

TEACHING OF SPANISH, BA

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

The Bachelor of Arts in the Teaching of Spanish (BAT) is specifically designed to prepare our students to become pK-12 teachers of Spanish. In fact, the Spanish BAT program has a 100% placement rate, with each alumnus of the program leading their own classroom after graduation and inspiring the next generation of global citizens. The Spanish BAT program is jointly administered by the Department of Spanish & Portuguese and the World Language Teacher Education (WLTE) program.

Students interested in pursuing teaching licensure must first be admitted to the Spanish BA and complete a secondary application to the Spanish BAT in their third year of study. Because the Spanish BAT combines coursework in Spanish with the requirements of the WLTE program, it is important that students discuss their interest with the Spanish advisor during their freshman and sophomore years. With the advisor, students will create a clear timeline for completing their Spanish courses, studying abroad (if possible), and applying to the BAT/WLTE program.

Students who are accepted into the BAT/WLTE program then work with the WLTE director to complete the necessary coursework in language pedagogy, educational policy, educational psychology, and special education. Students must also complete early field experience and the student teaching practicum, in addition to passing the required state licensure exams.

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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 (<https://flte.illinois.edu/>) for information.

In order to remain in good standing in this program and be recommended for licensure, candidates are required to maintain a cumulative grade-point average of 2.5 (A=4.0). Illinois teacher licensure rules require candidates to earn a grade of C- or better in all content and professional education coursework. Candidates for licensure in World Languages are required to pass the appropriate language content-area test prior to student teaching, and an oral proficiency test in their content major language prior to licensure. Licensure requirements are subject to change without notice as a result of new mandates from the Illinois State Board of Education or the Illinois General Assembly.

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/>).

Graduation Requirements

Minimum hours required for graduation: 120 hours.

Minimum hours required major and supporting course work: normally equates to 33-36 hours in Teaching Area of Concentration and 33 hours of professional education courses. Twelve hours of 300- and 400-level courses in the major must be taken on this campus.

University Requirements

The university and residency requirements can be found in the Student Code (<https://studentcode.illinois.edu/article3/part8/3-801/>) (§ 3-801) and in the Academic Catalog (<http://catalog.illinois.edu/general-information/degree-general-education-requirements/>).

General Education Requirements

Follows the campus General Education (Gen Ed) requirements (<https://courses.illinois.edu/gened/DEFAULT/DEFAULT/>). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Code	Title	Hours
	Composition I	4-6
	Advanced Composition	3
	Humanities & the Arts (6 hours)	6
	Natural Sciences & Technology (6 hours)	6
	Social & Behavioral Sciences (6 hours)	6
	fulfilled by EPSY 201 and any other course approved as Social & Behavioral Sciences	
	Cultural Studies: Non-Western Cultures (1 course)	3
	Cultural Studies: US Minority Cultures (1 course)	3
	Cultural Studies: Western/Comparative Cultures (1 course)	3
	Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)	6-10
	Language Requirement (Completion of the third semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)	0-20

Major Requirements

Code	Title	Hours
Core Spanish Courses		
SPAN 228	Spanish Composition	3
SPAN 477	Spanish Grammar and Communicative Language Teaching	3
	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.	27-30
Core Professional Education Courses		
FLTE 471	Introduction to Second Language Teaching	4
FLTE 475		4
FLTE 478		1-3

(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.)

EPOL 201	Foundations of Education	3
EPSY 201	Educational Psychology	3
SPED 405	General Educator's Role in Special Education	3
EDPR 442	Educational Practice in Secondary Education	12
Total Hours		63-68

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Sample Sequence

This sample sequence is intended to be used only as a guide for degree completion. All students should work individually with their academic advisors to decide the actual course selection and sequence that works best for them based on their academic preparation and goals. Enrichment programming such as study abroad, minors, internships, and so on may impact the structure of this four-year plan. Course availability is not guaranteed during the semester indicated in the sample sequence.

Students must fulfill their Language Other Than English requirement by successfully completing a third level of a language other than English. See the corresponding section on the Degree and General Education Requirements page (<http://catalog.illinois.edu/general-information/degree-general-education-requirements/>).

First Year

First Semester	Hours
Free Elective course	1
Language Other Than English (3rd level)	4
Composition I or General Education course	4
SPAN 200-300 level course	3
General Education course	3
Total Hours 15	15

Second Semester

Second Semester	Hours
SPAN 228	3
Free Elective course	3
General Education course or Composition I	3
General Education course	3
General Education course	3
Total Hours 15	15

Third Semester

First Semester	Hours
SPAN Literature & Culture 200-300 level course	3
SPAN Linguistics 200-300 level course	3
General Education course	3
Total Hours 13	13

General Education course	3
Free Elective course	3
Total Hours 15	15

Second Year

Second Semester	Hours
SPAN Literature & Culture 200-300 level course	3
SPAN Linguistics 200-300 level course	3
General Education course	3
General Education course	3
General Education course	3
Total Hours 15	15

Third Year

First Semester	Hours
EPOL 201	3
SPAN 300-400 level course	3
SPAN 300-400 level course	3
General Education course	3
General Education course	3
Total Hours 15	15

Second Semester

Second Semester	Hours
EPSY 201	3
FLTE 471	4
SPAN 300-400 level course	3
SPAN 300-400 level course	3
Free Elective course	3
Total Hours 16	16

Third Year

First Semester	Hours
FLTE 475	3
FLTE 478	3
SPAN 477	3
SPED 405	3
Free Elective course	3
Total Hours 12	12

Fourth Year

Second Semester	Hours
EDPR 442	12
FLTE 478	1
Total Hours 13	13

Total Hours: 120

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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 of Spanish & Portuguese (<https://spanport.illinois.edu/>)

Spanish & Portuguese faculty (<https://spanport.illinois.edu/directory/faculty/>)

Spanish advising (<https://spanport.illinois.edu/academics/spanish-undergraduate/>) and World Language Teacher advising (<https://flte.illinois.edu/academics/program-overview/>)

span-port@lists.illinois.edu

College of Liberal Arts and Sciences (<https://las.illinois.edu/>)

Overview of College Admissions & Requirements: Liberal Arts & Sciences (<http://catalog.illinois.edu/schools/las/academic-units/>)