

SPANISH EDUCATION CONCENTRATION

Foreign Languages majors in the Spanish Education Concentration are eligible for certification to teach 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 with a grade equivalent of 2.75 or higher beyond the intermediate level in the following courses. 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 are required to achieve a level of "Advanced Low."

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

The Spanish Education concentration is a PreK-12 teacher education program. Students complete 30 units of Spanish courses and 55 units of education courses for a total of 85 units.

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 391	ADVANCED SPANISH GRAMMAR	3
Any 400-level Spanish Literature or Culture Course		3
Any 300/400 level Spanish Course		3
Select 3 of the following courses:		9
SPAN 311	CULTURE AND CIVILIZATION OF SPAIN	
SPAN 312	CULTURE AND CIVILIZATION OF LATIN AMERICA	
SPAN 321	SURVEY OF SPANISH LITERATURE	
SPAN 322	SURVEY OF SPANISH-AMERICAN LITERATURE	
Additional Requirement(s)		6
Native and Heritage Spanish speakers:		
SPAN 407	ADVANCED SPANISH COMPOSITION	
SPAN 408	ADVANCED SPANISH CONVERSATION	
Non-native Spanish speakers:		
SPAN 306	SPANISH PHONETICS	
SPAN 407 or SPAN 408	ADVANCED SPANISH COMPOSITION ² ADVANCED SPANISH CONVERSATION	
Total Units		30

Education Courses

Code	Title	Units
EDUC 202	HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS	3
EDUC 203 or HIST 146	TEACHING AND LEARNING IN A DIVERSE SOCIETY HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR	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 ³	4
SCED 353	TEACHING MODERN FOREIGN LANGUAGE	3
SCED 394	INTERNSHIP IN SPANISH EDUCATION	12
SCED 401	ANALYZING INTERNSHIP	2
SCED 460	USING READING AND WRITING IN THE SECONDARY SCHOOLS ³	4
SCED 461	TEACHING READING IN THE SECONDARY CONTENT AREAS ⁴	3
SCED 499	INTERNSHIP IN EDUCATION ⁴	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 Non-native speakers, in consultation with their FORL SCED adviser, will select either SPAN 407 or SPAN 408.

³ SCED 341 is taken concurrently with SCED 460 and shares a field experience.

⁴ 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 students must meet the following GPA requirements to be admitted to the internship: 2.75 GPA in major field and 3.00 in professional education courses with a minimum 2.75 overall, based on transcripts from all institutions of higher learning attended. (Consult with SCED adviser.)
- 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 if required by the assigned internship school district before entering this experience.

Suggested Four-Year Plan

Based on course availability and student needs and preferences, the selected sequences will probably vary from those presented below. Students should consult with their adviser to make the most appropriate elective choices.

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) ¹	3
SPAN 201 (Core 5) ¹	3 Core 2 (or Core 1)	3
Core 1 (or Core 2)	3 Core 4	3
Core 3	3 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	3
Core 8	3-4 SPAN 302 or 304	3
Core 13	3 SPED 301	3
Core 14	3 Core 9	3-4
	15-16	15-16
Junior		
Term 1	Units Term 2	Units
Select two of the following	6 Select one of the following:	3
SPAN 311, 312, 321, or 322	SPAN 311, 312, 321, or 322	
Additional Requirements	6 SPAN 391	3
Choose the following two courses if student is a native and heritage Spanish speaker:	SCED 341	4
SPAN 407	SCED 460	4
SPAN 408		
Choose the following two courses if student is a non-native Spanish speaker:		
SPAN 306		
SPAN 407 or 408		
SCED 305	3	
	15	14
Senior		
Term 1	Units Term 2	Units
SCED 353	3 SCED 394	12
SCED 461	3 SCED 401	2
SCED 499	6	
SPAN 3xx-4xx Upper-Level Elective		
SPAN 4xx Literature / Special Topic Upper-Level Elective	3	
	15	14
Total Units 119-121		

¹ During their first academic year, students may take Spanish Intermediate courses (SPAN 201- 202) if needed, or they may start with SPAN 301 after consultation with a faculty adviser from the Department of Foreign Languages.

ACTFL Standard 1. Language, Linguistics, Comparisons

Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency; (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

ACTFL Standard 2. Cultures, Literatures, Cross-Disciplinary Concepts

Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

ACTFL Standard 3. Language Acquisition Theories and Instructional Practices

Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

ACTFL Standard 4. Integration of Standards into Curriculum and Instruction

Candidates (a) demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the Standards for Foreign Language Learning and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

ACTFL Standard 5. Assessment of Language and Cultures

Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

ACTFL Standard 6. Professionalism

Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.