

SPANISH EDUCATION CONCENTRATION

Foreign Languages majors in the Spanish Education Concentration are eligible to apply for certification to teach Spanish in Maryland upon graduation. In addition to the Core Curriculum requirements and the requirements specified by the Department of Secondary and Middle School Education, students must complete 30 units. Students must contact the Department of Secondary and Middle School Education about admission to the Teacher Education Program. Students are also required to complete the Oral Proficiency Interview and the Writing Proficiency Test. They are required to achieve a level of "Advanced Low" in the Oral Proficiency Interview.

Students who decide not to complete all education requirements must select and complete a different concentration/track in the major in order to graduate.

Admission Requirements for Teacher Education

The Teacher Education Executive Board, representing all initial teacher education programs at Towson University, utilizes the following **minimum** requirements as conditions for admission into teacher education programs, maintaining candidate status and formal entry into the capstone internship. Programs may include additional requirements for admission into the program and/or the capstone internship.

The College of Education admits students either as freshmen or as undergraduate transfer students from accredited, post-secondary institutions. During the freshman and sophomore years, students are generally engaged in pre-professional courses or courses that fulfill Core Curriculum requirements, as well as all identified prerequisites (e.g., specific and sequential courses in Core Curriculum) for admission to COE screened majors and programs.

All College of Education undergraduate programs are screened majors. As an integral part of the teaching/learning experience, students work with advisers in a strategic planning process across all years at TU. Accordingly, to support student success, all COE students are required to confer prior to registration each term with their assigned advisers.

I. PROCEDURES AND REQUIREMENTS FOR ADMISSION TO ALL TEACHER EDUCATION PROGRAMS

1. Complete a self-disclosure criminal background form to be submitted to the major department with the application.
2. Submit an application for formal admission to the program. Students seeking admission to teacher education programs must contact their department chairperson or program coordinator by 45 credit hours for program-specific procedures and requirements for admission to professional education programs.
3. A cumulative/overall GPA of 3.00 or higher is required for admission to an initial licensure teacher education program.
 - i. Applicants with a GPA between 2.50 - 2.99 may be admitted conditionally if they provide evidence of passing scores on a Basic Skills Assessment* as identified by the Maryland State Department of Education (i.e. SAT, ACT, GRE, Praxis Core) and

receive approval from the department chairperson/program coordinator.

**Candidates may apply for a test waiver directly to the department. Such waivers should only be granted if it is predicted, based on the individual candidate's transcript data, that the candidate's final cumulative/overall GPA will be above a 3.00.*

Requirements

The Spanish Education concentration is a PreK-12 teacher education program. Students complete 30 units of Spanish courses and 56 units of education courses for a total of 86 units. Of the 30 units in Spanish courses, at least 15 units must be taken at Towson University.

Spanish Courses

Code	Title	Units
Required Courses		
SPAN 301 or SPAN 303	COMPOSITION AND CONVERSATION I ¹ SPANISH FOR HERITAGE SPEAKERS I	3
SPAN 302 or SPAN 304	COMPOSITION AND CONVERSATION II ¹ SPANISH FOR HERITAGE SPEAKERS II	3
SPAN 306	SPANISH PHONETICS	3
SPAN 391	ADVANCED SPANISH GRAMMAR	3
SPAN 407 or SPAN 408	CREATIVE WRITING IN SPANISH SPANISH IN THE COMMUNITY	3
Any 400-level Spanish Literature or Culture Course		3
Any 300/400 level Spanish Course		3
Select three of the following courses:		9
SPAN 311	CULTURE AND CIVILIZATION OF SPAIN	3
SPAN 312	CULTURE AND CIVILIZATION OF LATIN AMERICA	
SPAN 321	SURVEY OF SPANISH LITERATURE	3
SPAN 322	SURVEY OF SPANISH-AMERICAN LITERATURE	
Total Units		30

Education Courses

Code	Title	Units
EDUC 202	HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS	3
EDUC 203	TEACHING AND LEARNING IN A DIVERSE SOCIETY	3
HIST 145 or HIST 146	HISTORY OF THE UNITED STATES TO THE CIVIL WAR HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR	3
ISTC 301	INTEGRATING INSTRUCTIONAL TECHNOLOGY	3
SCED 304	EDUCATION, ETHICS AND CHANGE	3
SCED 305	ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY	3
SCED 341	PRINCIPLES OF SECONDARY EDUCATION ²	4
SCED 353	TEACHING MODERN FOREIGN LANGUAGE	3

SCED 394	INTERNSHIP IN SPANISH EDUCATION	12
SCED 401	ANALYZING THE INTERNSHIP EXPERIENCE	3
SCED 460	USING LITERACY IN THE SECONDARY SCHOOLS ²	3
SCED 461	TEACHING LITERACY IN THE SECONDARY CONTENT AREAS ³	3
SCED 499	INTERNSHIP IN EDUCATION ³	6
SPED 301	INTRODUCTION TO SPECIAL EDUCATION	3
Total Units		55

¹ Native and Heritage speakers of Spanish may earn up to 6 units for SPAN 301 and/or SPAN 302 by taking the Departmental Challenge Exam.

² SCED 341 is taken concurrently with SCED 460 and shares a field experience.

³ SCED 499 is taken at a professional development school during the term preceding the full-time internship. It is taken concurrently with SCED 461.

The Professional Year

As part of their year-long professional internship, all teacher candidates begin these activities in Professional Development Schools (PDS). These are schools in which the Department of Secondary & Middle School Education has partnerships in which the PDS and the Department collaborate, including serving as in-school sites for courses and activities taking place during the full-time internship year.

- All pre-service students in Teacher Education programs at Towson University whose program of study requires an internship experience in a public school setting (pre-K through 12) must undergo a background check as required by the assigned internship school district before entering this experience.

Four-Year Plan of Study

Sample Four-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

Freshman

Term 1	Units	Term 2	Units
HIST 145 or 146 (Core 11)	3	EDUC 202 (Core 10)	3
PSYC 101 (Suggested for Core 6)	3	SPAN 202 (Core 12)	3
SPAN 201 (Core 5)	3	Core 2 (or Core 1)	3
Core 1 (or Core 2)	3	Core 4	3
Core 3	4	Core 7	4
15		16	

Sophomore

Term 1	Units	Term 2	Units
EDUC 203 (Core 13)	3	ISTC 301	3
SPAN 301 or 303	3	SCED 304 (Core 14)	3
Core 8	3	SPAN 302 or 304	3

Elective	3	SPED 301	3
Elective	3	Core 9	3-4
16		15-16	

Junior

Term 1	Units	Term 2	Units
SCED 305	3	SCED 341	4
Upper-Level SPAN Course (SPAN 305 or SPAN 320) ¹	3	SCED 460	3
Select two of the following:		Select one of the following:	
SPAN 306		SPAN 306	
SPAN 391		SPAN 391	
SPAN 407 or 408		SPAN 407 or 408	

Select two of the following: **6**

SPAN 311, 312, 321, or 322

12 **16**

Senior

Term 1	Units	Term 2	Units
SCED 353	3	SCED 394	12
SCED 461	3	SCED 401	3
SCED 499	6		
SPAN 4xx Literature / Culture Course	3		
Select one of the following:		3	
SPAN 311, 312, 321, or 322			
18		15	

Total Units 123-124

¹ SPAN 305 and SPAN 320 are not open to students who are currently taking or who have already successfully completed SPAN 311, SPAN 312, SPAN 321, or SPAN 322.

Learning Outcomes

ACTFL Standards

- **Standard 1:** Language proficiency: Interpersonal, Interpretive, and Presentational
- **Standard 2:** Cultures, Linguistics, Literatures, and Concepts from Other Disciplines
- **Standard 3:** Language Acquisition Theories and Knowledge of Students and Their Needs
- **Standard 4:** Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources
- **Standard 5:** Assessment of Languages and Cultures – Impact on Student Learning
- **Standard 6:** Professional Development, Advocacy, and Ethics