through the Year Abroad Program or other approved programs; see Study Abroad Programs (https://spanport.illinois.edu/academics/education-abroad/).

General education: Students must complete the Campus General Education (https://courses.illinois.edu/gened/DEFAULT/DEFAULT/) requirements including the campus general education language requirement.

Minimum required major and supporting course work: Minimum required course work normally equates to 33-36 hours in Teaching Area of Concentration and 33 hours of professional education courses.

Minimum hours required for graduation: 120 hours.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 228</td>
<td>Spanish Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 477</td>
<td>Spanish Grammar and Communicative Language Teaching</td>
<td>3</td>
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<tr>
<td>27-30 additional hours of coursework in SPAN at the 200, 300, and/or 400 level, including at least two literature and culture courses and at least two linguistics courses, chosen from among the following: SPAN 250, 252, 254, 303, 305, 307, 308, 309, 310, 312, 318, 320, 324, 326, 395, related SPAN 299 or SPAN 399 study abroad courses, or related SPAN 400-level courses with advisor approval.</td>
<td>27-30</td>
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<tr>
<td>FLTE 471</td>
<td>Introduction to Second Language Teaching</td>
<td>4</td>
</tr>
<tr>
<td>FLTE 475</td>
<td>Learning to Teach World Language</td>
<td>4</td>
</tr>
<tr>
<td>FLTE 478</td>
<td>Secondary World Language Teaching</td>
<td>1-3</td>
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(In the fall semester, students enroll in FLTE 478 for 3 hours with instruction occurring in the first 10 weeks. In the spring semester, students enroll in FLTE 478 for 1 hour with instruction occurring in the first 4 weeks.)

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EPS 201</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 201</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPED 405</td>
<td>General Educator’s Role in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDPR 442</td>
<td>Educational Practice in Secondary Education</td>
<td>12</td>
</tr>
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</table>

Total Hours: 63-68

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1. Teacher Candidates* will be able to demonstrate their understanding of second language acquisition theories and methodologies through the instructional activities and materials that they design to support all students’ learning and skill building in the three modes of communication.
2. Using Bloom’s taxonomy and knowledge of cultural analysis, **Teacher Candidates will be able to** stimulate analytical skills in their second language learners when reading literary or historical texts or periodicals, such as newspapers, magazines, or blog posts discussing current events.

3. Using their knowledge of Spanish linguistics and the sounds of Spanish, **Teacher Candidates will be able to** model accurate and authentic pronunciation for their learners during instruction.

4. **Teacher Candidates will be able to** demonstrate their understanding of and skills in designing multiple methods of assessment that monitor learner progress in the three modes of communication, promote learner efficacy, and guide decision-making of the learner and teacher.

*BAT Students = Teacher Candidates

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- **department website:** https://spanport.illinois.edu/
- **department faculty:** Spanish & Portuguese Faculty (https://spanport.illinois.edu/directory/faculty/)
- **advising:** Spanish Advising (https://spanport.illinois.edu/academics/spanish-undergraduate/) and Foreign Language Teacher advising (https://flte.illinois.edu/academics/program-overview/)
- **overview of college admissions & requirements:** Liberal Arts & Sciences (http://catalog.illinois.edu/schools/las/academic-units/)
- **college website:** https://las.illinois.edu/
- **email:** span-port@lists.illinois.edu

*Information listed in this catalog is current as of 11/2022*