

August 28, 2009

TO: John Huntington, Chair
Senate Committee on Educational Policy

FROM: Midge Grosch, Director
Programs and Academic Assessment

I am submitting for review and action by the Senate Committee on Educational Policy the attached *Proposal to Establish the Master of Arts in the Teaching of Spanish (MAT)*.

The proposal was approved by the faculty in the College of Liberal Arts and Sciences on April 21, 2009 and by the Graduate College Executive Committee on August 28, 2009.

Cc: R. Hernández-Pecoraro
T. Ford

Application for a New Public Degree Program (In-Region)

Note: Use this form to request new online or on-campus degree programs.

BACKGROUND

- a) **Name of Institution:** University of Illinois at Chicago
- b) **Title of Proposed Program:** Master of Arts in the Teaching Spanish
- c) **Contact Person:** Dr. Charles Evans

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University of Illinois at Chicago Contact Person: Rosilie Hernández-Pecoraro

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d) **Level of Proposed Degree**

- Baccalaureate
- Masters
- First Professional
- Doctorate¹

- e) **Requested CIP Code (6-digits)** 13.1330
- f) **Proposed Date for Enrollment of First Class:** _Fall 2010
- g) **Location Offered: On-Campus** **or Online**

1. Mission

Describe specific objectives and measurable contributions the program will make to the university's mission, paying particular attention to the program's consistency with the university's focus statement and priorities. Such objectives and contributions may include:

- Serving a distinct student population;

¹ To assist staff in specialized areas of instruction, IBHE will retain outside consultants to review all new doctoral program proposals.

- Occupational and student demand for the program;
- Meeting the needs of business, employers, and/or society;
- Collaborating with and/or supporting other programs at the institution; and
- Increasing the number of graduates in a high demand or emerging field of study.

For your reference: Link to the UIC Scope and Mission: http://www.uic.edu/index.html/admin_scope.shtml

The Master of Arts in the Teaching of Spanish, or MAT, aims to raise the level of professional training for primary and secondary school educators in their chosen field of specialization, Spanish, so that in turn they can better prepare students for the challenges and opportunities afforded to them in our urban and global context in the city of Chicago. As schools in the greater Chicago area become more diverse, the need for well-trained and highly qualified teachers of Spanish is notable. The MAT will thus concretely contribute to UIC’s mission to prepare a wide range of students with the tools necessary to deal with the increasing diversity of the U.S. in a rapidly globalizing world.

In the Chicago area, there are no master’s degree programs specifically designed for Spanish teachers—called Master of Arts in the Teaching of Spanish. Yet Chicago has the third largest public school system in the nation, and there is a large and growing demand among local certified high school teachers for graduate degree programs.

For example, at UIC the departments of History, English, and Mathematics offer Master’s degrees in Teaching. The following numbers are from Fall 2008:

	# of applicants	New students admitted	Total students in program
History MAT	21	11	28
English MA (English Education Concentration)	15	6	10
Math MS in Teaching	15	12	30

In Spring 2007, an email designed to survey interest among teachers was sent to the Chicago Public Schools as well as in collar county school districts. The department received 34 replies from Spanish teachers stating they were interested in applying for an MAT at UIC. In Fall 2008 the department conducted a similar survey among current undergraduate students in the Teaching of Spanish undergraduate major, with 19 positive responses.

In response to this demand, the Department of Spanish, French, Italian, and Portuguese seeks to create a Master of Arts in the Teaching of Spanish (MAT). This program would be for teachers who already have state certification and are currently teaching in local K-12 classrooms, as well as for recently certified teachers who wish to continue their post-baccalaureate studies immediately upon or soon after graduation. Individuals who do not already possess state certification would have to first obtain such certification in programs such as the MED offered by the College of Education at UIC.

There are two primary reasons for proposing this degree in addition to the current MA in Hispanic Studies.

- 1) High school Spanish teachers teach both literature and language. Thus, they are seeking advanced knowledge in both fields, as well as in current educational practices. The existing Hispanic Studies MA degree requires specialization in *either* literature or linguistics and is designed for individuals interested in developing specialized skills for research and/or teaching in a higher education setting. In a parallel yet distinct program, the proposed MAT would allow K-8 teachers of Spanish to develop core skills in literary and linguistic studies, advance their oral and writing skills, and be exposed to the latest theories regarding second language teaching and heritage learners.
- 2) The proposed MAT incorporates advanced coursework in education—carefully selected courses in consultation with College of Education faculty. The Hispanic Studies MA program in literature and linguistics does not require that students take courses that are crucial to K-12 teachers such as teaching literacy skills, educational psychology, or curricular development. With these courses students will further expand their knowledge base in areas such as literacy, assessment methods, and teaching methodologies.

What will the impact be of the proposed MAT on the MA in Hispanic Studies?

It is believed that the impact of the proposed MAT on the MA in Hispanic Studies will be very positive. These students have the same general educational background as students entering the MA in Hispanic Studies. As a result, they will do very well in introductory courses in literary and linguistic studies such as SPAN 401 Intensive Introduction to Hispanic Linguistics and SPAN 407 Methods of Literary and Cultural Analysis. Once students in the MAT of Spanish complete these two courses, they will be prepared to take the additional selective 400 level courses in linguistics and/or literature, as well as SPAN 556 Second Language Learning (SLT).

What is the advantage of enrolling in the proposed MAT compared to the MA in Hispanic Studies Interdepartmental Concentration in Second Language Teaching?

The MA with a concentration in SLA is focused on developing and expanding our master's students' theoretical knowledge base as they prepare for MA exams and move on to a PhD in SLA.

The purpose of the MAT is to offer certified teachers of Spanish (K-12) a program through which they can solidify and expand upon the practical aspects of the undergraduate certification program both by taking more advanced Spanish courses and relevant courses at the College of Education. That is, the MAT is a practitioner degree, while the MA with a concentration in Second Language Acquisition is principally a research degree.

2. Need

Explain how the program will meet regional and state needs and priorities.

The proposed MAT in Spanish will meet regional and state needs and priorities by offering advanced content instruction to certified teachers of Spanish teaching, both K-8 and 9-12. While Illinois high

schools do not have a state-wide foreign language requirement, the U.S. Department of Education highly recommends two years of foreign language, particularly for the college-bound. In our immediate geographical area, the Chicago Public School district mandates a minimum of two years of study of a foreign language for all high school students, thus creating an evident need for teachers who have developed their teaching skills beyond the fundamentals of the initial certification process. Moreover, in response to parent demand, school districts regionally and state-wide, including CPS, are substantially growing their world languages programs in grades K-8 in order to better prepare students for high school and beyond. Clearly, well-trained Spanish teachers are necessary to meet the demands of local public schools. The proposed MAT in Spanish contributes to creating a cadre of highly qualified K-12 Spanish teachers throughout the Chicago-land area by offering already certified teachers additional content knowledge about Spanish linguistics, literature, and culture, while also improving their understanding of theory and best practices in teaching these areas.

3. Illinois 2011

Demonstrate how the proposed program will support one or more goals of *Illinois 2011*, the Illinois Board of Higher Education’s Strategic Initiative. Programs do not have to contribute to every goal, but must contribute to at least one.

Goal	How met
1. AFFORDABILITY – To help ensure college is affordable for all Illinoisans, particularly low-income students.	This MAT allows certified teachers to acquire further expertise in their content area at a much more modest price than existing MAT programs in private institutions in the area.
2. ATTAINMENT – To improve educational attainment for all Illinois students, through a seamless P-20 system of high quality teaching and learning, through an increased focus on outreach to non-traditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas.	This MAT prepares elementary and high school Spanish teachers with advanced knowledge in Spanish literature, linguistics, and relevant topics in education, thus rendering them better equipped to meet Illinois State Board of Education standards in Foreign Language Teaching.
3. DIVERSITY – To increase access and success in more diverse college student body and faculty ranks, including those with disabilities.	
4. EFFICIENCY – To promote efficiency and accountability in higher education operations.	

4. Similar Programs

Identify similar programs and sponsoring institutions in the state. Compare these programs with the proposed program. Discuss the possible impact of the proposed program on existing similar programs.

Given that the proposed program is for working public school teachers, this section identifies similar programs in the Chicago area only. The following two local institutions offer MAT programs.

1) St. Xavier University: http://www.sxu.edu/Academic/Education/gr_spanish.asp

This program is for students with a bachelor's degree who do not hold Illinois Type 10 certification. That is, they are not practicing certified teachers. Practicing teachers who already hold certification thus cannot enroll in the MAT program at St. Xavier. The proposed MAT program is for teachers who already hold certification, most of whom will already be teaching in CPS and other Chicago-area public school system classrooms. Moreover, all of the required courses in St. Xavier's MAT are in Education. The proposed program offers much broader preparation in the content areas that these teachers are required to teach, including Spanish literature, culture, and linguistics, as well as coursework in language acquisition and teaching.

2) National Louis University: <http://www.nl.edu/academics/nce/departments/SECED/sedprograms.cfm>

This program is designed for aspiring middle and secondary school teachers, although teachers who already hold certification are also allowed to join this program. It is offered through the College of Education, not through the Department of Spanish at National Louis. Thus, students may take several courses in Spanish but the bulk of their required coursework is in Education. Students have very few opportunities to gain advanced knowledge about Spanish literature, culture, and linguistics – the content area in which they teach.

There are two additional universities that Chicago-area Spanish high school teachers can go to for a master's degree. Northeastern Illinois University <http://www.neiu.edu/~gradcoll/programs/latin.html> offers an MA program in Spanish that focuses on literature, not an MAT. Although some linguistics courses are permitted as electives, there are no education courses built in to the program. Chicago State University <http://www.csu.edu/collegeofeducation/elcf/concentrations.html#secondary> offers a Master of Science in Education in Curriculum and Instruction with a concentration in Secondary Education. All of the courses are in the College of Education and, again, are not tailored for teachers certified to teach Spanish K-8.

Thus, there is no Master of Arts in the Teaching of Spanish program in the Chicago area with which the proposed program would directly compete. For this reason, the department is certain that the proposed program will be highly sought after.

5. Future Employment Opportunities

Discuss estimated future employment opportunities for graduates of this program. Compare the estimated need for graduates with the estimated number of graduates from this program and existing programs identified above. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections (whenever possible, use state labor projections).

For your reference: Link to the IDES Employment Projections: <http://lmi.ides.state.il.us/projections/employproj.htm>

Most, if not all, graduates of this program will already be employed by K-12 schools as they complete the program. They seek graduate degrees as a form of required professional development and track advancement within CPS and other regional public school systems.

6. Background

Describe the development of the program, including historical and institutional context of the program's development. Also discuss any special needs for this program as expressed by state agencies, industry, research centers, or other educational institutions.

While Director of UIC's Spanish Teacher Education program from 2002-2006, Professor Potowski received multiple inquiries from certified high school Spanish teachers about UIC's master's degree possibilities in Spanish. It became clear that many teachers in the area wanted to pursue a graduate degree in their content area of Spanish, but there were no options available. While undergraduate certification programs certainly prepare teachers to meet Illinois State Board of Education standards, an advanced degree permits further development of both the content knowledge and the pedagogical practices deemed important by the State of Illinois for Spanish teachers.

7. Program Description

Provide a brief narrative description of the program, including a list of its central academic objectives. Explain how the curriculum is structured to meet the program's stated objectives.

Discuss the program's mode of delivery (e.g., face-to-face, online, hybrid, etc.).

Narrative/Central Academic Objectives

This program is designed for certified Illinois Spanish teachers who wish to acquire graduate-level knowledge of areas of literature, cultural studies, and linguistics that are relevant to their development as teachers of Spanish. Students are required to take four core courses which offer the foundation for advanced study in literary and cultural studies and linguistics. In addition, students will select five additional advanced 400- and 500-level courses in the Department of Spanish, French, Italian, and Portuguese; the Latin American and Latino Studies Program; and the College of Education, which will build upon their knowledge base as certified teachers of Spanish in the state of Illinois. The MAT also has an optional Concentration in the Teaching of Spanish to Heritage Speakers, which will allow teachers who come into contact with high numbers of bilingual/heritage speakers to better prepare for their teaching practice. All students will take a required comprehensive examination upon completion of coursework.

8. Admission Requirements

Provide a brief narrative description of minimum admission requirements.

Spanish

Catalog Statement

The Department of Spanish, French, Italian, and Portuguese offers work leading to a Master of Arts in the Teaching of Spanish. This program is designed to meet the needs of certified elementary, middle and high school teachers, which leads to the Master of Arts in the Teaching of Spanish. A concentration in Heritage Language is available to students pursuing the MAT Spanish degree. The Department also offers degrees in Hispanic Studies at both the master's and doctoral levels. The Hispanic Studies master's program offers three concentrations: Hispanic Literary Studies, Spanish Applied Linguistics, and Spanish Descriptive and Theoretical Linguistics. At the doctoral level, concentrations are available in Descriptive and Theoretical Linguistics, Hispanic Literature and Cultures, and Second Language Acquisition. See Hispanic Studies for more information.

Admission Requirements

Applicants are considered on an individual basis. In addition to the Graduate College minimum requirements, applicants must meet the following program requirements (please consult the department Web site <http://www.uic.edu/depts/sfip/> for details):

Master of Arts in in the Teaching of Spanish

- **Baccalaureate Field** Spanish or related field.
- **Grade Point Average** At least 3.50/4.00 for the final 60 semester hours (90 quarter hours) of study.
- **Tests Required** Applicants are urged to take the GRE.
- **Language Proficiency** Applicants must give evidence of proficiency in spoken and written formal standard Spanish.
- **Minimum TOEFL Score** 550 (paper-based); 213 (computer-based); 80, with subscores of Reading 19, Listening 17, Speaking 20, and Writing 21 (new Internet-based TOEFL) OR **IELTS** 6.5, with subscores of 6.0 for all four subscores. **Sample of Writing in Spanish** Applicants are required to submit one sample of their written work in Spanish in the form of an essay for an academic course.
- **Letters of Recommendation** Three required from professors or supervisors in a teaching position; at least one should be from a professor in an upper-level or graduate Spanish course.
- **Personal Statement** A statement of 300 words is required in which applicants should address their reasons for applying to the Master of Arts in the Teaching of Spanish. .
- **Nondegree Applicants** Nondegree applicants must apply and pay online, as well as submit transcripts from all institutions where a degree or academic credit was earned during the last eight years.
- **Other Requirements** For the Master of Arts in the Teaching of Spanish only candidates who hold a current Type 03, Type 09, Type 10, or Type 29 Illinois certification are eligible to apply.

9. Graduation Requirements

Provide a brief narrative description of all graduation requirements, including, but not limited to,

credit hour requirements.

Degree Requirements

In addition to the Graduate College minimum requirements, students must meet the following program requirements:

Master of Arts in the Teaching of Spanish

- **Minimum Semester Hours Required 36.**
- **Course Work** All 36 must be taken in the Department of Spanish, French, Italian, and Portuguese, the Latin American and Latino Studies Program, the Department of English, and the College of Education. No more than eight (8) semester hours of credit (two courses) will be accepted for transfer as part of the 36 required hours, and these credits must comply with University regulations and be approved by the program. Credit toward the degree is not given for any course in which the student receives a grade of less than B.

*Required Courses:*² Span 401, Span 407, Span 556/Ling 556, and CI 413 or CI 504.

Candidates must complete five (5) additional courses chosen from the following categories:

Literature and Latin American/Latino Cultures: Span 411, Span 414, Span 421, Span 422, Span 430, Span 431, Span 434, Span 435, Span 494

Linguistics, Language Policy, and Teaching: Span 400, Span 406, Span 408, Span 409, Span 427, Span 440, Span 487

*Latin American and Latino Studies:*² LALS 501, LALS 502

*Education:*² CI 464, CI 482, CI 540, EPSY 446, ED 430³

Of the five additional courses, at least three (3) must be Spanish courses, at least one (1) must be an Education course, and one (1) course must be selected from the following: Span 400, Span 406, Span 408, Span 409, Span 427, Span 440, Span 487, CI 540.

- *Concentration in Teaching of Spanish to Heritage Speakers*
Candidates who wish to pursue the MAT in Spanish with a concentration in Teaching of Spanish to Heritage Speakers must complete the following: SPAN 401, SPAN 407, SPAN 556, and CI 413 or CI 504; either LALS 501 or LALS 502; either SPAN 406 or Span 440; and three (3) additional courses chosen from the above categories, one of which must be from the Education category.

² See Appendix B for approvals from Latin American and Latino Studies, the Department of English, and the College of Education.

³ This course is 3 hours; students will need to take one additional credit hour in order to meet the total hours required for the degree (36).

- **Comprehensive Examination Required.**
- **Thesis, Project, or Course-Work-Only Options** Course work only. No other options are available.
- **Course Descriptions**

Spanish

400 History of the Spanish Language

3 OR 4 hours. Origins and development of Spanish; phonological, morphological, syntactic development of the language; foreign influences; origin of dialects. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s):* SPAN 362 or SPAN 401 or consent of the instructor.

401 Intensive Introduction to Hispanic Linguistics

4 hours. An intensive introduction to phonetics/phonology, syntax, and semantics of Spanish. *Prerequisite(s):* Graduate Standing.

406 Spanish Sociolinguistics

3 OR 4 hours. Past and current theoretical and empirical sociolinguistics as applied to the study of variation within Spanish and U.S. Hispanic communities. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s):* SPAN 402 or SPAN 404 or consent of the instructor.

407 Methods of Literary and Cultural Analysis

3 OR 4 hours. Introduction to basic tools and critical vocabulary to conduct advanced work in Hispanic literature. 3 undergraduate hours. 4 graduate hours. Taught in Spanish or English. *Prerequisite(s):* Junior standing or above and completion of two 300-level courses in Spanish literature; or consent of the instructor.

408 Hispanic Dialectology

3 OR 4 hours. Descriptive and historical analysis of the most salient linguistic phenomena of peninsular and American Spanish dialects. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s):* SPAN 362 or SPAN 401; or consent of the instructor.

409 Semantics and Pragmatics in Spanish

3 OR 4 hours. Introduction to the study of meaning in language with a focus on Spanish. Includes formal/compositional semantics and an introduction to pragmatics. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s):* SPAN 365 or SPAN 401; or consent of the instructor.

411 Topics in Medieval and Early Modern Spanish Literature and Culture

3 OR 4 hours. Exploration of topics and theoretical approaches to the literature and culture of medieval and early modern Spain. 3 undergraduate hours. 4 graduate hours. May be repeated if topics vary. *Prerequisite(s):* Junior standing or above. Completion of two 300-level courses in Spanish literature; or consent of the instructor.

414 Topics in Cervantes' Don Quijote

3 OR 4 hours. Examination of current critical and theoretical approaches to Cervantes Don Quijote, including questions of gender, class, historiography, and ideology. 3 undergraduate hours.

4 graduate hours. May be repeated if topics vary. *Prerequisite(s)*: Junior standing or above and completion of two 300-level courses in Spanish literature; or consent of the instructor.

421 Topics in 18th and 19th Century Spanish Literature and Culture

3 OR 4 hours. Exploration of topics and theoretical approaches to Peninsular literature and culture from the Neoclassical period through the Generation of 1898. 3 undergraduate hours. 4 graduate hours. May be repeated if topics vary. *Prerequisite(s)*: Junior standing or above and completion of two 300-level courses in Spanish literature; or consent of the instructor.

422 Topics in 20th and 21st Century Spanish Literature and Culture

3 OR 4 hours. Exploration of topics; sociological and historical approaches to the literature and culture from the vanguard movements of the early 20th century through the present day. 3 undergraduate hours. 4 graduate hours. May be repeated if topics vary. *Prerequisite(s)*: Junior standing or above and completion of two 300-level courses in Spanish literature; or consent of the instructor.

427 Studies in Language Policy and Cultural Identity

3 OR 4 hours. Examines the development, articulation, and effects of language policies on identity formation and culture. Focuses on the United States and the Spanish language, although other countries and languages are included. Same as LALS 427. 3 undergraduate hours. 4 graduate hours. Taught in English. *Prerequisite(s)*: Junior standing or above.

430 Topics in Colonial History, Literature and Culture

3 OR 4 hours. Topics in colonial literature, history and culture intended to introduce students to the main methodologies, paradigms, issues and critical approaches to colonial studies. 3 undergraduate hours. 4 graduate hours. May be repeated if topics vary. *Prerequisite(s)*: Junior standing or above and completion of two 300-level courses in Spanish literature; or consent of the instructor.

431 Topics in Latin American Letters from the Revolutionary Era to Independence

3 OR 4 hours. Nineteenth-century literary trends from the beginnings of the novel through Romanticism and Realism to Urban naturalism. Prose and poetry. 3 undergraduate hours. 4 graduate hours. May be repeated if topics vary. *Prerequisite(s)*: Junior standing or above and completion of two 300-level courses in Spanish literature; or consent of the instructor.

434 Topics in Latin American Letters from Modernismo to the Early 1970's

3 OR 4 hours. Emergence of new literary and cultural trends from the beginning of the 20th century to the end of the so-called Latin American Boom. It may include fiction, poetry, film, theater, as well as less traditional genres. 3 undergraduate hours. 4 graduate hours. May be repeated if topics vary. *Prerequisite(s)*: Junior standing or above and completion of two 300-level courses in Spanish literature; or consent of the instructor.

435 Topics in Contemporary Urban Latin American and Latino Culture, Literature and the Arts

3 OR 4 hours. Study of particular cultural, artistic or literary phenomenon in urban Latin American and Latino culture, literature or the arts. Emphasis on cultural studies and/or literary analysis. Critical writing is an important component of the course. 3 undergraduate hours. 4

graduate hours. May be repeated if topics vary. *Prerequisite(s)*: Junior standing or above and completion of two 300-level courses in Spanish literature; or consent of the instructor.

440 Theory and Methods in Teaching Heritage Speakers (New course)

3 OR 4 hours. Reviews theories in bilingual development, sociolinguistics, and language teaching in order to understand best practices in and develop coherent materials for teaching heritage language learners. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: Junior standing or above; and consent of the instructor. Recommended background: Credit or concurrent registration in SPAN 363 or credit or concurrent registration in SPAN 448 or credit or concurrent registration in SPAN 449.

487 Computer Assisted Language Learning

3 OR 4 hours. An introduction to computer assisted language learning (CALL): the use of computer technology in second language reading and research. The effectiveness of CALL technology is assessed based on SLA theory and research studies. Same as GER 487 and LING 487. 3 undergraduate hours. 4 graduate hours. Taught in English. Extensive computer use required. *Prerequisite(s)*: LING 483 or CI 483 or GER 448 or FR 448 or SPAN 448 or GER 449 or FR 449 or SPAN 449; or SPAN 502 or FR 502 or the equivalent; and senior standing or above.

494 Special Topics

3 OR 4 hours. Topics will vary from term to term and may cover such areas as literary theory or culture. Same as FR 494 and ITAL 494. 3 undergraduate hours. 4 graduate hours. May be repeated. Students may register in more than one section per term. Taught in English. *Prerequisite(s)*: Junior standing or above; and approval of the department.

556 Second Language Learning

4 hours. An introduction to research findings and methods in second language learning. Same as LING 556. *Prerequisite(s)*: Consent of the instructor.

Latin American and Latino Studies

501 Latinos and Latin America in Transnational Context

4 hours. Analysis of transnational processes linking Latin America and Latinos in the U.S. The impact of globalization on migration, culture, identity, work, health, education, family, politics.

502 Topics in Latin American and Latino Studies

4 hours. In-depth study of selected research topics related to Latin America and/or U.S. Latinos that reflect the major and most current debates in these fields. May be repeated if topics vary. *Prerequisite(s)*: Graduate or professional standing; or consent of the instructor.

College of Education

Curriculum & Instruction

413 Foundations of Literacy Instruction, K-8

4 hours. Introduction to teaching literacy K-8; examining cognitive, social, developmental perspectives; relationships between language and literacy; connections to other school subjects; aligning instruction, assessment, standards. Extensive computer use required [word processing on writing; search engines for examining literacy curriculum, professional organizations, email

networks]. Prerequisite(s): CI 450; and consent of the instructor. Open to Master's degree students and Ph.D. degree students. Recommended background: Admission to M.Ed. in Instructional Leadership: Literacy, Language and Culture.

464 Bilingualism and Literacy in a Second Language

4 hours. Theoretical foundations of second language acquisition and the teaching of English as second language. Methods and materials for teaching reading and writing in bilingual/ESL settings. Prerequisite(s): Junior standing and admission into the College of Education or consent of instructor.

482 Assessment and Instruction: A Multilingual/Multicultural Perspective

4 hours. Methods and materials for teaching English language learners (ELLs) in bilingual/ESL classrooms. Emphasis upon curricular and methodological practices, assessment for academic placement, and instruction. Prerequisite(s): CI 481 and junior standing or above; or consent of the instructor.

504 Secondary Literacy

4 hours. Focuses on the foundations of literacy and on the literacy processes of middle and secondary students and how these processes apply to reading and writing in the disciplines. Field work required.

540 Linguistics for Teachers

4 hours. Introduction to linguistic concepts as they apply to teaching in monolingual and bilingual classrooms. Relation of linguistic theory to theories of language and cognition.

Education

430 Curriculum and Teaching

3 hours. Introduction to curriculum and teaching as areas of inquiry; implications of these areas of inquiry for educational practice; related contemporary problems and issues. Credit is not given for ED 430 if the student has credit for CI 428. *Prerequisite(s):* Admission to graduate study in Education, or consent of the instructor.

Educational Psychology

446 Characteristics of Early Adolescence

3 hours. Physiological, social, emotional and cognitive development of early adolescence. The relationship between these developmental characteristics and success in the middle grades. Same as PSCH 423. Prerequisite(s): ED 210 or ED 421 or ED 422 or PSCH 422 or the equivalent, and approval of the College of Education; or admission to the Ph.D. in Psychology program; or consent of the instructor.

10. Student Outcomes

Explain what students are expected to know and/or be able to do upon completing the program.

Students who complete this program will evidence master's-level ability in:

- The analysis of Hispanic literary text and cultural products;
- The interpretation of theories in second language acquisition;
- The identification and critique of best practices in communicative language teaching;
- The comparison of dialectal variations of Spanish around the world and the U.S.;
- The identification of strategies to develop high levels of literacy in K-8 or 9-12 classrooms.

In addition, students who choose to complete the Concentration in the Teaching of Spanish to Heritage Speakers will evidence the ability to analyze and interpret basic concepts in field of Latino cultural studies, as well as in sociolinguistic variation. In addition they will be able to identify and critique best practices in teaching Spanish to heritage speakers.

Candidates in the MAT in Spanish program will be encouraged to explore concrete ways in which concepts presented in courses can be incorporated into their teaching practice in their own classrooms. For example, in a course on Spanish literature and cultural studies, research projects may explore how best to promote language acquisition and proficiency development through the study of literary texts and other cultural products in the target language, as well as how to introduce analytical concepts to high school students in a foreign language. Spanish linguistics courses will encourage the design of experiments and/or the development of research studies which will explore the integration of historical, applied, and/or theoretical linguistics concepts to the teaching of Spanish as a target language, both as a communicative practice and from a grammatical perspective.

11. Assessment of Student Learning

Describe how the realization of student outcomes identified above will be measured. Measures may include end- or near-end-of-program assessment of student learning, in addition to course – by-course assessment such as: (1) evaluation of capstone experiences (senior projects, recitals, exhibits, portfolios, etc.); (2) pre- and post- testing (value-added assessment).

Students will be assessed in a course per course basis through the requirements stipulated by the faculty member teaching the course. These may include examinations, research papers, and field studies. Student's overall progress will be monitored by the student's assigned faculty advisor, as well as by the department's graduate committee which reviews each student's performance via grades and faculty reports.

Upon nearing completion of the program, a comprehensive exam, which may include a teaching portfolio and take-home essay questions, will be required. The purpose of the exam will be to test the students' knowledge base in Spanish content areas in relation to their pedagogical and methodological strategies in the K-8 and/or 9-12 classroom. Students will only successfully exit the program if they satisfactorily complete this requirement.

12. Program Accreditation

Described the institution's plans for seeking programmatic accreditation if applicable.

DNA

13. Graduate Licensure

Indicate if this program prepares graduates for entry into a career or profession that is regulated by the state of Illinois. If so, indicate how the program is aligned with licensure/certification and/or entitlement requirements.

DNA

14. Program Assessment

a. Describe the program's assessment plan, which should include the following elements serving a distinct student population;

- Multiple performance measures, if necessary, that reflect the uniqueness of the academic program and discipline such as: (1) standardized or other comprehensive examinations; (2) certification/licensure examinations;
- Feedback from key stakeholders (current students, alumni, employers, graduate schools, etc.); and
- Evidence of a formal feedback/improvement mechanism, i.e., that the program/unit has a regular review process in place and that the results of this process are used to improve curriculum, instruction, and learning.
- The program assessment plan should indicate submission of a progress report during the 3rd year of operation and participation in the IBHE's 8-year program review process.

1. The objective of the program is to award candidates a Master Arts in the Teaching of Spanish through which they will have acquired advanced (beyond their bachelor's) expertise in the fundamentals of literary and linguistic studies, second language teaching, heritage learners, literacy strategies for second language and heritage learners, teaching methodology, and assessment methods.
2. The Graduate Studies Committee will examine annually the course content and grade distributions among MAT candidates, as well as the success rate of students taking the comprehensive exam near the end of the program, in order to measure the effectiveness of the curriculum as it relates to the goals of the program and its desired outcomes.
3. An exit survey will be distributed to each student in order to measure the student's satisfaction with the program and gather suggestions regarding possible changes or improvements to the program.
4. An end of the year a report will be issued by the Graduate Studies Committee which will gather the above information (Points 1& 2) and recommend possible and/or necessary adjustments to the program as a whole or to specific courses or requirements within the program.
5. In addition, program assessment methods will be gathered, summarized, and analyzed in a progress report to be submitted during the program's third year of operation, as well as in the IBHE's 8-year program review process.

b. Identify measures to be used to assess and improve student learning, curriculum, and

instruction. Evidence of success may include such specific outcomes as:

- Percent pass rate of graduates on end-of-program certification/licensure examinations;
- Enrollment of graduates in graduate and/or professional programs or other subsequent education;
- Percent of graduates employed in the field;
- Career advancement achieved by program graduates;
- Graduate/employer satisfaction with the program;
- Retention and graduation rates and time-to-degree completion;
- Percent of students involved in faculty research or other projects; and
- Percent of graduate students presenting or publishing papers.

Student grades, course evaluations, and the percentage pass rate of graduates on the end of the program comprehensive exam—which will be reviewed annually by the Graduate Committee—will be used to assess and improve instruction and course content for students in the MAT Spanish program. An extensive survey to be conducted as students exit the program will also give the department concrete information regarding student learning and curriculum design. In addition, the department will utilize career advancement achieved by program graduates, such as acquisition of more desirable teaching positions, tenure within the present position, and/or promotion to Foreign Language Department Head in their schools, in order to measure the success of graduates and the reputation built by the program. With these assessment tools in place, the program will be able to adjust and/or revise its components—course requirements and content, for example—in order to better serve the population of certified teachers acquiring an MAT in Spanish.

15. Budget Narrative

Provide a brief narrative of the resource requirements included in the Budget Table.

See item 18 and accompanying excel table. You should consult your college budget/finance office for guidance when completing the budget table and narrative. Note that the budget will be forwarded to the Office of Budget and Program Analysis (BPA) for review, and you may wish to consult staff in that office as you complete this section.

Also briefly explain the “student enrollment projections” table.

The program requires no additional staff in the form of full-time faculty members or lecturers. All the selective courses in the program are part of the present MA in Hispanic Studies, and will be offered regardless of the approval of this proposed MAT on a two to three year rotation. This rotation includes a newly proposed course, SPAN 440 *Theory and Methods in Teaching Heritage Speakers*. The linguistics faculty has deemed this course to be a necessary addition for the present Hispanic Studies MA program and, if approved, will be added to the rotation regardless of whether the proposed MAT is approved or not. In fact, this course has already been integrated successfully in what the department projects will be the necessary course rotation for the next five years. In addition, the present Director of Teaching of Spanish will see a reassignment in her duties of 17% in order to accommodate for the advising needs of students in the MAT program. The department would like to stress that this reassignment of duties will not translate to an additional staff hire for the department. In sum, the department is proposing a program that will be of service to the community, enrich the student base, and boost enrollments of 400- and 500-level classes without any additional resources or investments being made by the department or the college.

As noted in the “Student Enrollment Projections” table, the target total enrollment for this program is of 30 students with about 10 students per year graduating from the program. There is an expectation that each student will complete a minimum of three courses or 12 credit hours per academic year. The new credit hours listed on the table are for SPAN 440; yet, again, it should be made clear that this is a course which the department wishes to have approved as part of the Hispanic Studies MA and PhD programs in general.

16. Facilities and Equipment

Describe the facilities and equipment available to develop and maintain a quality program including buildings, classrooms, laboratories, and equipment, clinical sites, office space, and library resources.

Library faculty can help you determine the answers to library resource questions. Just ask at lib-book@uic.edu or call 312-996-2730.

We currently have all of the facilities and equipment necessary, particularly beginning in Fall 2009 when Lincoln Hall will contain smart classrooms. In addition, UIC’s Language and Culture Learning Center in Grant Hall regularly provides training on multiple platforms of language teaching related software.

The University Library estimates that it currently spends \$120,000 per year for resources that support work in Spanish and Curriculum and Instruction, the principal areas from which courses for the Masters of Arts in the Teaching of Spanish are derived. Faculty from the Department of Spanish, French, Italian, and Portuguese and the Department of Curriculum and Instruction and Library Faculty find that current resources are adequate, so no additional University Library funding will be necessary.

17. Faculty and Staff

Describe the personnel resources available to develop and maintain a quality program including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of the faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

The resources available are the same ones available to the present MA in Hispanic Studies. The same qualified faculty members will teach the courses available to students in the MAT, and the departmental graduate secretary will offer administrative support to these students as she already does to the present MA and Ph.D. students in Hispanic Studies and French.

Faculty evaluations will be carried out using the same evaluation forms completed in other courses.

MAT students will be required to seek academic advising from the Director of Teaching of Spanish, who serves as the liaison with the College of Education for teacher education programs.

18. Enrollment, Cost, and Expenditure Estimates

Enter data into the three Excel spreadsheets contained in file, INPart2 UI.xls

“Estimated Expenditures” tab to be completed ONLY if requesting new funds directly from the State.

Appendix A

Excerpt of the minutes from September 3, 2008 Faculty Meeting SFIP

Present: C. Fabbian, K. Gonzalez, R. Hernández-Pecoraro, J. Ireland, L. Lopez-Carretero, S. Marsh, E. McClure, M. Miner, K. Morgan-Short, N. Norman (note-taker), R. Nuñez-Cedeño, K. Potowski, C. Roa de la Carrera, M. Saona, I. Taboada, E.D. Weber

“The discussion of the Spanish Master’s of Teaching resulted in a unanimous vote in favor of proceeding with the program as a separate master’s degree (rather than a track of the current degree). However, faculty reserved the right to revisit their support if major changes were contemplated.”

Faculty Vote taken March 13, 2009 (Re: Inclusion of Comprehensive Exam Requirement)

13 Yes 1 abstain 4 absent 1 ineligible (Head/Ex-Officio)

Eligible Voting Members of the SFIP Faculty:

R. Cameron, Kay Gonzalez, Luis Lopez, Kara Morgan, Kim Potowski, Rafael Nunez, Steven Marsh, Dianna Niebylski, Gabriel Riera, Cristian Roa, Margarita Saona, Cristina Gragnani, Ellen McClure, John Ireland, Margaret Miner, Elizabeth Weber, Chiara Fabbian, Olivia Maciel.

Faculty Members Biographies

HISPANIC LINGUISTICS FACULTY

Richard Cameron, Associate Professor of Linguistics.

Variationist Sociolinguistics; Language Change, Gender, Age, Social Class, Applications to Education; Discourse Analysis / Pragmatics; Functional Syntax, Anaphora, Inference, Medical Discourse; Phonology & Phonetics; Acoustic Analysis

Kay E. González-Vilbazo, Assistant Professor.

Bilingualism, Code-Switching in syntax, morphology and phonology, syntax-semantics-interface, compositional semantics, Romance and Germanic languages. Methodology, Philosophy of Science, Cognition and Language

Luis López Carretero, Professor and Department Head

Syntactic theory, including syntactic interfaces with other linguistic modules. Romance linguistics. Language ideologies in Spain.

Kara Morgan-Short, Assistant Professor

Issues in adult second language acquisition, including the neurocognition of second languages, the role of explicit and implicit knowledge in second languages, the effects of explicit and implicit conditions, the effects of types of practice and the use of verbal protocols.

Kim Potowski, Associate Professor, Director of Heritage Language Program; Director of Spanish Undergraduate Studies Program

Heritage language development; Spanish in the U.S.; language & identity; dual immersion education.

Rafael Núñez-Cedeño, Professor. Co-Editor, Probus

Spanish phonology, morphology, dialectology, and the acquisition of Spanish phonology.

HISPANIC LITERATURE AND CULTURAL STUDIES FACULTY

Frances Aparicio, Professor, Latin American and Latino Studies

Zero-Time Appointment, Spanish

U.S. Latino/a Literatures and Cultures, Cultural studies in Latino & Latin America; popular music; language and cultural identity; literary translation; teaching Spanish to heritage language learners.

Rosilie Hernández-Pecoraro, Associate Professor and Visiting Associate Dean for Literatures, Cultural Studies, and Linguistics

16th and 17th Century Spanish Literature; Cervantes; Gender Studies and Women Writers.

Steven Marsh, Assistant Professor of Spanish

19, 20th and 21st Century Peninsular Literature; Film Studies

Dianna Niebylski, Professor

20th-21st Century Latin American Literature and Culture; Globalization and New Aesthetics in Latin American Literature; Trans-American Studies; Gender Studies

Gabriel Riera, Associate Professor

Twentieth-century Latin American Literature, Literary Theory, Philosophical and Psychoanalytic Approaches to Literature

Cristián A. Roa-de-la-Carrera, Associate Professor

16th-century Spanish American colonial writing, ethics and politics

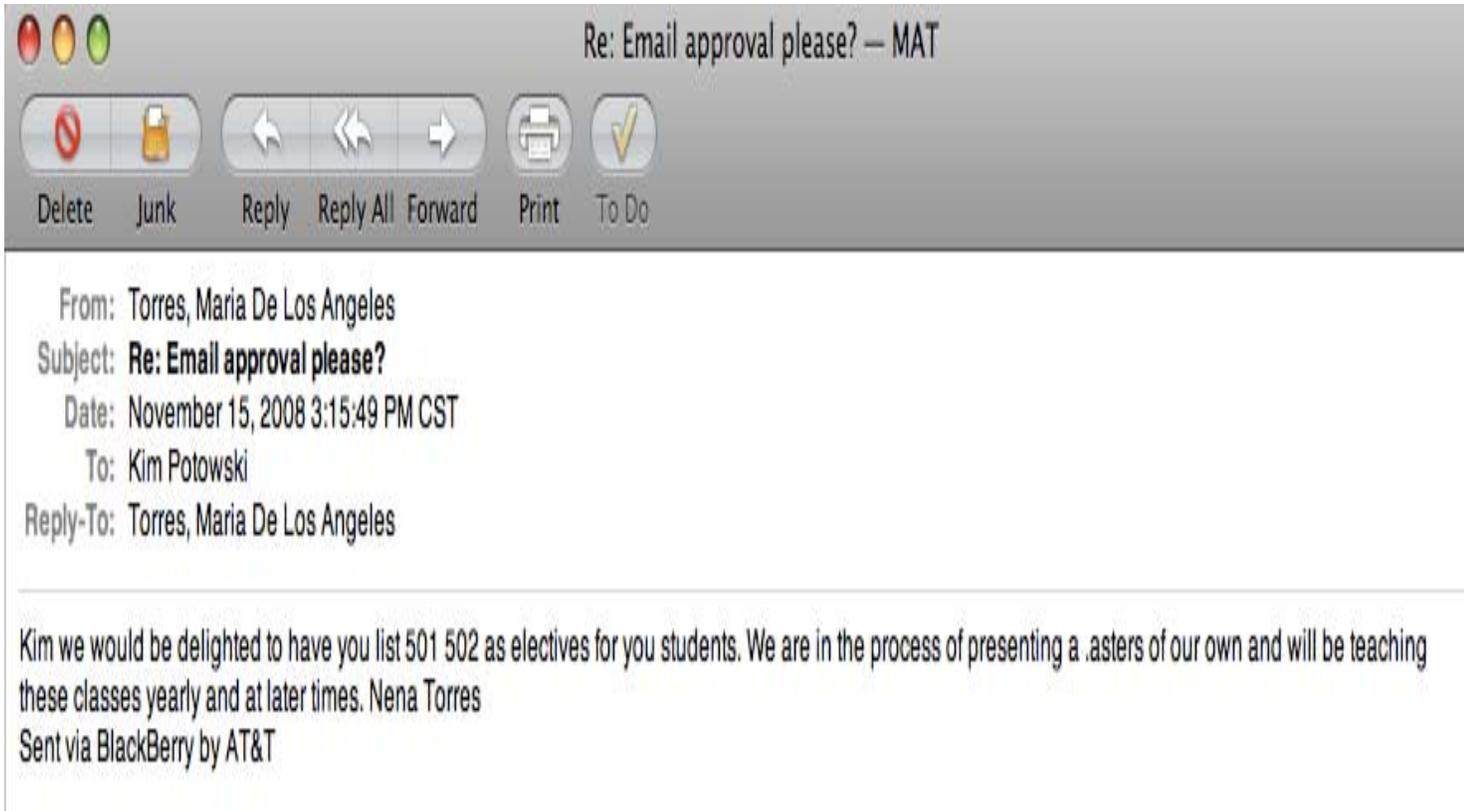
Margarita Saona, Associate Professor; Director of Graduate Studies for Spanish

Contemporary Latin American Literature; national identities, family, and gender; modernity and postmodernity in Latin America; utopian and dystopian narratives; trauma studies.

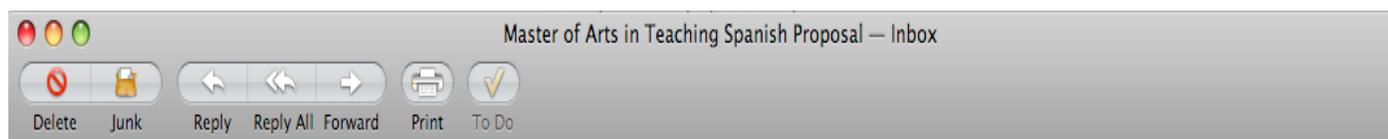
Appendix B

Approvals (via email) from Latin American & Latino Studies, English, and the College of Education

Latin American & Latino Studies



College of Education:



From: Celina Sima
Subject: **Master of Arts in Teaching Spanish Proposal**
Date: January 28, 2009 9:05:12 PM CST
To: Kim Potowski
Cc: Victoria Chou , Rosie Rosilie

Dear Kim,

On behalf of the College of Education, I am responding to the request of LAS that you secure a letter stating that the College of Education a.) approves the use of the courses listed below for the MAT Spanish students, (b) agrees to accommodate the students in the program, and (c) will regularly offer the courses after 4:30 pm - at least once every 2 years.

With the exception of ED 432, I am pleased to report that the approval to use the courses is granted, with one small caveat. While students may enroll in CI 504, the first priority for that course will be secondary students in the certification programs. This should be no hardship to the MAT Spanish students because CI 413 will always be an available option, and is typically offered two terms each year.

The effort to secure this approval involved data gathering regarding the course enrollments, course enrollment caps, and the schedule for course offerings in the past. This information was then shared with the professors/program coordinators and department chairs who are responsible for teaching and scheduling for these courses. Specifically, I consulted with Cynthia Shanahan (CI 413, 504, ED 430), Flora Rodriguez Brown (CI 464, 482, 540), and Stacey Horn (EPSY 446). In addition, the two relevant department chairs, Danny Martin (C&I) and Artin Goncu (EPSY) were consulted. All granted their approval, and agreed to accommodate the students in the courses. All of the courses are offered at least two times per year from 5 to 8 pm.

In addition, today, the COE Education Programs and Policies Committee met and discussed your proposal as an information item, and no concerns were raised.

The dean, department chairs, and I are well aware that no revenues will flow to the College as we take on these additional enrollments. However, after carefully considering the feasibility of your proposal, we found this request reasonable to accommodate. We believe this program will be a welcome professional development opportunity for area teachers. We are also aware that LAS has been a good partner in supporting the programs of the College of Education.

Kim, we wish you all the best as you move forward with this program proposal. Please let me know if you have any questions or concerns.

Sincerely,

Celina Sima
Associate Dean for Academic Affairs
UIC College of Education

Required Courses:

CI 413 Foundations of literacy instruction, or CIE 504 K-8 or Foundations in secondary literacy

Elective Courses:

CI 464 = Bilingualism and literacy in a second language

CI 540 = Linguistics for teachers

CI 482 = Assessment and Instruction: A Multilingual/Multicultural Perspective

EDPSY 446 = Characteristics of early adolescence

ED 430 = Curriculum and teaching

ED 432 = Instruction and evaluation in secondary education

Department of English:

Dear Rosie,

On behalf of the Linguistics program, which controls, LING 556, I approve its use as part of the MAT program. I look forward to our programs working together on this project.

Best wishes,

Prof. Jessica Williams
Director, TESOL Program
Dept. of English (162)
312-413-2506
312-413-1005 (Fax)
601 S. Morgan
University of Illinois
Chicago IL 60607

STUDENT ENROLLMENT PROJECTIONS FOR THE PROPOSED PROGRAM
Illinois Higher Education

	Year of Operation				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Number of Program Majors (Fall headcount)	10	20	30	30	30
Annual Full-Time Equivalent Majors	0	0	0	0	0
Annual Credit Hours in EXISTING Courses*	120	160	360	360	360
Annual Credit Hours in NEW Courses*	0	80	0	0	0
Annual Number of Degrees Awarded	0	0	10	10	10

Include credit hours generated by both majors and non-majors in courses offered by the academic unit directly responsible for the proposed program.

Estimated Costs and Sources of Funds for Proposed Program						
Illinois Higher Education						
			Year of Operation			
			1st Year	2nd Year	3rd Year	4th Year
Expenditure						
	Personnel					
	Faculty Count	by # of FTE	0.17	0.17	0.17	0.17
		Personal Services in \$	6,333	6,333	6,333	6,333
	Other Personnel Costs in \$					
	Supplies, Services, Equipment ¹ in \$					
	Facilities in \$					
		Total	6333	6333	6333	6333
Resources						
	Current Unit		6,333	6,333	6,333	6,333
	Other Internal Sources ²					
	Federal Funds					
	Fees, Sales, Other Income					
	New State Appropriation ³					
		Total	6333	6333	6333	6333

1 Includes expenditures for library resources.

2 Reallocation within institution from other budgetary unit.

3 Complete table 2 if greater than zero.

Note: Do not estimate inflationary factor.

Narrative must accompany this table

New tuition is usually included in "current unit."