

BA in the Teaching of Spanish

Program Codes:
20FT0297BA

Degree Requirements

To earn a Bachelor of Arts in the Teaching of Spanish degree from UIC, students must complete university, college, and department degree requirements. The Department of Hispanic and Italian Studies degree requirements are outlined below. Students should consult the *College of Liberal Arts and Sciences* section for additional degree requirements and college academic policies.

Code	Title	Hours
Summary of Requirements		
Major Requirements		31
Additional Requirements for Teacher Licensure		25
General Education and Electives to reach minimum Total Hours		64
Total Hours		120

General Education

See *General Education and Writing-in-the-Discipline* in the *College of Liberal Arts and Sciences* section for information on meeting these requirements.

Major Requirements

Code	Title	Hours
Required Courses		
SPAN 202	Spanish Grammar in Practice	3
SPAN 203	Extensive Reading and Writing for Non-Native Speakers of Spanish	3
or SPAN 204	Extensive Reading and Writing for Heritage Speakers of Spanish	
SPAN 206	Introduction to Hispanic Linguistics ^a	3
SPAN 210	Introduction to the Formal Analysis of Hispanic Texts ^{a,b}	3
SPAN 302	Exploring Spanish Grammar	3
SPAN 380	Professional Development	1
SPAN 448	Foundations of Second Language Teaching	3
SPAN 449	Teaching Second Language Literacy and Cultural Awareness	3
Three electives chosen from SPAN 212 or SPAN courses at the 300 level or above ^c		9
Total Hours		31

^a SPAN 206 and SPAN 210 fulfill the *Writing-in-the-Discipline* requirement.

^b This course is approved for the *Understanding the Creative Arts* General Education category.

^c SPAN courses taught in English may not count toward this requirement.

Additional Requirements for Teacher Licensure

Code	Title	Hours
Required Courses		
ED 200	Education Policy Foundations	3
ED 210	Principles of Learning and Instruction Across the Lifespan	3
ED 425	Curriculum, Instruction, and Assessment in the Urban Secondary Classroom	4
SPED 410	Exceptional Learners	3
SPAN 451	Educational Practice with Seminar I	6
SPAN 452	Educational Practice with Seminar II	6
Total Hours		25

In addition to specified course work in the major field, the teacher education student must fulfill certain other requirements as well as maintain a minimum cumulative GPA of 2.50/4.00 in all LAS and General Education requirements and a GPA of 3.00/4.00 or greater in courses for the Teacher Education in Spanish major including education courses. For detailed information, see the *Program Guide for Teacher Education in Spanish*, available from the secondary education coordinator in the Department of Hispanic and Italian Studies.

The teaching license is not automatically awarded upon successful completion of licensure and degree requirements. Before the license is issued, the candidate must file an application for the Illinois teaching license with the Council on Teacher Education. The candidate must also pass a series of examinations required by the Illinois State Board of Education. The Content Area Test must be passed before the candidate is allowed to student teach. The Teacher Performance Assessment (edTPA) must be passed prior to licensure. For information on application procedures, contact the Council on Teacher Education located at 1333 South Halsted Street. See the *Council on Teacher Education* section of the catalog.

Recommended Plan of Study

Course	Title	Hours
First Year		
Fall Semester		
Declare Secondary Education Curriculum		
Take General Education/Curriculum courses		16-18
Hours		16-18
Spring Semester		
Take General Education/Curriculum Courses (Meet with Program Advisor) ^a		16-18
Hours		16-18
Second Year		
Fall Semester		
Take General Education/Curriculum courses		16-18
Hours		16-18
Spring Semester		
ED 200	Education Policy Foundations	3
ED 210	Principles of Learning and Instruction Across the Lifespan	3
Complete Application to Candidacy ^b		

Take General Education/Curriculum courses	10-12
Hours	16-18

Third Year**Fall Semester**

SPED 410	Exceptional Learners	3
CI 414	Middle and High School Literacy (after admission to candidacy) ^d	3
Complete Application to Candidacy ^b		
Take General Education/Curriculum courses	10-12	
Hours		16-18

Spring Semester

Request Enrollment Approval for:

ED 425	Curriculum, Instruction, and Assessment in the Urban Secondary Classroom (March 15) ^d	
Complete Application to Student Teach ^b		
Take Content Area Test by deadline ^{b,c}		
Complete General Education/Curriculum courses	16-18	
Hours		16-18

Fourth Year**Fall Semester**

ED 425	Curriculum, Instruction, and Assessment in the Urban Secondary Classroom	4
Complete General Education/Curriculum courses	8	
Hours		12

Spring Semester

File Intent to Graduate Form (No later than the 3rd week of the semester in which you plan to graduate)		
Complete Student Teaching	12	
Take edTPA ^c		
Complete Entitlement Application		
Complete and pass edTPA assessment		
Hours		12
Total Hours		120

a <http://www.las.uic.edu/departmentaladvising>

b Consult program advisor or CTE website for deadline

c <http://www.il.nesinc.com>

d Only for Teaching of History and Mathematics

Secondary and Foreign Language Education Information

Declaration of Teaching Curriculum

When: As soon as a student decides to pursue licensure as a secondary or foreign language teacher, the student should declare the appropriate curriculum in the host department.

Prerequisites: There are no prerequisites to declare a "Teaching of..." curriculum in LAS (except "Teaching of Mathematics" which requires registration in MATH 180 or equivalent standing). However, there are specific GPA requirements to remain in good standing and remain eligible for candidacy in each of the programs. These GPA requirements can be

found in the undergraduate catalog: <http://catalog.uic.edu/ucats/colleges-depts/liberal-arts-sciences/>.

Timeline: Most "Teaching of..." curriculum students enrolled full-time should be able to complete their undergraduate course work and licensure requirements in four years, if they declare within their first four semesters. If a student does not make this decision until their junior year (5th semester or later), pursuit of the curriculum and teaching licensure will result in an extended undergraduate career. Model plans are available for transfer students and those beginning at UIC and declaring early; these are only to serve as an example for students considering the curriculum. Students should meet with the advisor in their department for personalized recommendations and timelines.

Education Courses: All Secondary Education curriculum students must take the following Education courses:

Code	Title	Hours
ED 200	Education Policy Foundations	3
ED 210	Principles of Learning and Instruction Across the Lifespan	3
SPED 410	Exceptional Learners	3
ED 425	Curriculum, Instruction, and Assessment in the Urban Secondary Classroom	4

Teaching of History and Math must also take CI 414. Students should meet with their department advisors to determine appropriate course sequence. Non-Education students may only take limited 100-level Education courses.

Curriculum vs. Licensure: Simply completing the requirements for a "Teaching of..." curriculum, does not guarantee licensure. Students should be completing licensure requirements in conjunction with meeting curriculum and college graduation requirements. There are several steps in the licensure process, so it is imperative that a student meet with their program advisor to remain on track.

Council on Teacher Education (CTE)

<http://cte.uic.edu>

Contact: (312) 355-0714

1333 S. Halsted St., MC 134

Suite 205

Hours: 8:30 a.m. – 5:00 p.m. Monday – Friday

"The Council on Teacher Education oversees and supports all professional education programs. The Council is responsible for the coordination of professional education curricula and serves as a liaison between the University of Illinois Chicago and the Illinois State Board of Education. In addition, the Council serves as a liaison between the university and school service personnel. The Council on Teacher Education was established by the University of Illinois' Board of Trustees in 1943-44 to formulate policies and programs of student selection, retention, guidance, preparation, and placement in elementary and secondary schools. The Council was created in conformity with educational policies established by the campus Senate (Mission and History, CTE website)." Students will be in close contact with the Council on Teacher Education for all levels of the licensure process. Prospective students can also find additional information on their website (listed above) and in the Teacher Education Handbook for Secondary and Foreign Language.