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**MEMORANDUM**

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TO: Faculty Senate

FROM: Susan Ross

DATE: February 17, 2021

SUBJECT: Curriculum Proposal #20-21-11

This proposal seeks to clarify the Oral Proficiency Interview (OPI) requirement for the Spanish and Spanish Education Programs. Spanish Education students must pass the OPI at the Advanced Low level or above in order to graduate with a Spanish Education degree. Spanish BA students must take the OPI before graduation as part of the Departmental assessment program but are not required to attain a specific score. To assist student success in attaining the Advanced Low score, SPAN 4410: Advanced Skills, may be repeated if necessary.

cc: Richard Stephens  
Lori Schoonmaker  
Stephanie Gabor  
Laura Ransom  
Angela Schwer

**CURRICULUM PROPOSAL** (Submit one electronic copy to the Executive Director of Academic Programs by the second Tuesday of the month.)

<b>Proposal Number:</b>	#20-21-11
<b>School/Department/Program:</b>	Humanities/Spanish
<b>Preparer/Contact Person:</b>	Angela Schwer
<b>Title of Degree Program</b>	Spanish and Spanish Education
<b>Telephone Extension:</b>	4723
<b>Date Originally Submitted:</b>	November, 2020
<b>Revision (Indicate date and label it Revision #1, #2, etc.):</b>	Revision #1, 2/17/2021
<b>Implementation Date Requested:</b>	Fall, 2021

- I. **PROPOSAL ABSTRACT.** Write a brief abstract, not exceeding 100 words, which describes the proposed changes.

**This proposal seeks to clarify the Oral Proficiency Interview (OPI) requirement for the Spanish and Spanish Education Programs. Spanish Education students must pass the OPI at the Advanced Low level or above in order to graduate with a Spanish Education degree. Spanish BA students must take the OPI before graduation as part of the Departmental assessment program but are not required to attain a specific score. To assist student success in attaining the Advanced Low score, SPAN 4410: Advanced Skills, may be repeated if necessary.**

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-G, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s) Total hours deleted: \_\_\_0\_\_\_

B. Addition of course(s) or credit(s) from program(s) Total hours added: \_\_\_0\_\_\_

C. Provision for interchangeable use of course(s) with program(s) **N/A**

D. **Course Description Revision:** Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

**See Appendix A.**

E. **Course Changes:** Identify changes to existing courses such as changes to title, course number, learning outcomes, and elective or required status.

F. **Create a New Course(s)** information (if applicable): For each new course complete the following: **N/A**

1. **Course Catalog Information:**

a. Course prefix (subject area) and number:	
b. Course title:	
c. Course term(s) (e.g., Fall, Summer only):	
d. Credit hours/Variable credit:	
e. Repeatability (number of repeat credit hours):	
f. <b>Prerequisite/Corequisites/Restrictions/Cross-listings:</b> If none, simply indicate with N/A (Not Applicable):	
g. <b>Co-requisite</b> (include subject prefix and course number):	
h. <b>Cross-listings</b> (e.g., PSYC 2230 and SOCY 2230):	
i. <b>Grade Type:</b> Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	
j. <b>Required Course or Elective Course:</b>	
k. <b>Course Fees</b> (Indicate amount):	

2. **New Course Supplemental/Supporting Documentation:** N/A

- a. **Course Catalog Description:** Include, as an appendix, a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.
- b. **Course Learning Outcomes (CLO's):** These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..."
- c. **Course Outline:** Attach a course outline consisting of at least two levels.
- d. **Assessments:** Describe generally how student's achievement of the course learning outcomes will be assessed

3. **Shared Course:** If this is a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for course being shared. **N/A**

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

**Spanish Education majors must pass the OPI at the Advanced Low Level in order to graduate with a Spanish Education degree. They may repeat SPAN 4410 Advanced Skills to help them attain this score so that they can graduate.**

**Spanish BA majors must take the OPI to graduate but need not achieve the Advanced Low level.**

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A. **N/A**

**III. RATIONALE FOR THE PROPOSAL**

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

**Requiring OPI proficiency at the Advanced Low Level is the minimum standard set by ACTFL accreditors for National Program Certification and is also a requirement of the School of Education at Fairmont State, in order to obtain CAEP accreditation. Given Fairmont State’s mission statement of our commitment to excellence, we must work to earn this accreditation.**

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

**Students who fail to attain Advanced Low OPI proficiency can still earn a Spanish BA degree while they continue to work on their fluency to attain Advanced Low proficiency.**

**IV. APPROVAL**

Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college’s/school’s notification of this proposal.

<b>College/School</b>	<b>Dean</b>	<b>Signature</b>
<b>Dr Chris Kast</b>	<b>College of Liberal Arts</b>	<i>Chris Kast</i>
<b>Dr. Amanda Metcalf</b>	<b>School of Education, Health and Human Performance</b>	<i>Amanda Metcalf</i>

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

- VI. **ADDITIONAL COMMENTS.**

## Appendix A

To be included with the Spanish BA introduction in the University Catalog:

**Students in the Spanish BA program must take the ACTFL Oral Proficiency Interview as part of the Departmental Assessment Program and must have their scores officially reported to the Spanish Coordinator. The target score for all Spanish majors is Advanced Low; however Spanish BA students are not required to attain this level for graduation.**

To be included with the Spanish BA in Education introduction in the University Catalog:

**Students in the Spanish BA in Education program and the MAT program with a concentration in Spanish must take the ACTFL Oral Proficiency Interview and attain a score of Advanced Low on this exam in order to graduate with a Spanish Education degree from Fairmont State. Students must have their scores officially reported to Fairmont State School of Education. Students may repeat SPAN 4410 Advanced Skills to increase their chances of success on this exam. Spanish Education students who fail to attain the Advanced Low level may qualify for a BA in Spanish until they can meet this standard.**

## Appendix B

### **Revised Course Description for Spanish 4410 - Advanced Skills: Speaking, Writing, Listening and Reading**

Credit Hours: 3

In this class, students will continue developing advanced communication skills needed for the required PRAXIS exam, and ACTFL OPI (Oral Proficiency Interview) as well as the optional ACTFL WPT (Writing Proficiency Test). Students will work towards reaching the ACTFL standard of "Advanced Low," the proficiency level ACTFL recommends for graduating World Language majors. .