**University of Maryland University College (UMUC)**
**Department of Education**

**Conceptual Framework (CF) Alignment:** UMUC’s professional education unit instills in all candidates the belief that all students can learn and learn at high levels, and that they as teachers and teacher candidates are instrumental in ensuring that this learning occurs. This transcript review form is used for MAT admissions in conjunction with Key Assessments 2 – Description of transcript analysis process, which aligns with CF Learning Objective 1: Teaching for Learning – The candidate acts upon academic content, professional and pedagogical knowledge, and understanding of students to maximize student achievement. The use of this transcript review form also aligns with the Department’s Professional Dispositions category 1: Relationship with students through curriculum and instruction.

**MAT Transcript Review Form for Spanish, P-K-12 Teacher Certification**


<table>
<thead>
<tr>
<th>ACTFL Assessment Standards for certification</th>
<th>Typical Courses Aligned with Standards (Course Samples)</th>
<th>Courses Completed (Include Prefix, number, and Name)</th>
<th># of Credits</th>
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</thead>
</table>
| 1. Language, Linguistics, Comparisions: Demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency | Advanced Conversation  
Spanish Grammar & Composition  
Translation: Spanish to English  
Advanced Translation: Theory & Practice.  
Advanced Oral Expression | | |
| 2. Language, Linguistics, Comparisions: Know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own. | Special Topics in Foreign Language  
Spanish for the Professions  
Linguistics of the Spanish Language  
Selected Topics in Spanish Linguistics | | |
| 3. Language, Linguistics, Comparisions: Know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the | Intercultural Understanding  
Introduction to Language  
Overview of Spanish Language and Culture  
Introduction to Cultural and Textual Analysis  
Cross-Cultural Communication | | |
| 4. Cultures, Literatures, Cross-Disciplinary Concepts: Demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices. | Issues in Latin American Studies
Approaches to Cultural Materials in the Hispanic World
Spanish Culture, Civilization and Literature II: Renaissance and Baroque |

| 5. Cultures, Literatures, Cross-Disciplinary Concepts: Recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language. | Latin American Literatures and Cultures II: From Independence to Nation Formation
Great Themes of the Hispanic Literatures;
Outlawed: Crime, the State, and Detective Fiction
Themes of the Hispanic Literatures;
Latino/a Transmigration and Transnationalism |

| Total Credits: |

**Note:**

Applicants may qualify to enter the MAT program with a content specialization in Spanish if they have an undergraduate major in the foreign language, or if they have completed 30 credit hours of coursework in the foreign language. All foreign language applicants must take the [ACTFL Oral Proficiency Interview (OPI) and Written Proficiency Test (WPI)](https://www.cita.utexas.edu/actfl), and provide official evidence of meeting the score of Advanced Low or higher to gain admission to the MAT program.