

SPA372	Culture of Latin America	4
SPA375	Survey of Spanish Literature	4
SPA376	Survey of Latin American Literature	4
Select one of the following:		3
SPA363	Spanish Phonetics and Oral Practice	
SPA461	Advanced Spanish Composition	
SPA4xx	Spanish Elective	
Electives (9 Credits)		
Select three courses by advisement. *		9
Graduate Education Electives (6 Credits)		
Select 6 credits of graduate education electives by advisement.		6
Total Credits		55

* Students may enroll in 3-6 credits of graduate coursework in Spanish with Advisor approval.

MAT World Language Education: Spanish (major 111S)

Code	Title	Credits
Term One (15 Credits)		
SED540	Graduate Foundations of Adolescence Education Seminar	1
SED525	Digital Literacies and Learning in Secondary Education	1
SED703	Curriculum: Designs for Literacy, Learning, and Assessment in Adolescence Education	3
SED551	Field Experience I	1
SPE565	Teaching in Inclusive Classrooms	3
1st Spanish Course		3
Select a Diversity course from the following:		3
EDS537	Issues in Multicultural Education	
EDS581	Race and Gender in Education	
SED566	Education Across Borders: International Ideas and Experience	
SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	
EDS549	Issues in Literacy for Diverse Learners	
EDS552	Restorative and Transformative Justice and Practice	
EDS555	Antioppressive Pedagogies and Practices	
Term Two (13 Credits)		
EDS539	Social Foundations of Education	3
2nd Spanish Course		3
3rd Spanish Course or Alternate by Advisement		
EDS730	Adolescent Development	3
SED547	World Language Skills and Methods in Adolescence Education	3
SED552	Field Experience II	1
Term Three (8 Credits)		
SED553	Field Experience III	1
Practicum in World Language Education (7-9)		3
Practicum in World Language Education (10-12)		3
SED606	Practicum Seminar	1
Total Credits		36

Academic Standing Requirements for Bachelor's/Master's Students

A cumulative GPA of less than 3.0 in graduate-level courses taken in the undergraduate portion of an accelerated pathway program precludes the student's good standing. Students with a cumulative GPA between 2.75 to 2.99 are strongly advised to reconsider continuing into the graduate program.

Graduate Program Requirements

- Review graduate "plan of study" during the first semester after matriculation into the MAT portion of the program.
- Maintain a graduate cumulative grade point average of 3.0 or better with no more than two grades below B-.
- Successful completion of practicum during the final semester of study. Students are responsible for their own transportation to the field and student teaching placements and must be prepared to commute up to 45 miles, one way, to these placements.

Graduation Checklist

- Apply for graduation via my.newpaltz.edu#under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#).
- Contact your advisor if you need to amend your plan#or [processtransfer credit](#).
- Ensure that you are in [good academic standing](#)#with a#GPA (Grade Point Average)#of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#)#outlined in the Program Overview.

Undergraduate Program Learning Objectives

BA Spanish

Candidates who successfully complete all required components of the Spanish program at SUNY New Paltz will be able to:

1. Communicate across cultures.
2. Express and understand multiple points of view (GE critical thinking and reasoning).

3. Present information logically (GE information literacy).
4. Write effectively.
5. Think collaboratively.
6. Adjust to new environments.
7. Analyze information, cultures, and complex problems (GE critical thinking and reasoning).
8. Read critically (GE critical thinking and reasoning).
9. Explain complex concepts.
10. Gather and process information (GE information literacy).
11. Generate creative solutions.
12. Contextualize cultural products, practices, and perspectives.

limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.

- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

Graduate Program Learning Objectives

MAT World Language Education

Candidates who successfully complete all required components of the World Language Education program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area mastery by completing 6-9 hours of graduate-level coursework in the target language.
- **Planning:** Be able to plan lessons in the target language that are standards-based, clear and organized, rely upon a variety of appropriate instructional strategies and appropriate technologies, and differentiate instruction, providing opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content and pedagogical content knowledge, appropriate and effective technology, and a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge