WORLD LANGUAGE EDUCATION SPANISH (BA)

The Bachelor of Arts program in World Language Education Spanish prepares students to teach Preschool through 12th grade in a variety of urban and suburban education settings, including public and private elementary and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student’s choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 130-135 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Licensure

Illinois Professional Educator License with endorsement in World Language Spanish (preschool-grade 12), an Illinois State Board of Education (ISBE) approved program.

Program Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Studies</td>
<td>80</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>104</td>
</tr>
<tr>
<td>Open Electives</td>
<td>8</td>
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<tr>
<td>Total hours required</td>
<td>192</td>
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</tbody>
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Learning Outcomes

Students will be able to:

- Apply theoretical foundations of language education to develop sound instruction and teaching approaches for language learners.
- Integrate theory and research on second language acquisition into practice for language learners.
- Evaluate history and policies of language education and how historical and policy context affect the education of language learners.
- Analyze various assessment issues that affect language learners, such as accountability, reliability, validity, bias, special education.

College Core Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices.
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions.
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts).
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats.
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge.
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching.
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being.
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively.
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner.
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students’ learning.
- Values and is responsive to diverse learners’ academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students.
- Is committed to collaboration with colleagues, families, and communities in order to promote all students’ learning.
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.);
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy;
- Balances self-confidence and assertiveness with respect for others’ perspectives;
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved.

The following dispositions apply to Special Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices.
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions.
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts).
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats.
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge.
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching.
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being.
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively.
Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests
All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences
Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements
An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements
Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements
- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
intend to participate, you must first apply for degree conferral for the listed on the Academic Calendar. Provided that all requirements and financial obligations are met, degrees will be awarded to you through the application process.

To apply for degree conferral, log on to Campus Connection. Select the one selected in the application. After you submit the application, you cannot register for any term after the quarter you are student teaching. All coursework and requirements must be completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching. Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

The awarding of a degree is not automatic. You must submit an application directly to the Illinois State Board of Education after completion of required courses and training. DePaul has submitted notification to ISBE. Application requirements include an application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.
Learning Domains

Arts and Literature (AL) (https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/arts-and-literature/)
  • 2 Courses Required

Historical Inquiry (HI) (https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/historical-inquiry/)
  • 2 Courses Required
  (Note: One must be US History.)

  • 2 Courses Required
  [1 CR Course and 1 SR Course]

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student’s primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student’s major and is cross-listed with a course within the student’s major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Content Area Courses

Note: Language courses begin at the Advanced level for the major. A placement test in the language is required to determine skill level and appropriate level to begin the language. Beginning and Intermediate language courses are in addition to the content area requirements but can fulfill open elective requirements.

Advanced Language Core: 16 quarter hours required, grade of C or better required

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Hours</th>
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<tbody>
<tr>
<td>SPN 201</td>
<td>ADVANCED GRAMMAR AND COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>or SPN 205</td>
<td>ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE LEARNERS I</td>
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</tbody>
</table>
World Language Education Spanish (BA)

- **SPN 202** or **SPN 206**: ADVANCED COMPOSITION AND COMMUNICATION
- **SPN 203** or **SPN 207**: ADVANCED CONVERSATION

4 quarter hours required, grade of C or better required

### Language Electives Core: 28 quarter hours required, grade of C or better required

- SPN 200-300 level course 1
- SPN 200-300 level course 2
- SPN 200-300 level course 3
- SPN 200-300 level course 4
- SPN 300 level course 1
- SPN 300 level course 2
- SPN 300 level course 3

### Linguistics Core: 4 quarter hours required, grade of C or better required

- **SPN 352**: SPANISH PHONOLOGY AND PHONETICS

4 quarter hours required, grade of C or better required

### Teaching Culture Core: 4 quarter hours required, grade of C or better required

- **WLE 370**: LANGUAGE, LITERACIES AND CULTURES

4 quarter hours required, grade of C or better required

### Education Courses: 40 quarter hours required, grade of C or better required

- **SCU 207**: SOCIAL AND HISTORICAL ISSUES IN EDUCATION
- **SCU 337**: HUMAN GROWTH AND DEVELOPMENT
- **SEC 364**: METHODS: CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS
- **BBE 307**: EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- **SER 346**: STRATEGIES FOR MAINSTREAMING AND INCLUSION
- **WLE 326**: THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE
- **WLE 349**: STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12
- **WLE 360**: SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION
- **WLE 375**: WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- **SCU 338**: THE PROCESS AND EVALUATION OF LEARNING
- **SCU 339**: PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

### Open Electives: 8 quarter hours are required

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98, MAT 94, and MAT 95. EE 281 recommended as open elective course. Electives must be approved by the WLE Program director.

### Student Teaching: 12 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take WLE 384 with student teaching (listed in the Liberal Studies section).

- **WLE 385**: STUDENT TEACHING IN WORLD LANGUAGES
- **EDU 95**: CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)

### Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Spanish majors must complete the following tests:

- Spanish Content Area Test (test #260) – assesses knowledge of the Spanish language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see above).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

### Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a world language (Chinese, French, German, Italian, Japanese, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test.

### Education Courses: 40 quarter hours required, grade of C or better required

- **SCU 207**: SOCIAL AND HISTORICAL ISSUES IN EDUCATION
- **SCU 337**: HUMAN GROWTH AND DEVELOPMENT
- **SEC 364**: METHODS: CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS
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