

LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: MDSK 10-01-09

Proposal Title: **Addition of 3 Credit Hours to the Graduate Certificate Program in K-12 Foreign Language Education**

Originating Department: Middle, Secondary, K-12 Education

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

| DATE RECEIVED | DATE CONSIDERED | DATE FORWARDED | ACTION | SIGNATURES |
|---------------------|--------------------|--------------------|----------|---|
| 11-4-09 | 11-4-09 | 11-4-09 | Approved | <u>DEPARTMENT CHAIR</u> |
| 11/10/09 | 11/16/09 | 11/16/09 | Approved | <u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> |
| 11-23-09 | 12-3-09 | 12-3-09 | Approved | <u>COLLEGE FACULTY CHAIR</u> |
| 11-23-09 | 12-3-09 | 12-3-09 | Approved | <u>COLLEGE DEAN</u> |
| | | | Approved | <u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses) |
| 3-2-10 | 4-6-2010 | 4-12-2010 | Approved | <u>GRADUATE COUNCIL CHAIR</u> (for graduate courses) |
| | | | Approved | <u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar) |
| | | | | <u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed) |

University of North Carolina at Charlotte

New Graduate

Course and Curriculum Proposal from: Department of Middle, Secondary & K-12 Education

**Addition of 3 Credit Hours to the Graduate Certificate
Program in K-12 Foreign Language Education**

A. PROPOSAL SUMMARY AND CATALOGUE COPY

1. SUMMARY.

The Departments of Middle, Secondary, and K-12 Education and Languages and Culture Studies propose to add an additional course to the required sequence of courses for all foreign language education candidates who are enrolled in the Graduate Certificate program. Graduate students would be required to take a graduate level course in their respective content area (French, German or Spanish). Although this addition adds 3 more credit hours of instruction to the program, the total number of course hours will only be 18 hours (+ the 3-hour internship). This number is still well below the maximum number of allowed hours in other graduate level initial licensure program.

2a. CATALOGUE COPY: NEW COURSES

There are no new courses associated with this proposal. Students will be required to choose a pre-existing graduate level foreign language course offered within the Department of Languages and Culture Studies.

2b. CATALOGUE COPY: REVISED COURSES

The proposed change will not result in any revisions to the course catalogue.

B. JUSTIFICATION

The need. The K-12 foreign language teacher preparation Graduate Certificate program consists of a five course sequence that focuses on pedagogy and culminates with a teaching internship. There is no course that focuses specifically on the teacher-candidate's content knowledge in his/her area of specialization (French, German or Spanish). Not only does this omission neglect to develop an alliance between the College of Education and the Department of Languages and Culture Studies at UNC Charlotte,

but it also allows graduate students to exit the program with no real demonstration of their skills in the second language. This weakness in the program also makes it very challenging to address standard 3 (teachers know the content they teach), a requirement of the NC Department of Public Instruction. In response to this weakness the Department of Languages and Culture Studies at UNC Charlotte and the Department of Middle-Secondary, K-12 Education have collaborated and propose to include a 5000 level (advanced-level) foreign language course in the required sequence of courses that graduate students must take to gain licensure in their chosen area of expertise (French, German or Spanish). Successful completion of this advanced-level course will ensure that all graduate K-12 foreign language education candidates have the necessary foreign language skills to teach and will provide evidence of students' depth of content knowledge, which is required by the NC Department of Public Instruction. In all 5000 level foreign language courses, students must write a culminating 12-15 page paper in the second language on a topic related to second language literature or culture. Successful completion of this assignment will be used as evidence of depth of content knowledge.

1. Pre-requisites/Co-requisites

Pre-Teacher Education Requirements

Prior to taking the graduate level foreign language course, students would have to be accepted into the Graduate Certificate program in K-12 Foreign Language Education.

2. Course numbering.

Graduate students in the K-12 Foreign Language Education Program would be required to take a 5000 level course in German, French, or Spanish (depending on their area of specialization). To gain admission into the graduate certificate program students must have completed a minimum of 24 hours of post-secondary instruction in the foreign language or be native speakers of the foreign language and have passed the PRAXIS II content exam. Students should, therefore, have the necessary skills to complete a 5000 level course.

3. Program improvement.

The addition of an advanced-level foreign language course in the required course sequence for all graduate-level foreign language teacher-candidates adds another layer of certainty that students leaving the program have in-depth content knowledge. While taking this 5000-level course in German, French or Spanish, graduate students will write a 12-15 page scholarly paper in the second language related to second language literature or culture. In recent years a number of graduate students in the K-12 Foreign Language Education program have completed all education coursework only to be told in the final stage of the program (during student teaching) that their foreign language skills were not strong enough. This added measure of quality assurance should prevent this from

happening in the future. Students with weak skills would not be able to successfully complete the 12-15 page paper and pass the course. As a result, they could not progress in the program without first strengthening their language skills. Successful completion of the paper will also be used to fulfill the requirement of the Department of Public Instruction (DPI) that teacher-candidates demonstrate depth of content knowledge. This addition to the graduate program also helps to develop an alliance between the College of Education at UNC Charlotte and the Language and Culture Studies Department in the College of Liberal Arts. Faculty members in the Languages and Culture Studies Department will now have input into and knowledge of the quality of graduate level K-12 foreign language students leaving the program and entering the school system.

C. IMPACT

1. Students served. The proposed change would only impact graduate students pursuing licensure to teach French, German or Spanish.
2. Effect on existing courses and curricula.
 - a. Schedule. Dr. Robert Reimer, the Chair of the Language and Culture Studies Department has assured us in the Department of Middle, Secondary, K-12 education that at least one 5000 level foreign language course per year would be offered in each of the 3 languages (French, German and Spanish).
 - b. Effect on other courses. The only effect this would have on other courses is that the enrollment in 5000 level German, French and Spanish courses would increase slightly. This has been discussed with Dr. Reimer and his department welcomes the increased enrollment. It should also be mentioned that since there is no graduate degree offered in French or German at UNC Charlotte, 4000 level courses in the two languages would be cross-listed as 5000 level courses and would include slightly more advanced content and assignments for the graduate level students. Dr. Reimer has agreed to this modification. There is a master's degree offered in Spanish. Graduate students seeking licensure to teach Spanish would have no difficulty finding a 5000 level course.
 - c. Anticipated enrollment. Typically there are about two to three dozen students enrolled in the Graduate Certificate program in K-12 Foreign Language Education at any given time.
 - d. Effect on enrollment in other courses. Due to the relatively small number of graduate foreign language teacher-candidates, the impact on affected courses would not be significant. Graduate level foreign language courses generally have a very small enrollment and would benefit from increased enrollment.
 - e. No new courses have been created.

- f. Catalogue copy affected: The proposed change will not result in any revisions to the course catalogue.

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL

1. Personnel

- a. No new faculty would be required. The increased load on current faculty would be minimal. Due to the relatively small number of graduate K-12 foreign language teacher-candidates, faculty in the Department of Languages and Culture Studies (LCS) who teach 4000 level French or German courses and 5000 level Spanish courses may see an increase of a few students per semester.
 - b. No new courses have been developed. The additional foreign language course graduate students would take is already offered by LCS.
2. Physical Facility: As no new courses have been created, there would be no need for additional physical resources.
 3. Equipment and Supplies: No new equipment or supplies will be needed.
 4. Computer: No additional computer resources will be required.
 5. Audio-Visual: No additional audio-visual requirements would be necessary.
 6. Other Resources: No new/added resources would be required.
 7. Source of funding for new resources: N/A

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

1. Library Consultation: Library holdings are adequate to support the proposed change to graduate certificate program in K-12 Foreign Language Education. A copy of the *Consultation on Library Holdings* is provided (see Attachment).
2. Consultation with other departments or units
 - Documentation of consultation with Dr. Robert Reimer, Chair of the Department of Languages and Culture Studies (College of Liberal Arts and Science) has been provided (see Attachment).
 - Documentation of consultation has also been provided by the Chair of the Department of Middle, Secondary and K-12 Education, Dr. Warren DiBiase (see Appendix). The foreign language education program falls under the responsibility of Dr. DiBiase's department.

F. INITIATION AND CONSIDERATION OF PROPOSAL

1. Originating Unit: Dr. Scott Kissau, coordinator of the Master's in Foreign Language Teaching Program, developed this proposal in the fall of 2009. Dr. Kissau consulted with several other faculty members in the College of Education and the Department of Languages and Culture Studies while developing this proposed change. Several days prior to our monthly department meeting on October 16, 2009, a copy of the proposal was sent out to all faculty members in the Department of Middle, Secondary, K-12 Education for their perusal. During the department meeting faculty members had the opportunity to ask questions and voice concerns related to the proposal. After a brief discussion, the faculty members unanimously voted in favor of the proposal.
2. Other Considering Units: The Department of Languages and Culture Studies in the College of Liberal Arts and Sciences was also consulted during the development of the proposal. A letter of endorsement from Dr. Reimer, Chair of the Department of Languages and Culture Studies, is attached (see Attachment).

G. ATTACHMENTS

1. Attachment 1: Proposed Graduate Foreign Language Education Planning Sheet
2. Attachment 2: Library Consultation
3. Attachment 3: Consultation with Department of Languages and Culture Studies
4. Attachment 4: Consultation with Department of Middle, Secondary & K-12 Education

To: Scott Kissau, Dept. of Middle, Secondary & K-12 Education
From: Judy Walker, Education/Curriculum Materials Librarian
Date: October 26, 2009
RE: Consultation on Library Holdings

Course/Program: Addition of 3 credit hours to required sequence of courses
for all foreign language education candidates

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** October 26, 2009

Please Check One:

- Holdings are superior _____
- Holdings are adequate X
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

This proposal does not involved the addition of any new courses. The courses involved in the sequence currently are adequately supported by the Library's electronic and print resources.

From: DiBiase, Warren
Sent: Tuesday, November 24, 2009 3:25 PM
To: Kissau, Scott; Jones, Jeanneine
Subject: RE: log form

I am writing with respect to your proposal "Revisions to graduate level foreign language education program" and support the changes you wish to make. The Department of Middle, Secondary and K-12 Education gives full support to your proposal. Your plan to have graduate students take a graduate level course in their respective content area (French, German or Spanish) will strengthen future teachers of these languages. Although this addition adds 3 more credit hours of instruction to the program, the total number of course hours will only be 18 hours.

warren

Warren J DiBiase, Ed.D. | Interim Chair
Department of Middle Grades, Secondary and K-12 Education
UNC Charlotte | College of Education
9201 University City Blvd. | Charlotte, NC 28223-0001-
Phone: 704-687- 8881 | Fax: 704-687-6430
wjdibias@uncc.edu | <http://www.uncc.edu>

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-8881. Thank you.

From: Reimer, Robert
Sent: Tuesday, September 15, 2009 4:54 PM
To: Kissau, Scott
Subject: RE: revisions

Dear Scott,

I have read your proposal "Revisions to graduate level foreign language education program" and support the changes you wish to make. Your plan to have graduate students take a graduate level course in their respective content area (French, German or Spanish) will strengthen future teachers of these languages. Although this addition adds 3 more credit hours of instruction to the program, the total number of course hours will only be 18 hours, and as you point out, this number is still below the maximum number of credits allowed for licensure.

Cordially,

Robert

Robert C. Reimer, PhD | Chair and Professor of German
UNC Charlotte | Department of Languages and Culture Studies
9201 University City Blvd. | Charlotte, NC 28223
704.687.8767
rcreimer@uncc.edu | <http://www.uncc.edu>

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-8767. Thank you.

From: Kissau, Scott
Sent: Tuesday, September 15, 2009 12:52 PM
To: Reimer, Robert
Subject: revisions

**Graduate Certificate in
Foreign Language Education (K-12)
French**

Recommended Course Sequence

Semester 1: *Introduction to Pedagogy, the Learner, and the School Environment*

MDSK 6162: Planning for K-12 Teaching (3)

AND

One of the following courses addressing diversity:

EDUC 5100: Diverse Learners (3)

TESL 6204: Multicultural Education (3)

Semester 2: *Specialized Pedagogy*

One of the following methodology courses:

FLED 5200: Secondary Methods - Foreign Languages (3)

FLED 5201: K-8 Methods - Foreign Languages (3)

AND

One of the following reading courses:

READ 5255: Integrating reading and Writing in the Content Areas (3)

READ 6204: Teaching Reading to ELLS (3)

Semester 3: *Specialized Pedagogy & Advanced Content*

One of the following methods courses (the one not previously taken):

FLED 5200: Secondary Methods - Foreign Languages (3)

FLED 5201: K-8 Methods - Foreign Languages (3)

AND

One advanced level (5000) French literature or French culture course:

FREN 5XXX One graduate level French literature or French culture course (3)

Semester 4: Student Teaching

FLED 6470: Graduate Student Teaching Internship

Note: FLED 6470 is a full time internship requiring employment as a French teacher in an approved school or a non-paid placement with a licensed French teacher in a public school. It requires application and approval during the semester prior to the internship.

Additional requirements for licensure

Technology portfolio

Prior to student teaching teacher-candidates must demonstrate advanced French language skills by obtaining a minimum score of Advanced-low on the Oral Proficiency Interview (OPI).

Praxis II tests in French if you have taken fewer than 24 hours in French, or if you are/have been a lateral entry French teacher.

Other specific background courses in French if applicable – See background requirements below.

Applying for the teaching license

Application for NC Standard Professional I license to be filed in TEAL Office, with all appropriate forms regarding completion of coursework, technology portfolio, and internship

Looking ahead

You may wish to apply to the Master of Arts in Teaching (MAT) in Foreign Language Education at the completion of the Graduate Certificate program: <http://www.uncc.edu/gradmiss/index.asp> . All your coursework for the Graduate Certificate will be applied toward the requirements for that degree. Completion of the master's degree leads to the advanced "M" teaching license and a 10% pay raise.

Background Requirements: FRENCH

Candidates must have at least a bachelor's degree with a major or equivalent (minimum of 24 hours) in French and coursework aligned with the competency areas below. Candidates with degrees in other fields must satisfy requirements for the major or equivalent and satisfy all competency areas. The GPA for background requirements must be at least a 2.5, and no courses may be presented for licensure with grades lower than a C.

Option 1: Degree in French – no additional background courses needed.

Option 2: Native speaker of French – Passing scores on Praxis II exams will waive all background courses.

Option 3: For candidates creating the equivalent of a major in French by taking 24 hours of French, the following requirements must also be met:

| Competency Area | Types of courses required and UNC Charlotte examples There must be at least one course in each cell unless otherwise noted | Candidate's courses or evidence of proficiency | Grades | Plan for satisfying deficiencies |
|--|---|--|--------|----------------------------------|
| Language model: Listening, Speaking, Reading, and Writing the language | <i>The 2nd year sequence of FREN courses (6):</i> <ul style="list-style-type: none"> ● FREN 2201: Intermediate French I <li style="text-align: center;">AND ● FREN 2202: Intermediate French II <li style="text-align: center;">OR ● FREN 2207: French Phonetics | | | |
| Linguistic Components: Units of sound, grammar, vocabulary, syntax, pragmatics, and discourse | <i>At least one advanced course in French grammar, linguistics, or language structure (3):</i> <ul style="list-style-type: none"> ● FREN 3201: French Grammar and Conversation <li style="text-align: center;">OR ● FREN 3202: French Grammar and Composition | | | |
| Culture, practices, and perspectives Comparison of French language and cultures compared to English language and cultures | <i>At least 3 advanced courses in French history, literature, and culture at the 3000 or 4000 level (9):</i> <ul style="list-style-type: none"> ● FREN 3203: Intro to French literature ● FREN 3209: France Today ● FREN 4003: Studies in French Literature ● FREN 4201: Survey of French Literature I ● FREN 4005: Studies in French Language ● FREN 4007: Studies in French Culture ● FREN 4202: Survey of French Literature II ● TRAN 4402 F: Practicum in Translation 1 ● TRAN 4403 F: Practicum in Translation 2 ● TRAN 4404 F: Practicum in Translation 3 | | | |

Note: Courses required to satisfy deficiencies may have prerequisites. There must be at least two courses taken at the 4000 level to satisfy the equivalency requirement. If additional courses are needed to complete the expected 24 hours, they may be any FREN courses. All courses must be taught in French.

**Graduate Certificate in
Foreign Language Education (K-12)
German**

Recommended Course Sequence

Semester 1: *Introduction to Pedagogy, the Learner, and the School Environment*

MDSK 6162: Planning for K-12 Teaching (3)

AND

One of the following courses addressing diversity:

EDUC 5100: Diverse Learners (3)

TESL 6204: Multicultural Education (3)

Semester 2: *Specialized Pedagogy*

One of the following methodology courses:

FLED 5200: Secondary Methods - Foreign Languages (3)

FLED 5201: K-8 Methods - Foreign Languages (3)

AND

One of the following reading courses:

READ 5255: Integrating reading and Writing in the Content Areas (3)

READ 6204: Teaching Reading to ELLS (3)

Semester 3: *Specialized Pedagogy & Advanced Content*

One of the following methods courses (the one not previously taken):

FLED 5200: Secondary Methods - Foreign Languages (3)

FLED 5201: K-8 Methods - Foreign Languages (3)

AND

One advanced level (5000) German literature or German culture course:

GERM 5XXX One graduate level German literature or German culture course (3)

Semester 4: Student Teaching

FLED 6470: Graduate Student Teaching Internship

Note: FLED 6470 is a full time internship requiring employment as a German teacher in an approved school or a non-paid placement with a licensed German teacher in a public school. It requires application and approval during the semester prior to the internship.

Additional requirements for licensure

Technology portfolio

Prior to student teaching teacher-candidates must demonstrate advanced German language skills by obtaining a minimum score of Advanced-low on the Oral Proficiency Interview (OPI).

Praxis II tests in German if you have taken fewer than 24 hours in German, or if you are/have been a lateral entry German teacher.

Other specific background courses in German if applicable – See background requirements below.

Applying for the teaching license

Application for NC Standard Professional I license to be filed in TEAL Office, with all appropriate forms regarding completion of coursework, technology portfolio, and internship

Looking ahead

You may wish to apply to the Master of Arts in Teaching (MAT) in Foreign Language Education at the completion of the Graduate Certificate program: <http://www.uncc.edu/gradmiss/index.asp> . All your coursework for the Graduate Certificate will be applied toward the requirements for that degree. Completion of the master's degree leads to the advanced "M" teaching license and a 10% pay raise.

Foreign Language (K-12) Background Competencies: GERMAN

Candidates must have at least a bachelor's degree with a major or equivalent (minimum of 24 hours) in German and coursework aligned with the competency areas below. Candidates with degrees in other fields must satisfy requirements for the equivalent of a major and satisfy all competency areas. The GPA for background requirements must be at least a 2.5, and no courses may be presented for licensure with grades lower than a C.

Option 1: Degree in German – no additional background courses needed.

Option 2: Native speaker of German – Passing scores on Praxis II exams will waive all background courses.

Option 3: For candidates creating the equivalent of a major in German by taking 24 hours of German, the following requirements must also be met:

| Competency Area | Types of courses required and UNC Charlotte examples There must be at least one course in each cell unless otherwise noted | Candidate's courses or evidence of proficiency | Grades | Plan for satisfying deficiencies |
|--|--|--|--------|----------------------------------|
| Language Model: Listening, Speaking, Reading, and Writing the language | <i>The 2nd year sequence of GERM courses (6):</i> <ul style="list-style-type: none"> • GERM 2201: Intermediate German I <li style="text-align: center;">AND • GERM 2202: Intermediate German II <li style="text-align: center;">OR • GERM 2210: Introduction to Business German | | | |
| Linguistic Components: Units of sound, grammar, vocabulary, syntax, pragmatics, and discourse | <i>At least one advanced course in German grammar, linguistics, or language structure (3):</i> <ul style="list-style-type: none"> • GERM 3201: Adv. Germ. Grammar, Composition & Conversation I • GERM 3202: Adv. Germ. Grammar & Composition II | | | |
| Culture, practices, and perspectives Comparison of German language and cultures compared to English language and cultures | <i>Advanced coursework in German history, literature, and culture (9):</i> <i>At least 2 literature courses at the 3000 or 4000 level (6):</i> <ul style="list-style-type: none"> • GERM 3050 + GERM 4050: Studies in German Literature • GERM 4020: Chief Genres in German Literature • TRAN 4402 G: Practicum in Translation 1 • TRAN 4403 G: Practicum in Translation 2 • TRAN 4404 G: Practicum in Translation 3 <i>Civilization, History, and Culture (3). At least one course at the 3000 or 4000 level, such as the following:</i> <ul style="list-style-type: none"> • GERM 3030: Studies in German Culture • GERM 4120: Advanced Business German I • GERM 4121: Advanced Business German II | | | |

Note: Courses required to satisfy deficiencies may have prerequisites. There must be at least two courses taken at the 4000 level to satisfy the equivalency requirement. If additional courses are needed to complete the expected 24 hours, they may be any GERM courses. All courses must be taught in German. Students wishing to use GERM 3050 (taught in English) to fulfill the background requirements must also take GERM 4050 which is a 1 credit hour extension of GERM 3050 that is taught in German.

**Graduate Certificate in
Foreign Language Education (K-12)
Spanish**

Recommended Course Sequence

Semester 1: *Introduction to Pedagogy, the Learner, and the School Environment*

MDSK 6162: Planning for K-12 Teaching (3)

AND

One of the following courses addressing diversity:

EDUC 5100: Diverse Learners (3)

TESL 6204: Multicultural Education (3)

Semester 2: *Specialized Pedagogy*

One of the following methodology courses:

FLED 5200: Secondary Methods - Foreign Languages (3)

FLED 5201: K-8 Methods - Foreign Languages (3)

AND

One of the following reading courses:

READ 5255: Integrating reading and Writing in the Content Areas (3)

READ 6204: Teaching Reading to ELLS (3)

Semester 3: *Specialized Pedagogy & Advanced Content*

One of the following methods courses (the one not previously taken):

FLED 5200: Secondary Methods - Foreign Languages (3)

FLED 5201: K-8 Methods - Foreign Languages (3)

AND

One advanced level (5000) Spanish literature or Spanish culture course:

SPAN 5XXX One graduate level Spanish literature or Spanish culture course (3)

Semester 4: Student Teaching

FLED 6470: Graduate Student Teaching Internship

Note: FLED 6470 is a full time internship requiring employment as a Spanish teacher in an approved school or a non-paid placement with a licensed Spanish teacher in a public school. It requires application and approval during the semester prior to the internship.

Additional requirements for licensure

Technology portfolio

Prior to student teaching teacher-candidates must demonstrate advanced Spanish language skills by obtaining a minimum score of Advanced-low on the Oral Proficiency Interview (OPI).

Praxis II tests in Spanish if you have taken fewer than 24 hours in Spanish, or if you are/have been a lateral entry Spanish teacher.

Other specific background courses in Spanish if applicable – See background requirements below.

Applying for the teaching license

Application for NC Standard Professional I license to be filed in TEAL Office, with all appropriate forms regarding completion of coursework, technology portfolio, and internship

Looking ahead

You may wish to apply to the Master of Arts in Teaching (MAT) in Foreign Language Education at the completion of the Graduate Certificate program: <http://www.uncc.edu/gradmiss/index.asp> . All your coursework for the Graduate Certificate will be applied toward the requirements for that degree. Completion of the master's degree leads to the advanced "M" teaching license and a 10% pay raise.

Foreign Language (K-12) Background Competencies: SPANISH

Candidates must have at least a bachelor's degree with a major or equivalent (minimum of 24 hours) in Spanish and coursework aligned with the competency areas below. Candidates with degrees in other fields must satisfy requirements for the major or equivalent and satisfy all competency areas. The GPA for background requirements must be at least a 2.5, and no courses may be presented for licensure with grades lower than a C.

Option 1: Degree in Spanish – no additional background courses needed.

Option 2: Native speaker of Spanish – Passing scores on Praxis II exams will waive all background courses.

Option 3: For candidates creating the equivalent of a major in Spanish by taking 24 hours of Spanish, the following requirements must be met:

| Competency Area | Types of courses required and UNC Charlotte examples | Candidate's courses or evidence of proficiency | Grades | Plan for satisfying deficiencies |
|---|--|--|--------|----------------------------------|
| Language Model: Listening, Speaking, Reading, and Writing | <i>The 3rd year sequence of SPAN courses (6):</i> <ul style="list-style-type: none"> ● SPAN 3201: Adv. Grammar and Composition (3) AND one of the following courses (3) ● SPAN 3202: Advanced Conversation and Composition ● SPAN 3203: Advanced Writing and Rhetoric for Native Speakers | | | |
| Linguistic Components: Grammar, units of sound, vocabulary, syntax, pragmatics, and discourse | <i>At least one advanced course in Spanish grammar, linguistics, or language structure (3), e.g.,</i> <ul style="list-style-type: none"> ● SPAN 4231: Spanish Phonetics ● SPAN 4232: Spanish Linguistics ● SPAN 4233: History of the Spanish Language | | | |
| Culture, practices, and perspectives Comparison of Spanish language and cultures compared to English language and cultures | <i>Advanced coursework in Spanish history, literature, and culture (9)</i> <i>Literature at the 3000 or 4000 level (6):</i> <ul style="list-style-type: none"> ▪ SPAN 3208: Introduction to Literary Analysis (3) AND ▪ One elective SPAN literature course at the 3000 or 4000 level. <i>Civilization, History, and Culture (3). At least one course at the 3000 or 4000 level, such as the following</i> <ul style="list-style-type: none"> ● SPAN 3209: Spanish Civilization and Culture ● SPAN 3210: Spanish American Civilization and Culture ● SPAN 3211: Intro. to Spanish Peninsular Literature ● SPAN 3212: Intro. to Spanish American Literature ● SPAN 4202: Twentieth-Century Spanish Literature ● SPAN 4205: Novel of the Golden Age ● SPAN 4214: Studies in Hispanic Children's Literature | | | |

Notes: Courses required to satisfy deficiencies may have prerequisites. There must be at least two courses taken at the 4000 level to satisfy the equivalency requirement. If additional courses are needed to complete the expected 24 hours, they may be any SPAN courses. All courses must be taught in Spanish.

