**UNDERGRADUATE MAJOR:** Linguistics B.A. with a concentration in Spanish K-12 Spanish Teacher Education Program 2019-2020

**CREDITS REQUIRED IN MAJOR:** 51

**FOUNDATION/REQUIRED MAJOR COURSES (15 credits):**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 185</td>
<td>Language, Mind, and Society: An Intro to Linguistics</td>
<td>3</td>
<td>None, must take LIN 186 concurrently to meet SE core requirement, can only be repeated once</td>
</tr>
<tr>
<td>LIN 311</td>
<td>Phonetics</td>
<td>3</td>
<td>Grade of B or higher in LIN 185</td>
</tr>
<tr>
<td>LIN 312</td>
<td>Phonology and Morphology</td>
<td>3</td>
<td>Grade of B or higher in LIN 185</td>
</tr>
<tr>
<td>LIN 313</td>
<td>Syntax</td>
<td>3</td>
<td>Grade of B or higher in LIN 185</td>
</tr>
<tr>
<td>LIN 317</td>
<td>Two Languages, One Mind: An Intro to Second Language Acquisition and Bilingualism</td>
<td>3</td>
<td>LIN 185</td>
</tr>
</tbody>
</table>

**Spanish Language Concentration (27 credits):**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 101</td>
<td>Beginning Spanish I</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Beginning Spanish II</td>
<td>4</td>
<td>SPA 101 or equivalent</td>
</tr>
<tr>
<td>SPA 201</td>
<td>Intermediate Spanish I</td>
<td>4</td>
<td>SPA 202 or equivalent</td>
</tr>
<tr>
<td>SPA 202</td>
<td>Intermediate Spanish II</td>
<td>4</td>
<td>SPA 201 or equivalent</td>
</tr>
<tr>
<td>SPA 300</td>
<td>Conversational Spanish</td>
<td>3</td>
<td>SPA 202 or equivalent</td>
</tr>
<tr>
<td>SPA 301</td>
<td>Practical Spanish I</td>
<td>4</td>
<td>SPA 202 or equivalent</td>
</tr>
<tr>
<td>SPA 302</td>
<td>Practical Spanish II</td>
<td>4</td>
<td>SPA 301 or equivalent</td>
</tr>
<tr>
<td>SPA 416</td>
<td>The Linguistic Structure of French</td>
<td>3</td>
<td>SPA 302 or equivalent</td>
</tr>
</tbody>
</table>

**MAJOR ELECTIVES (6 credits):**

One three-credit 400-level LIN course (excluding courses focused on interpreting and excluding LIN 498)

Elective in major: One course (at least three credits) relating to Spanish language, culture, or linguistics, chosen in consultation with an advisor. Students are encouraged to attend study abroad programs in Spanish-speaking countries. A course taken as part of such a program will fulfill this requirement.

**MAJOR COURSES OVERLAPPING IN THE CORE:**

<table>
<thead>
<tr>
<th>CORE AREA</th>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>REQUIRED BY MAJOR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE</td>
<td>LIN 185/186</td>
<td>Language, Mind, and Society and Lab</td>
<td>LIN 185 is, students must also take LIN 186 to meet SE core</td>
</tr>
<tr>
<td>CI</td>
<td>SPA 101</td>
<td>Beginning Spanish I</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Advanced Electives - These three courses will satisfy the Advanced Electives and are required for the degree (9 credits):**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NUMBER</td>
<td>COURSE NAME</td>
<td>CREDITS</td>
<td>PREREQUISITES</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------</td>
<td>---------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>EDU 305</td>
<td>Foundations of Cultural and Linguistic Diversity</td>
<td>3</td>
<td>HRD 200</td>
</tr>
<tr>
<td>SED 335</td>
<td>Students with Exceptionalities in General Education</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SED 420</td>
<td>Multi-tiered Systems of Educational Support</td>
<td>3</td>
<td>SED 335 or instructor permission</td>
</tr>
</tbody>
</table>

**PROFESSIONAL EDUCATION PRE-INTERNSHIP REQUIREMENTS (15 credits):**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 100</td>
<td>Exploring Teaching</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>HRD 200</td>
<td>Multicultural Adult Development</td>
<td>3</td>
<td>ENG 100 or ENG 104; and an EYE class</td>
</tr>
<tr>
<td>EDU 305</td>
<td>Foundations of Cultural and Linguistic Diversity</td>
<td>3</td>
<td>SBS 200 or HRD 200</td>
</tr>
<tr>
<td>EDU 222</td>
<td>Foundations of Language and Literacy Development</td>
<td>3</td>
<td>HRD 200 and Teacher Education Pathway</td>
</tr>
<tr>
<td>SED 335</td>
<td>Students with Exceptionalities in General Education</td>
<td>3</td>
<td>Jr. standing (54 cr. or more)</td>
</tr>
</tbody>
</table>

**PROFESSIONAL EDUCATION PRE-INTERNSHIP RECOMMENDED COURSES (9 credits):**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADS 300</td>
<td>Ethics and Youth with Exceptionalities</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>EDU 310</td>
<td>Purpose of Schooling in a Democracy</td>
<td>3</td>
<td>ENG 100 or ENG 104; and an EYE course</td>
</tr>
<tr>
<td>EYE 108</td>
<td>Culture, Identity, and Education</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

**PROFESSIONAL EDUCATION INTERNSHIP YEAR REQUIREMENTS (21 credits):**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 445</td>
<td>Student Teaching</td>
<td>9</td>
<td>Teacher education program/passed candidacy</td>
</tr>
<tr>
<td>EDU 442</td>
<td>Seminar in Teaching, Learning, Assess</td>
<td>3</td>
<td>Teacher education program/passed candidacy</td>
</tr>
<tr>
<td>EDU 403</td>
<td>Foreign Language Methods</td>
<td>3</td>
<td>Teacher education program/passed candidacy</td>
</tr>
<tr>
<td>EDU 414</td>
<td>Improving Teaching in Content Areas</td>
<td>3</td>
<td>Teacher education program/passed candidacy</td>
</tr>
<tr>
<td>SED 420</td>
<td>Multi-Tiered Systems of Support</td>
<td>3</td>
<td>SED 335, 540, or instructor permission</td>
</tr>
</tbody>
</table>

Text from the 2019-2020 Catalog:

**USM Core Curriculum (including pre-internship education courses)**

- Entry Year Experience (EYE) EYE 108 Culture, Identity, and Education (recommended) (3 cr)
- College Writing (CW) ENG 100 College Writing (3 cr)
- Cultural Interpretation (CI) SPA 101 (3 cr)
- Quantitative Reasoning (QR) - (4 cr)
- Creative Expression (CE) (3 cr)
- Socio-Cultural Analysis (SCA) - HRD 200 Multicultural Human Development (3 cr)
- Science Exploration (SE) – LIN 185/186 Language, Mind, and Society & lab (4 cr)
- Ethical Inquiry, Social Responsibility, and Citizenship (EISRC) - EDU 310 Purpose of Schooling in a Democracy (3 cr)
- Engaged Learning (EL) – any education course requiring a service learning/field experience – EDU 100, EDU 222, EDU 305, SED 335 (3 cr.)
- Advanced Electives - EDU 305 Foundations of Cultural and Linguistic Diversity, SED 335 Students with Exceptionalities in General Education, and SED 420 Multi-tiered Systems of Educational Support (9 cr)
- Diversity (DIV) and International (INT) met with EDU 305 and EDU 310, respectively

**Major Requirements**

**Linguistics with Concentration in Spanish Linguistics - Major Requirements**

Total number of credits (exclusive of the University's Core curriculum and Professional Education Internship requirements) required for the major: 51

- LIN 185 Language, Mind, and Society: An Introduction to Linguistics
- LIN 311 Phonetics
- LIN 312 Phonology and Morphology
- LIN 313 Syntax
- LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism
- SPA 101 Beginning Spanish I
- SPA 102 Beginning Spanish II
- SPA 201 Intermediate Spanish I
- SPA 202 Intermediate Spanish II
- SPA 300 Conversational Spanish
- SPA 301 Practical Spanish I
- SPA 302 Practical Spanish II
- SPA 416 The Linguistic Structure of Spanish
- One three-credit 400-level LIN course (excluding courses focused on interpreting and excluding LIN 498)
- Elective in major: One course (at least three credits) relating to Spanish language, culture, or linguistics, chosen in consultation with an advisor. Students are encouraged to attend study abroad programs in Spanish-speaking countries. A course taken as part of such a program will fulfill this requirement.

**Note on Language Component**

One or more of the first four levels of Spanish language courses may be waived on a case-by-case basis for students who demonstrate the equivalent degree of competency. In such cases, students replace these courses with other linguistics or Spanish-related courses. The substitutions are made in consultation with the student's advisor.

**Note on grade requirement for LIN 185 Language, Mind, and Society: An Introduction to Linguistics**

Students must receive a grade of B or higher in LIN 185 Language, Mind, and Society: An Introduction to Linguistics before enrolling in certain upper-level LIN courses, including LIN 313. LIN 185 may be
repeated at most one time. (Students for whom American Sign Language is their first language may consult with the department about alternative pathways for satisfying this requirement.)

**Honors for Spanish Linguistics Concentration**

Linguistics majors who do outstanding work in the major can graduate with honors in linguistics. The requirements for Honors for students majoring in the Spanish Linguistics Concentration are the following:

- Achieve a G.P.A. of at least 3.7 in LIN and Spanish courses
- Complete LIN 490 Introduction to Language Research with a grade of B or higher
- Complete LIN 498 Thesis with a grade of A

**Secondary Teacher Education**

The Secondary Teacher Education Pathway is designed to prepare middle and high school teachers, grades 7-12 (K-12 for foreign language teachers) who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to teaching. Secondary education students major in the discipline they plan to teach and take a series of teacher education courses that satisfy their University Core Curriculum requirements as well as fulfill the requirements for teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community agencies where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

**Program Declaration and Withdrawal**

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form through the registrar’s office. The form is located in the forms section of the Office of Registration Services.

https://usm.maine.edu/registration-services/forms

**Academic Requirements**

The minimum academic requirements to be a student in good standing in the Secondary Teacher Education Pathway are as follows:

- A grade of B or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

**Pre-Candidacy**

Upon declaring the Secondary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

**Recommended**

- ADS 300 Ethics and Youth with Exceptionalities* (3 cr.)
- EDU 310 Purpose of Schooling in a Democracy* (3 cr)
- EYE 108 Culture, Identity and Education (3 cr)
Required

- EDU 100 Exploring Teaching* (3 cr)
- EDU 222 Foundations of Language and Literacy Development* (3 cr)
- EDU 305 Foundations of Cultural and Linguistic Diversity* (3 cr)
- HRD/SBS 200 Multicultural Human Development (3 cr)
- SED 335 Students with Exceptionalities in General Education* (3 cr)

Each of the courses with a * includes required service learning or practicum hours in a partner school or community setting to give pre-candidates hands-on experience with students and create connections between theory and practice. These formal placements are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own.

Candidacy

In order to be eligible to take the content methods course and enroll in internship, pre-candidates must successfully complete the candidacy process. Candidacy takes place in the spring semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. It is the process pre-candidates go through in order to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, have passed the Praxis Core, and provided evidence of their Criminal History Record Check.

Please see USM’s Professional Licensure and Certification Notice located on the Office of Registration Services website for more information: https://usm.maine.edu/registration-services/academic-policies-undergraduate

Students are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education: http://www.maine.gov/doe/cert/fingerprinting.

Pre-candidates must complete the Candidacy application in TK20 and provide a current resume and two letters. The candidacy application is due on January 31 of each year. Upon review eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Professional Internship

The professional internship is a full-year experience that fulfills Maine’s student teaching requirement and provides secondary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school district, and the second semester internship is a full time, five days per week experience in a partner school. Students take the internship courses concurrently.

Required:

- EDU 414 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds
- EDU 442 Seminar in Teaching, Learning, and Assessment
- EDU 445 Student Teaching (9 cr total--3 credits first semester and 6 credits second semester) SED 420 Multi-Tiered Systems of Educational Support (3 cr)
- Content Area Methods Course-one of the following (3 cr)
  - EDU 401 Secondary Science Methods
  - EDU 402 Secondary English Methods
Majors
The following majors have Secondary Teacher Education Pathway options:

- Biology
- Chemistry
- English
- Environmental Science
- Geography - Anthropology
- History
- Linguistics
- Mathematics
- Natural and Applied Sciences
- Physics

Please see each major’s section of this catalog for their requirements.

Content Requirements
Secondary Teacher Education Pathway students (grades 7-12) need a minimum of twenty-four credit hours in the content areas they plan to teach. It is recommended that those interested in teaching at the middle level complete coursework in a second content area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy and technology.

TK20
TK20 (Watermark) is the comprehensive web-based, assessment management and reporting system used by all students in Educator Preparation programs at USM. All undergraduate and graduate students who matriculate into an Educator Preparation program at USM and are accepted as a candidate for their internship year are required to subscribe to Tk20. Students use Tk20 (Watermark) to provide evidence they have mastered state and professional standards for their profession. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, TK20 (Watermark) is eligible for consideration as part of educational costs. The subscription is a one-time payment and must be made by each student after they have passed their candidacy process and before the first semester of their internship year. Subscription instructions are posted on the Office of Educator Preparation website at http://usm.maine.edu/educator-preparation.

Please note Professional Education Council Policy: In order for USM’s Education Preparation Unit program- completers to be recommended by the institution to the state for certification or licensure, the candidate must provide evidence of meeting all certification requirements including proficiency on the standards relevant to his/her state approved professional program and this evidence must be compiled and assessed within the context of the Unit’s data management system (i.e., Tk20).

Recommendation for Certification
Graduates who successfully complete all the Secondary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. In order to be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements for the Secondary Teacher Education Pathway or
choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

**NOTE**—Course requirements are subject to change based upon changes in teacher certification regulation.

**Core curriculum codes**

- **EYE** – Entry Year Experience
- **CW** – College Writing
- **QR** – Quantitative Reasoning
- **CE** – Creative Expression
- **SCA** – Socio-cultural Analysis
- **CI** – Cultural Interpretation
- **SE** – Science Exploration
- **EISRC** – Ethical Inquiry, Social Responsibility, & Citizenship
- **DIV** – Diversity
- **INT** – International
- **EL** – Engaged Learning
- **CAP** – Capstone

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