

10KV0297BA: TEACHING OF SPANISH, BA

In Workflow

1. U Program Review (dforgacs@illinois.edu; eastuby@illinois.edu; aledward@illinois.edu)
2. 1585 Head (melendez@illinois.edu)
3. SLCL Head (ldelgado@illinois.edu)
4. KV Dean (las-catalog@illinois.edu)
5. University Librarian (jpwilkin@illinois.edu)
6. COTE Programs (nilatha@illinois.edu; bmclvnr@illinois.edu)
7. Provost (kmartens@illinois.edu)
8. Senate EPC (bjlehman@illinois.edu; moorhouz@illinois.edu; kmartens@illinois.edu)
9. Senate (jtempel@illinois.edu)
10. U Senate Conf (none)
11. Board of Trustees (none)
12. IBHE (none)
13. DMI (eastuby@illinois.edu; aledward@illinois.edu; dforgacs@illinois.edu)

Approval Path

1. Tue, 01 Dec 2020 15:26:44 GMT
Deb Forgacs (dforgacs): Approved for U Program Review
2. Tue, 01 Dec 2020 19:13:11 GMT
Mariselle Melendez (melendez): Approved for 1585 Head
3. Tue, 01 Dec 2020 21:37:30 GMT
Luisa-Elena Delgado (ldelgado): Approved for SLCL Head
4. Tue, 01 Dec 2020 21:47:25 GMT
Kelly Ritter (ritterk): Approved for KV Dean
5. Wed, 02 Dec 2020 01:19:27 GMT
John Wilkin (jpwilkin): Approved for University Librarian
6. Tue, 08 Dec 2020 20:50:50 GMT
Brenda Clevenger (bmclvnr): Approved for COTE Programs
7. Tue, 08 Dec 2020 21:15:39 GMT
Kathy Martensen (kmartens): Approved for Provost

History

1. Mar 26, 2019 by Deb Forgacs (dforgacs)

Date Submitted: Mon, 30 Nov 2020 23:03:11 GMT

Viewing: 10KV0297BA : Teaching of Spanish, BA

Changes proposed by: Amy Elli

Proposal Type

Proposal Type:

Major (ex. Special Education)

This proposal is for a:

Revision

Proposal Title:

If this proposal is one piece of a multi-element change please include the other impacted programs here. *example: A BS revision with multiple concentration revisions*

Revise the Bachelor of Arts in the Teaching of Spanish (BAT)

EP Control Number

EP.21.055

Official Program Name

Teaching of Spanish, BA

Effective Catalog Term

Fall 2021

Sponsor College

Liberal Arts & Sciences

Sponsor Department

Spanish & Portuguese

Sponsor Name

Ann Abbott, Director of Spanish Undergraduate Studies

Sponsor Email

arabbott@illinois.edu

College Contact

Kelly Ritter

College Contact Email

ritterk@illinois.edu

Program Description and Justification

Justification for proposal change:

Rationale for revision of Spanish courses:

This proposal to revise the Spanish BAT reflects our goal to reduce the number of specifically required SPAN courses and thereby increase students' flexibility. (We do not propose reducing the overall number of SPAN courses.) A few years ago our department revised the Spanish BA curriculum to reduce the number of required and prerequisite courses in order to provide flexibility to our students who have differing levels of Spanish proficiency (including our heritage language speakers), who study abroad, who transfer into the program, etc. This proposal to revise the Spanish BAT brings the

Spanish BA and BAT closer together in that regard while at the same time retaining the rigor required for students who will then become K-12 teachers of Spanish.

The Spanish BAT is a long-standing program in our department which provides high-quality training in both Spanish and teacher education. We graduate students who go on to be K-12 Spanish teachers throughout Illinois and in other states. This is an important program in part because there is a critical shortage of licensed foreign language teachers in our state. We hope that by providing some more flexibility in the program's SPAN courses, more students will be able to major in this and go on to be Spanish educators.

Rationale for revision of professional education courses:

In the past the BAT in Spanish listing only showed the total hours of professional education courses were listed along with a link to the actual courses. This process was confusing for students and advisors, so we are now including the list the professional education courses required for the BAT degree.

We are also increasing the number of credit hours of student teaching-

Students enroll in EDPR 442 for student teaching. Previously, student teaching in foreign language teacher education was completed in approximately 6-8 weeks, for 8 credit hours. A review of program outcomes suggested that appropriate preparation for state educator licensure requires a full-time commitment for the duration of the university semester, which the campus considers to be 12 credit hours for undergraduates. The increase in the number of weeks dedicated to student teaching thus supports an increase in credit hours. The time requirement and the number of credit hours (12) is now in line with student teaching experiences in other educator licensure programs on campus, and is equivalent to a full 16-week student teaching experience.

Corresponding Degree

BA Bachelor of Arts

Is this program interdisciplinary?

No

Academic Level

Undergraduate

Will you admit to the concentration directly?

No

Is a concentration required for graduation?

No

CIP Code

131330 - Spanish Language Teacher Education.

Is This a Teacher Certification Program?

Yes

Will specialized accreditation be sought for this program?

No

Admission Requirements

Desired Effective Admissions Term

Fall 2021

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

A GPA of 2.5 in all content courses in Spanish is required. The proposed revision to the Spanish BAT program does not change in any way its current requirements and processes for admissions, licensure, student background checks or admission for transfer students. There are detailed processes spelled out at the Foreign Language Teacher Education (FLTE) website (<https://flte.illinois.edu/>).

Describe how critical academic functions such as admissions and student advising are managed.

Because the Spanish BAT represents an intersection between the Spanish program and the Foreign Language Teacher Education program, early advising is done by the Spanish department's full-time academic advisor, Ms. Tasha Robles. Students are admitted to the program through a committee organized by the FLTE director, Dr. Pamm Greene. After that, Dr. Pamm Greene is the SPAN BAT students' advisor.

Enrollment

Describe how this revision will impact enrollment and degrees awarded.

We are hopeful that providing students more flexibility with their SPAN courses will attract more students (including transfer students) to the program. The FLTE courses are set by the Foreign Language Teacher Education program which responds to the requirements of the Illinois State Board of Education.

Estimated Annual Number of Degrees Awarded

What is the matriculation term for this program?

Fall

What is the typical time to completion of this program?

4 years

What are the minimum Total Credit Hours required for this program?

127 hours for degree; 66-69 for major

Delivery Method

Is this program available on campus and online?

No

This program is available:

On Campus

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Resource Implications

Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Technology

Will the program need additional technology beyond what is currently available for the unit?

No

Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

Resources

For each of these items, be sure to include in the response if the proposed new program or change will result in replacement of another program(s). If so, which program(s), what is the anticipated impact on faculty, students, and instructional resources? Please attach any letters of support/acknowledgement from faculty, students, and/or other impacted units as appropriate.

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

No changes

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

None

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does the program include other courses/subjects impacted by the creation/revision of this program?

No

Financial Resources

How does the unit intend to financially support this proposal?

No changes

Will the unit need to seek campus or other external resources?

No

Are you seeking a change in the tuition rate or differential for this program?

No

Program Regulation and Assessment

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. (Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable).

This part of the Spanish BAT program is undertaken by the Foreign Language Teacher Education program and its Director, Pamm Greene. Attached, please find the Spanish BAT's Student Learning Objectives and Program Assessment template.

Is the career/profession for graduates of this program regulated by the State of Illinois?

Yes

If yes, please describe.

Yes. Successful Spanish BAT students become Spanish teachers, and the profession is regulated by the Illinois State Board of Education

Program of Study

"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

Revised programs

SPAN BAT Revision KR edits.doc

SPANISH BAT REVISION Comparative.docx

Attach a side-by-side comparison with the existing program AND, if the revision references or adds "chase-from" lists of courses students can select from to fulfill requirements, a listing of these courses, including the course rubric, number, title, and number of credit hours.

Catalog Page Text

Catalog Page Text: Description of program for the catalog page. This is not official content, it is used to help build the catalog pages for the program. Can be edited in the catalog by the college or department.

Prerequisite to application to the Teaching program

GPA of 2.5 in all Spanish content courses in the major.

Contact the Foreign Language Teacher Education Program for information: <https://flte.illinois.edu/>

In order to remain in good standing in this program and be recommended for licensure, candidates are required to maintain UIUC, cumulative, content area, and professional education, grade-point averages of 2.5 (A+= 4.0). Candidates should consult their advisor or the Council on Teacher Education for the list of courses used to compute these grade-point averages.

Illinois law requires all candidates for licensure in World Languages pass the appropriate language content-area test prior to student teaching, and an oral proficiency test in their content major language prior to licensure.

Departmental distinction: To be eligible for departmental distinction, a student must have a minimum grade point average of 3.0, display exceptional teaching ability, and complete an approved project or series of projects. Consult the Spanish departmental advisor for details.

Study Abroad: It is strongly recommended that future teachers of Spanish engage in one or more semesters of study in a Spanish-speaking country. A number of the curricular requirements may be met through the Year Abroad Program or other approved programs; see Study Abroad Programs.

Statement for Programs of Study Catalog

General education: Students must complete the Campus General Education (<https://courses.illinois.edu/gened/DEFAULT/DEFAULT/>) requirements including the campus general education language requirement.

Minimum required major and supporting course work: Minimum required course work normally equates to 33-36 hours in Teaching Area of Concentration and 33 hours of professional education courses.

Minimum hours required for graduation: 127 hours.

| Code | Title | Hours |
|--|---|-------|
| Core Courses | | 18 |
| Basic Skills Courses | | |
| SPAN 200 | Readings in Hispanic Texts | |
| SPAN 204 | Advanced Spanish Grammar in Context | |
| Core Spanish Courses | | |
| SPAN 228 | Spanish Composition | 3 |
| Introduction to the Disciplines Courses | | |
| SPAN 250 | Approaches to Literature | |
| SPAN 252 | Introduction to Hispanic Linguistics | |
| SPAN 254 | Approaches to Culture | |
| SPAN 303 | The Sounds of Spanish | 3 |
| SPAN 477 | Spanish Grammar and Communicative Language Teaching | 3 |
| SPAN 318 | Spanish Cultural Studies I | 3 |
| or SPAN 320 | Spanish Cultural Studies II | |
| SPAN 324 | Latin America Cultural Studies I | 3 |
| or SPAN 326 | Latin America Cultural Studies II | |
| Spanish electives: one or two 300- or 400-level courses chosen from a list maintained at the Spanish advisor's office. | | 3-6 |
| 27-30 additional hours of coursework in SPAN at the 200, 300, and/or 400 level, including at least two literature and culture courses and at least two linguistics courses, chosen from among the following: SPAN 250, 252, 254, 303, 305, 307, 308, 309, 310, 312, 318, 320, 324, 326, 395, related SPAN 299 or SPAN 399 study abroad courses, or related SPAN 400-level courses with advisor approval. | | 27-30 |
| Core Professional Education Courses | | |
| FLTE 471 | Introduction to Second Language Teaching | 4 |
| FLTE 475 | Learning to Teach World Language | 4 |
| FLTE 478 | Secondary World Language Teaching ¹ | 4 |
| EPS 201 | Foundations of Education | 3 |
| EPSY 201 | Educational Psychology | 3 |
| SPED 405 | General Educator's Role in Special Education | 3 |
| EDPR 442 | Educational Practice in Secondary Education | 12 |
| Total Hours | | 66-69 |

¹ In the fall semester, students enroll for 3 hours with instruction occurring in the first 10 weeks. In the spring semester, students enroll for 1 hour with instruction occurring in the first 4 weeks.

EP Documentation

Attach Rollback/Approval Notices

Correspondence with sponsor EP21055 Teaching of Spanish, BA.pdf
COTE message of support EP 21055 - Teaching of Spanish.pdf

DMI Documentation

Banner/Codebook Name

BA:Teaching of Spanish -UIUC

Program Code:

10KV0297BA

Degree Code

BA

Major Code

0297

Key: 256



Proposal Title: Revise the Bachelor of Arts in the Teaching of Spanish (BAT), Department of Spanish and Portuguese, College of Liberal Arts and Sciences

Proposed effective date: Fall 2021

Sponsor(s): Ann Abbott, Director of Spanish Undergraduate Studies, arabbott@illinois.edu, 333-6714

College contact: Kelly Ritter, Associate Dean for Curricula and Academic Policy, College of Liberal Arts and Sciences, ritterk@illinois.edu

PROGRAM DESCRIPTION and JUSTIFICATION

1) Provide a brief description but concise description of your proposal.

This proposal to revise the Spanish BAT reflects our goal to reduce the number of specifically required SPAN courses and thereby increase students' flexibility. (We do not propose reducing the overall number of SPAN courses.) A few years ago our department revised the Spanish BA curriculum to reduce the number of required and prerequisite courses in order to provide flexibility to our students who have differing levels of Spanish proficiency (including our heritage language speakers), who study abroad, who transfer into the program, etc. This proposal to revise the Spanish BAT brings the Spanish BA and BAT closer together in that regard while at the same time retaining the rigor required for students who will then become K-12 teachers of Spanish.

2) Provide a justification of the program.

The Spanish BAT is a long-standing program in our department which provides high-quality training in both Spanish and teacher education. We graduate students who go on to be K-12 Spanish teachers throughout Illinois and in other states. This is an important program in part because there is a critical shortage of certified foreign language teachers in our state. We hope that by providing some more flexibility in the program's SPAN courses, more students will be able to major in this and go on to be Spanish educators.

3) In addition, please provide an answer as to how your degree (120 hours of coursework) will satisfy this requirement: IBHE requires that all degree programs contain at least 40 credit hours in upper division courses. Upper division courses have been described as 300- and 400- level coursework and some 200-level courses in which multiple prerequisites are required.

This proposed modification of the Spanish BAT does not change the number of required upper division courses. Between the required professional education courses and the courses in SPAN, students will complete *at least* 21 hours of upper division courses in the total hours required for the major.

ADMISSION REQUIREMENTS

1) Desired admissions term: *For LAS units, a fall semester effective term for all curricula will be requested, please indicate the proposed year*

Fall, 2021

2) Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students. (degrees, majors, concentrations ONLY)

A GPA of 2.5 in all content courses in Spanish is required. The proposed revision to the Spanish BAT program does not change in any way its current requirements and processes for admissions, licensure, student background checks or admission for transfer students. There are detailed processes spelled out at the Foreign Language Teacher Education (FLTE) website (<https://flte.illinois.edu/>).

3) Describe how critical academic functions such as admissions and student advising are managed. Because the Spanish BAT represents an intersection between the Spanish program and the Foreign Language Teacher Education program, early advising is done by the Spanish department's full-time academic advisor, Ms. Tasha Robles. Students are admitted to the program through a committee organized by the FLTE director, Dr. Pamm Greene. After that, Dr. Pamm Greene is the SPAN BAT students' advisor.

ENROLLMENT

1) Describe how this revision will impact enrollment and degrees awarded.

We are hopeful that providing students more flexibility with their SPAN courses will attract more students (including transfer students) to the program. The FLTE courses are set by the Foreign Language Teacher Education program which responds to the requirements of the Illinois State Board of Education.

2) Estimated Annual Number of Degrees Awarded(degrees, majors, concentrations ONLY)

Year 1: 3

Year 5 (or when fully implemented): 15 (It is difficult to predict and the numbers have fluctuated substantially over recent years)

4) Delivery Method, what is the program's primary delivery method?

Face to Face; Online & Face to Face; Online Only; Other- specify.

In non-pandemic times, the primary delivery method is face to face. Students have field experiences and practica as well.

BUDGET

1) Please describe any budgetary implications for this revision- addressing applicable personnel, facilities, technology and supply costs.

There will be no budgetary implications. We will offer the same courses as usual, but Spanish BAT students will have more flexibility regarding which of those courses they take.

2) Will the revision require staffing (faculty, advisors, etc.) beyond what is currently available? If yes, please describe.

No.

3) Please provide any additional budget information needed to effectively evaluate the proposal.

RESOURCE IMPLICATIONS

1) Facilities- Will the program require new or additional facilities or significant improvements to already existing facilities? If yes, please outline the specific need and Year 1 and Year 5 cost.

No.

2) Technology- Will the program need additional technology beyond what is currently available for the unit? If yes, please outline the specific need and Year 1 and Year 5 cost.

No.

3) Non-Technical Resources- Will the program require additional supplies, services or equipment (non-technical)? If yes, please outline the specific need and Year 1 and Year 5 cost.

No.

RESOURCES

1) Faculty Resources: Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

There are no changes regarding faculty resources. The only change is a reduction in specific SPAN courses that are required.

2) Library Resources: Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

None.

3) Instructional Resources: Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change? If yes, please describe.

No.

4) Does this new program/proposed change result in the replacement of another program? If yes, please specify the program.

No.

5) Does the program include any required or recommended subjects that are offered by other departments? If yes, please list the courses. Explain how these additional courses will be used by the program and provide letters of support from the departments.

Below please find a list of the required courses from other programs, which constitute the required professional education courses. There are no changes to these requirements:

| | | |
|--------------------------|--|-----------|
| FLTE 471 | Introduction to Second Language Teaching | 4 |
| FLTE 475 | Learning to Teach World Language | 4 |
| FLTE 478 | Secondary World Language Teaching ¹ | 4 |
| EPS 201 | Foundations of Education | 3 |
| EPSY 201 | Educational Psychology | 3 |
| SPED 405 | General Educator's Role in Special Education | 3 |
| EDPR 442 | Educational Practice in Secondary Education | 8 |
| Total Hours | | 29 |

FINANCIAL RESOURCES

1) How does the unit intend to financially support this proposal?

This is an existing program that has been supported by the Spanish program for many years. There are no changes in that regard.

2) Will the unit need to seek campus or other external resources? If yes, please provide a summary of the sources and an indication of the approved support.

No.

3) Will an existing tuition rate be used or continue to be used for this program? (degrees, majors, concentrations ONLY)

The Spanish BAT will continue with the same, existing tuition rate.

PROGRAM REGULATION

1) Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable.

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning.

This part of the Spanish BAT program is undertaken by the Foreign Language Teacher Education program and its Director, Pamm Greene. Attached, please find the Spanish BAT's Student Learning Objectives and Program Assessment template.

2) Is the career/profession for graduates of this program regulated by the State of Illinois? If yes, please describe.

Yes. Successful Spanish BAT students become Spanish teachers, and the profession is regulated by the Illinois State Board of Education.

ACADEMIC CATALOG ENTRY

Comparative Table of Proposed Changes

| Current Requirements | Current Hours | Proposed Requirements | Proposed Hours |
|---|---------------|---|----------------|
| SPAN 200 Readings in Hispanic Texts | 3 | SPAN 228 Spanish Composition | 3 |
| SPAN 204 Advanced Spanish Grammar in Context | 3 | SPAN 477 Spanish Grammar and Communicative Language Teaching | 3 |
| SPAN 228 Spanish Composition | 3 | 27-30 additional hours of coursework in SPAN at the 200, 300, and/or 400 level, including at least two literature and culture courses and at least two linguistic courses, chosen from among the following: SPAN 250, 252, 254, 303, 305, 307, 308, 309, 310, 312, 318, 320, 324, 326, 395, related SPAN 299 or SPAN 399 study abroad courses, or related SPAN 400-level courses with advisor approval. | 27-30 |
| SPAN 250 Intro to Literary Analysis | 3 | | |
| SPAN 252 Intro to Hispanic Linguistics | 3 | | |
| SPAN 254 Intro to Cultural Analysis | 3 | | |
| SPAN 303 The Sounds of Spanish | 3 | | |
| SPAN 318 Spanish Cultural Studies I or 320 Spanish Cultural Studies II | 3 | | |
| SPAN 324 Latin American Cultural Studies I or SPAN | 3 | | |

| | | | |
|--|-------|--------------------|-------|
| 326 Latin American Cultural Studies II | | | |
| SPAN 477 Spanish Grammar and Communicative Language Teaching | 3 | | |
| Spanish electives: one or two 300- to 400-level courses chosen from a list maintained at the Spanish advisor's office. | 3-6 | | |
| Total hours | 33-36 | Total hours | 33-36 |

SPANISH BAT REVISION
Comparative Table of Proposed Changes

| Current Requirements | Current Hours | Proposed Requirements | Proposed Hours |
|--|----------------------|---|-----------------------|
| SPAN 200 Readings in Hispanic Texts | 3 | SPAN 228 Spanish Composition | 3 |
| SPAN 204 Advanced Spanish Grammar in Context | 3 | SPAN 477 Spanish Grammar and Communicative Language Teaching | 3 |
| SPAN 228 Spanish Composition | 3 | 27-30 additional hours of coursework in SPAN at the 200, 300, and/or 400 level, including at least two literature and culture courses and at least two linguistic courses, chosen from among the following: SPAN 250, 252, 254, 303, 305, 307, 308, 309, 310, 312, 318, 320, 324, 326, 395, related SPAN 299 or SPAN 399 study abroad courses, or related SPAN 400-level courses with advisor approval. | 27-30 |
| SPAN 250 Intro to Literary Analysis | 3 | Core Professional Education Courses | |
| SPAN 252 Intro to Hispanic Linguistics | 3 | FLTE 471 Introduction to Second Language Teaching | 4 |
| SPAN 254 Intro to Cultural Analysis | 3 | FLTE 475 Learning to Teach World Language | 4 |
| SPAN 303 The Sounds of Spanish | 3 | EPS 201 Foundations of Education | 3 |
| SPAN 318 Spanish Cultural Studies I or 320 Spanish Cultural Studies II | 3 | EPSY 201 Educational Psychology | 3 |
| SPAN 324 Latin American Cultural Studies I or SPAN 326 Latin American Cultural Studies II | 3 | SPED 405 General Educator's Role in Special Education | 3 |
| SPAN 477 Spanish Grammar and Communicative Language Teaching | 3 | EDPR 442 Educational Practice in Secondary Education | 8 |

| | | | |
|--|-------|--------------------|-------|
| Spanish electives: one or two 300- to 400-level courses chosen from a list maintained at the Spanish advisor's office. | 3-6 | | |
| Total hours | 33-36 | Total hours | 33-36 |

From: [Pahre, Jennifer N](#)
To: [Lee, Suzanne](#)
Cc: [Martensen, Kathy](#); [Lehman, Barbara J](#)
Subject: Re: EP 21.055 - Teaching of Spanish
Date: Friday, January 22, 2021 1:19:10 PM
Attachments: [Outlook-brq1qaf.png](#)

Dear Suzanne,

Thank you for your supportive note. I'm glad to have the numbers on the yearly licensure completion, and also the information that the Council on Teacher Education supports the degree revision. This is important information, and I appreciate your providing it.

If any other questions arise, I will reach out.

Have a wonderful weekend,
Jennie



College of Law

Jennifer N. Pahre

Director of Undergraduate Studies

Assistant Teaching Professor

University of Illinois College of Law

504 East Pennsylvania Avenue

Champaign, Illinois 61820

Pronouns: She/her/hers

Under the Illinois Freedom of Information Act (FOIA), any written communication to or from University employees regarding University business is a public record and may be subject to public disclosure.

From: Lee, Suzanne <suzannel@illinois.edu>

Sent: Friday, January 22, 2021 12:30 PM

To: Pahre, Jennifer N <jpahre@illinois.edu>

Subject: EP 21.055 - Teaching of Spanish

Hello Jennie:

I'm writing in regard to EP.21.055 (Teaching of Spanish, BA). The Council on Teacher Education is aware of and supports the proposal to revise the degree. I have had the pleasure of working with faculty and staff on this proposal during its development and can assure that we believe it meets all required standards.

I see in CIM-P there was some question about the number of degree completers in recent years – I'm not sure whether that information was provided to your sub-committee yet, but below, I've

included the number of undergraduate candidates who completed the licensure program for the past few years. This isn't an exact match for the number of degrees for a variety of complicated reasons that I won't get into here – but it's very close.

2019-2020 – 11

2018-2019 – 5

2017-2018 – 2

2016 – 2017 – 4

In making the revision, one goal was to allow to Teaching of Spanish students the same flexibility in course choice that has already been part of the BA in Spanish (without licensure). With the revised program, we hope that students could easily move between BA in Spanish and BA in Teaching of Spanish without any additional terms to degree. In the current program, the specific required SPAN courses makes it difficult for students to move between those degree programs.

I'm happy to answer any additional questions you or the sub-committee may have.

Thanks

Suzanne

Suzanne Lee

Council on Teacher Education

University of Illinois

SuzanneL@illinois.edu

217-333-2804



From: [Pahre, Jennifer N](#)
To: [Melendez, Mariselle](#); [Abbott, Annie Ruth](#)
Cc: [Martensen, Kathy](#); [Lehman, Barbara J](#); [Reed, Zacharia John](#); [Greene, Pamela](#)
Subject: Re: EP.21.055 (Teaching of Spanish, BA)
Date: Thursday, January 21, 2021 11:04:26 AM
Attachments: [image001.png](#)
[image002.png](#)
[Outlook-grq1trft.png](#)

Dear Ann and Mariselle,

Thank you for your very timely responses. The information you've provided is very helpful. At this point, I have no other questions. Should any come to me that need your input, I will promptly reach out.

(As I side note: sociolinguistics looks like a fascinating subject to study!)

All best,
Jennie

I ILLINOIS

College of Law

Jennifer N. Pahre

Director of Undergraduate Studies

Assistant Teaching Professor

University of Illinois College of Law

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Pronouns: She/her/hers

Under the Illinois Freedom of Information Act (FOIA), any written communication to or from University employees regarding University business is a public record and may be subject to public disclosure.

From: Melendez, Mariselle <melendez@illinois.edu>

Sent: Wednesday, January 20, 2021 9:55 PM

To: Abbott, Annie Ruth <arabbott@illinois.edu>; Pahre, Jennifer N <jpahre@illinois.edu>

Cc: Martensen, Kathy <kmartens@illinois.edu>; Lehman, Barbara J <bjlehman@illinois.edu>; Reed, Zacharia John <zreed2@illinois.edu>; Greene, Pamela <plgreene@illinois.edu>

Subject: Re: EP.21.055 (Teaching of Spanish, BA)

Dear Jennie,

To add to Ann's response regarding question #2, Ann is correct that either category (literature and culture) would prepare the students for the certification testing students undertake.

I am providing at the list of specific courses in the event you find it helpful.

For example the following course is **literature** only:

- SPAN 246, 250

Courses in which **literatures and cultures** overlap:

- SPAN 295, 310, 312, 316

Courses on **cultures**:

- SPAN 248, 254, 318, 320, 324 & 326

Courses on **linguistics**:

- SPAN 252, 303, 305, 307, 308, and 309

With regard to the students who graduated, I only have the general numbers which includes BAT and BALAS together. See list below. Pam Greene should be able to provide the numbers for the BAT only:

- 2016-2017: 64
- 2017-2018: 54
- 2018-2019: 53
- 2019-2020: 54

Thanks,

Mariselle

MARISELLE MELÉNDEZ

*Professor of Spanish, Department Head
Center for Latin American and Caribbean Studies, Affiliate*

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From: Ann Abbott <arabbott@illinois.edu>
Date: Wednesday, January 20, 2021 at 9:28 PM
To: "Pahre, Jennifer N" <jpahre@illinois.edu>
Cc: "Martensen, Kathy" <kmartens@illinois.edu>, "Lehman, Barbara J" <bjlehman@illinois.edu>, "Reed, Zacharia John" <zreed2@illinois.edu>, "Greene, Pamela" <plgreene@illinois.edu>, melendez <melendez@illinois.edu>
Subject: RE: EP.21.055 (Teaching of Spanish, BA)

Dear Jennie,

Thank you very much for your work on our proposal and for the opportunity to address these questions. I will copy a few colleagues here so that they can help provide answers.

The number of degrees awarded has varied quite a bit in recent years.

- Zach and/or Pamm, could you provide the number of degrees from last year and maybe other years, too, if you think that would give the committee more context? I appreciate it!

Regarding the course categories, your comment is correct. There is overlap in the literature and culture courses, and either category would prepare the students for the certification testing students undertake. Linguistics courses are a clearly separate field of study. (Sociolinguistics, for example, can intersect with cultural studies, but apart from that, linguistics as a field uses different research methods and analytical tools than literary and cultural studies.)

- Mariselle, if there is anything that you would like to add or change about my answer to Jennie's second question, please feel free to do that.

Thank you, again, for everyone's time and work on this proposal. If there are any further questions, I am happy to answer them.

Ann

Annie Abbott, Associate Professor and Director of Undergraduate Studies
217-333-6714, arabbott@illinois.edu

Spring 2021 Spanish classes: See course flyers our [departmental website](#) (scroll down) and our [Facebook page](#). For a complete list of Spanish classes, see [Course Explorer](#).

From: Pahre, Jennifer N <jpahre@illinois.edu>
Sent: Wednesday, January 20, 2021 4:29 PM
To: Abbott, Annie Ruth <arabbott@illinois.edu>
Cc: Martensen, Kathy <kmartens@illinois.edu>; Lehman, Barbara J <bjlehman@illinois.edu>
Subject: EP.21.055 (Teaching of Spanish, BA)

Dear Professor Abbott,

I hope that your week is going well, and that you and your family remain healthy. I'm the chair of Subcommittee A of the Senate Educational Policy Committee. Your proposal

to revise the BA in the Teaching of Spanish (EP 21.055) has come to my subcommittee for review.

My subcommittee thinks that the new program looks great. We recognize the need for more Spanish-language educators, and the value in offering students appropriate options to select literature and cultural courses that appeal to their interests.

One member of my subcommittee had two late-breaking questions, and thus I am reaching out, as you are listed as the proposal's formal sponsor. (If there is someone else I should address, please let me know.) Our next Ed Pol meeting is this coming Monday, January 25. I am not sure if it will be possible to clear up the questions before then, but I'd like to try so that I can present your proposal with all subcommittee questions answered to facilitate its swift approval. (My own thoughts appear in italics at the end of each question.)

The first question concerns the number of degrees which are anticipated to be awarded.

Without this information, it is difficult to assess the financial implications of the proposal.

(The proposal does not list the number of degrees awarded in the last year. That would be helpful. I wonder if you anticipate small increases from the current enrollment level at first, and plan on meeting any needs downstream as they develop?)

The second question concerns the categories of courses, and which courses are designated as literature, culture, or linguistics classes. Your list includes classes that are either literature/culture or linguistics. Would separate lists for all three be appropriate? *(In my mind, there is an overlap between literature and culture classes, and they are very different from linguistic classes -- especially for purposes of your proposal. So, the existing categories make sense. But I welcome your thoughts.)*

I look forward to hearing from you.

With thanks,

Jennie

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College of Law

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Pronouns: She/her/hers

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