

Program Review

Bachelor of Arts in Spanish

Fairmont State University
2006

PROGRAM REVIEW
Fairmont State Board of Governors
Format for Programs Without Specialized Accreditation

Institution Fairmont State University

Date April 1st, 2006

Program (Degree and Title) Spanish – Education. Spanish - Bachelor of Arts

INSTITUTIONAL RECOMMENDATION

The institution is clearly obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- 1. Continuation of the program at the current level of activity;
- 2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs);
- 3. Identification of the program for further development (for example, providing additional institutional commitment);
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuation of the Program.

Rationale for Recommendation: *Please see below.

Gilberto Delgado 4/01/06
Signature of person preparing report: Date

Martin L. Boyd, Dean
Heather Kemke Arford 4/01/06
Signature of Dean or School Head: Date

Ann L. Patterson 8/28/06
Signature of Provost and Vice President for Academic Affairs: Date

J. Brady 8/28/06
Signature of President: Date

Signature of Chair, Board of Governors: Date

*The program has shown significant growth since 2003 and is responsive to the State of WV's emphasis on the internationalization of the curriculum, as well as the continuing/growing need for teachers of Spanish at the secondary level.

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EXECUTIVE SUMMARY

A brief executive summary of the Spanish program review report.

- **Fairmont State University's Mission calls us to offer "Quality education in a diverse and supportive learning environment that fosters individual growth, professional and career development, lifelong learning, global understanding, and a commitment to excellence in academic and community pursuits." The Spanish B.A. and Spanish Education, Degrees are designed to prepare students to fit this description focusing on extensive language basic drills that prepare our students to exceed the university's mission.**
- **The Spanish Program provides students with a well balanced set of courses in Elementary Spanish, Intermediate Spanish, Composition and Conversation, History and Culture of both Spain and Latin America. Throughout these courses, students are exposed to diverse culture and to different perspectives. The program ensures that students master the skills required in Spanish.**
- **There are no special entrance requirements for the Spanish program, and any student may declare Spanish as his/her major. However, any advanced student can move forward onto the program by earning up to twelve credits by examination. The main reason why most students feel attracted and are willing to pursue Spanish as major or minor, is due to the rise of Spanish as the second most popular language spoken in the United States. Thus, Spanish is practically used in every professional and paraprofessional field.**
- **The foundation of the Spanish BA curriculum is the 3300-level Composition and Conversation courses (3301 and 3302) which all majors are required to take, as well as the 4400-level Surveys in Latin American Literature and in Peninsular Literature (4400 and 4401), which are program requirements.**
- **Students who qualify for admission to Fairmont State University may select Spanish as a major. Students pursuing the Spanish major also may pursue another major such as English, Education, Fine Arts, or other.**
- **The Spanish Program does not have any special entrance requirements or abilities, except those general requirements stated in the catalog, such as the College Level Examination Program (CLEP), which may allow students to earn up to 6 credits by examination. Additionally, students may earn up to another 6 credits by taking the Special Examinations for Course Credit exams**

- Throughout their studies at Fairmont State University, any student who graduates with an Education Major, combined with a Minor in Spanish, should pass a required pre-licensed exam (PRAXIS and P.P.S.T.), in order to graduate. However, students who graduate with a B.A. in Spanish are not required to do so. By the time students complete their careers in Spanish, or Spanish Education, they have achieved high standards in reading, writing, thinking, comprehending, understanding, and speaking in Spanish with almost the fluency of native speakers.
- The fact that all our graduates already got a job, and the two last graduates were hired right away at a Job Fair, is a very positive and healthy sign that speaks of the need of the Spanish Program that produces well prepared and qualified teachers.
- The Spanish Program has one full time instructor, and one part time instructor.
- The continued increase in number of students at Fairmont State University would require the continued offering in Spanish, and eventually the number of courses should be increased.
- Currently, there are no any special facilities available for this program yet. However, it has been projected to equip a language laboratory in the near future.
- The Spanish Department mission statement, is to prepare its students to be successful. Our mission statement faithfully follows the University Mission Statement.
- The university uses an assessment tool called IDEA, which allows us to assess courses according to the university policy.
- The educational goals of the program provide our students with the major components of the Spanish language. In class, every student works on: reading, writing, listening, comprehending and providing responses in Spanish. In addition, our students master and refine their skills in Spanish through numerous readings, writings, conversations, dictations, and translations.
- Among others, written, and oral quizzes play part of the measures adopted by the program. In addition to that, students are required to turn in to their instructors hand-copied assignments. The purpose is to familiarize the students with the style of Spanish writing. Also the students are required to read aloud during class time, individually, and as a group. Some other times, the instructors read aloud, and the students are required to answer specific questions. Educational films such as the Destinos series are part of the classes. Through them, these students are exposed to the different sounds of Spanish from Mexico, Spain, Puerto Rico, and Argentina. Some other educational films are used in the classroom, such as grammar, vocabulary, or movies with English or Spanish subtitles.

- Student achievement is measured through quizzes, exams, reading, writing, listening, speaking, conversations, and dictations in Spanish, grammar quizzes, and through composition and conversation courses, civilization and culture courses, plus survey courses. The students who are going to be educators, are required to take the PRAXIS and P.P.S.T., exams required by the School of Education.
- As a measuring tool, the assessment data is used to improve the quality of the Spanish program. Student evaluations are important, because they reflect the student judgment, and through them, it is possible to realize the weaknesses and strengths of the courses taught, and to improve them.
- The areas of improvement may vary from inspiration, stimulation, introduction of new ideas, demonstration of the importance of the subject matter, and more.
- The PRAXIS and P.P.S.T exams, serve as a means of assessing the knowledge and skills of graduates as a benchmark established by the School of Education. These exams are used nationwide by most higher education institutions, and are used to grant a provisional/temporary certification, which precedes the teacher permanent certification.
- Three years ago, the Spanish Program was written and submitted to the School of Education. Then, it was approved by an NCATE committee. No recommendations have been suggested yet. In addition, no previous review could be found on file. Further, it would be highly advisable to offer Composition courses, as well as Conversation courses, instead of offering composition & conversation courses together. Additionally, literature courses, such as the Mexican Revolution, the Spanish short story, the Latin American short story, the Spanish novel, and the Latin American novel should be added to the Program Schedule. Also, the inclusion of a Summer Study Abroad Program would be highly beneficial, to increase the number of students taking Spanish at Fairmont State.
- The Personnel and Advisory Committee has responsibility for:
 - -determining need for discipline specialization and conducting the faculty search process; and
 - -collaborating with appropriate committees, approving policies that affect divisional operations, such as: faculty travel, Liberal Studies requirements, assessment, and others.
- Even though the Spanish Program has only one full-time professor and one adjunct, there is no doubt about the quality of teaching. The same can be said in terms of student achievement. It has been observed that most students, after studying for a period of four semesters, can easily translate from one language to another. Students who have completed a minor develop more skills in Spanish. Finally, the students who major in Spanish, normally at the end of their careers, are almost completely bilingual.

- Fairmont State University regularly offers Spanish courses during the Spring and the Fall semesters. However, at the Caperton Center, located in Clarksburg, Elementary Spanish I, and Elementary Spanish II are offered every other semester.
- Through the College Level Examination Program (CLEP), a student who demonstrates college-level achievement, may be able to reduce his/her time as a student at Fairmont State. Those courses are Elementary Spanish I, and Elementary Spanish II. However, for the departmental courses required to fulfill general Degree Requirements in the B.A., the students should take Elementary Spanish 1101, Elementary Spanish 1102, Intermediate Spanish 2201, and Intermediate Spanish 2202.
- Fairmont State does not offer Graduate Studies in Spanish.
- For a Professional program, students need to take:
 - SPAN 1101, 1102, 2201, 2202 (However, not all Fairmont State professional programs require their students to take Spanish courses)
- In 2005, Governor Bob Wise passed a law requiring all middle school, junior high, and high school students in West Virginia to take foreign languages. In addition, due to the expansion of Spanish nation-wide, the shortage of Spanish teachers, and due to the need to speak a second language (preferably Spanish), the creation of a language lab at Fairmont State, the creation of a Summer Study Abroad Program, likely will increase the number of students from the current 18, up to 50, or more. However, more full time Professors or Full time instructors of Spanish would be needed, thus the Spanish Program would be able to offer more courses, and to attract more students.
- Some B.A. Spanish students add-on a provisional teacher certification. Generally, a student who completes a Spanish Minor may be eligible to teach bilingual education.
- Any Spanish-Education graduate has to pass the required PRAXIS and P.P.S.T. exams to ensure their professional success. Additionally, in order to keep track of the graduates, Fairmont State conducts a regular Graduate Follow-up Survey.
- The West Virginia University and Marshall University offer similar programs. However, those institutions cover different geographical regions.
- Fairmont State students need to satisfy the general studies requirement, and for that reason, some students have to take foreign languages. And Spanish is one of their choices. For example, those students pursuing English studies, are required to complete four semesters of foreign languages. Then SPAN 1101, SPAN 1102, SPAN 2201, and SPAN 2202 satisfy the general requirements of the English Program.

PROGRAM NARRATIVE

The Bachelor of Arts in Spanish requires 128 credit-hours, which consists of 36 credit-hours in Spanish, 56 Liberal Studies hours, 6 hours of English 2220-2221, plus the hours required for a Minor. The Spanish Program provides students with a well balanced set of courses in Elementary Spanish, Intermediate Spanish, Composition and Conversation, History and Culture of both Spain and Latin America. Throughout these courses, students are exposed to diverse culture and to different perspectives. The program ensures that students master the skills required in Spanish.

The one full-time Spanish faculty is a generalist, who teaches both Peninsular and Latin American Literature courses, as well as intermediate and Advanced Spanish courses. There is one adjunct who teaches the lower level courses of Spanish.

There are no special entrance requirements for the Spanish program, and any student may declare Spanish as his/her major. However, any advanced student can move forward onto the program by earning up to twelve credits by examination. Compared with the three majors the Spanish program held in 2002, in the spring semester of 2006, there are approximately thirty students pursuing studies in Spanish. The main reason why most students feel attracted and are willing to pursue Spanish as major or minor, is due to the rise of Spanish as the second most popular language spoken in the United States. Thus, Spanish is practically used in every professional and paraprofessional field.

Provide narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, goals, etc. Please limit to one page. It is appropriate to use the catalog description.

1. **Curriculum:** The narrative should summarize degree requirements and provide commentary on significant features of the curriculum. In Appendix I, list required courses, elective courses, and total hours. The list of courses should provide specific course titles and numbers.

The foundation of the Spanish BA curriculum is the 3300-level Composition and Conversation courses (3301 and 3302) which all majors are required to take, as well as the 4400-level Surveys in Latin American Literature and in Peninsular Literature (4400 and 4401), which are program requirements. Additionally, the majors should choose any additional courses scheduled.

2. **Faculty:** The narrative should summarize significant points relating to faculty (percentage of faculty holding tenure, extent of use part-time faculty, level of academic preparation, etc.) In lieu of submission of vitae for faculty, use the two- page data sheets (Appendix II) for each faculty member. Data sheets should be included for part-time as well as full-time faculty. Data on part-time faculty may be abbreviated, but should minimally include academic degree held and list of courses taught.

The one full time faculty (100%) holds a doctoral degree and is on the tenure track. Each semester, there is one part-time Spanish instructor, who holds a master's degree. The part time instructor teaches the lower level courses. The full time faculty teaches all the intermediate and the upper level courses.

3. Students

- (a) **Entrance standards:** Describe or attach a statement of admission standards and the procedures employed for making the admission decision. (GPA, standardized tests).

As noted in the Program Narrative, there are no special requirements for the Spanish degree. Students who qualify for admission to Fairmont State University may select Spanish as a major. Students pursuing the Spanish major also may pursue another major such as English, Education, Fine Arts, or other.

- (b) **Entrance abilities:** Identify potential ability of students admitted to the program as measured by standardized tests (ACT, SAT, TOEFL, etc.,) and high school GPA.

The Spanish Program does not have any special entrance requirements or abilities, except those general requirements stated in the catalog, such as the College Level Examination Program (CLEP), which may allow students to earn up to 6 credits by examination. Additionally, students may earn up to another 6 credits by taking the Special Examinations for Course Credit exams. Once admitted into the program, students should maintain a minimum GPA of 2.00.

- (c) **Exit abilities:** Identify potential ability students who graduate from the program (e.g., CST, license exams).

Throughout their studies at Fairmont State University, any student who graduates with an Education Major, combined with a Minor in Spanish, should pass a required pre-licensed exam (PRAXIS and P.P.S.T.), in order to graduate. However, students who graduate with a B.A. in Spanish are not required to do so. By the time students complete their careers in Spanish, or Spanish Education, they have achieved high standards in reading, writing, thinking, comprehending, understanding, and speaking in Spanish with almost the fluency of native speakers. The majority of the students graduate with 3.00 or better.

- (d) **Graduates:** Provide information on graduates in terms of places of employment, starting salary ranges, number employed in the field of specialization.

From the Graduate Follow-up Survey and Faculty follow-up 2003-2004:
One graduated. Occupation is unknown. No salary was reported.

From the Graduate Follow-up Survey and Faculty follow-up 2002-2003:
One graduated. Occupation is unknown. No salary was reported.

From the Graduate Follow-up Survey and Faculty follow-up 2001-2002:
Four graduated. Three responded to survey. Occupation is unknown. One working part time out of the field of study reported an average salary of \$ 7, 000.

Provide information on success of graduates in achieving acceptance into baccalaureate programs or graduate study.

Two of the three recent graduates from the Spanish program were admitted to graduate programs at a nearby university. However, due to the scarcity of full time teaching jobs in the area, they declined to continue their studies, preferring to work instead.

Note: Do not identify students or graduates by name.

4. **Graduate and Employer Satisfaction:** Provide evidence of follow-up studies of graduates and employers. The studies should indicate graduate and employer satisfaction with effectiveness of the educational experience. Include a summary of the results of any studies. The summary should indicate the number of individual surveyed or contacted and the number of respondents.

No survey has been issued for the Spanish Program Graduates, and at present time it is not possible to know about Graduate and Employer Satisfaction. However, the fact that all our graduates already got a job, and the two last graduates were hired right away at a Job Fair, is a very positive and healthy sign that speaks of the need of the Spanish Program that produces well prepared and qualified teachers.

5. **Resources:**

- a. **Financial:** Provide information related to financial support of the program. Address the total commitment of the department and what portion of the department resources are devoted to this particular program. Include state appropriated funds, grants an contracts, state funds and students fees.

Financial support for the Spanish B.A. comes from state funds, and from the budget of the Department of Language and Literature. The Spanish Program has one full time instructor, and one part time instructor.

If this program were terminated as a major, what resource savings would occur (reduced faculty, staff, space requirements, courses taught, etc.). Additionally, in what other ways would termination of the program impact on the institution.

If the Spanish B.A. were terminated, faculty still would be needed to satisfy the university foreign language graduation requirements, such as those needed for the B.A. In addition, the continued increase in number of students at Fairmont State University would require the continued offering in Spanish, and eventually the number of courses should be increased. Since Spanish is now the second most popular spoken language nationwide, eliminating the Spanish Program would be a great loss for the institution, and the students pursuing studies in Liberal Arts would be literally forced to attend nearby universities; this situation may force most of the students who may need to satisfy the foreign language requirements to eventually withdraw from Fairmont State, and to enroll in an institution that offers foreign languages.

- b. **Facilities:** Describe special facilities available for the program including classrooms, laboratories, computer facilities, library facilities or equipment needed for program delivery.

Currently, there are no any special facilities available for this program yet. However, it has been projected to equip a language laboratory in the near future. On the other hand, in the library, and elsewhere on campus there are a significant number of workstations that the students can use to research and to work on it.

6. **Assessment Information: (student and Programmatic)**

- a. **Summarize the principal elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.**

The Spanish Department has a mission statement, and throughout it the main concern is to prepare its students to be successful, while studying, and at the professional level. Our mission statement faithfully follows the University Mission Statement.

The university uses an assessment tool called IDEA, which allows us to assess courses according to the university policy.

- b. **Provide information on the following elements:**

- . **Educational goals of the program**

The educational goals of the program provide our students with the major components of the Spanish language. Thus, in class time, every student is expected to work on: reading, writing, listening, comprehending and to provide responses in Spanish. In addition, and due to the lack of lab facilities, and to the difficulty of finding Spanish speakers and places that the students can practice their skills of Spanish, our students master and refine their skills in Spanish through numerous readings, writings, conversations, dictations, and translations.

- . **Measures of evaluating success in the achieving goals**

Among others, written, and oral quizzes play part of the measures adopted by the program. In addition to that, students are required to turn in to their instructors hand-copied assignments. The purpose is to familiarize the students with the style of Spanish writing. Also the students are required to read aloud during class time, individually, and as a group. Some other times, the instructors read aloud, and the students are required to answer specific questions. Educational films such as the Destinos series are part of the classes. Through them, these students are exposed to the different sounds of Spanish from Mexico, Spain, Puerto Rico, and Argentina. Some other educational films are used in the classroom, such as grammar, vocabulary, or movies with English or Spanish subtitles.

- . Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data

N.A.

- c. Indicate how the mastery of essential skills is integrated into the departmental assessment plan and how student achievement is being measured

Student achievement is measured through quizzes, exams, reading, writing, listening, speaking, conversations, and dictations in Spanish, grammar quizzes, and through composition and conversation courses, civilization and culture courses, plus survey courses. Then, those students who are going to be educators, are required to take the PRAXIS and P.P.S.T., exams required by the School of Education.

- d. Provide information on how assessment data is used to improve program quality. Include specific examples.

As a measuring tool, the assessment data is used to improve the quality of the Spanish program. Student evaluations are important, because they reflect the student judgment, and through them, it is possible to realize the weaknesses and strengths of the courses taught, and to improve them. The data provided in the IDEA evaluations contains a section devoted to improving teaching effectiveness, that suggests areas that the educator should improve.

The areas of improvement may vary from inspiration, stimulation, introduction of new ideas, demonstration of the importance of the subject matter, and more.

- e. As appropriate, provide information on a quantitatively based means of assessing the knowledge and skills of graduates against a national benchmark or a benchmark established by the institution.

The PRAXIS and P.P.S.T exams, serve as a means of assessing the knowledge and skills of graduates as a benchmark established by the School of Education. These exams are used nationwide by most higher education institutions, and are used to grant a provisional/temporary certification, which precedes the teacher permanent certification.

7. Previous Reviews:

Summarize last program action (including committee recommendation) and indicate corrective actions implemented since the last review.

Three years ago, the Spanish Program was written and submitted to the School of Education. Then, it was approved by an NCATE committee. No recommendations have been suggested yet. In addition, no previous review could be found on file. Further, it would be highly advisable to offer Composition courses, as well as Conversation courses, instead of offering composition & conversation courses together. Additionally, literature courses, such as the Mexican Revolution, the Spanish short story, the Latin American short story, the Spanish novel, and the Latin American novel should be added to the Program Schedule. Also, the inclusion of a Summer Study Abroad Program would be highly beneficial, to increase the number of students taking Spanish at Fairmont State.

8. Advisory Committee:

Briefly indicate the role and impact of the Program Advisory Committee.

The Personnel and Advisory Committee has responsibility for:

-determining need for discipline specialization and conducting the faculty search process; and
-collaborating with appropriate committees, approving policies that affect divisional operations, such as: faculty travel, Liberal Studies requirements, assessment, and others.

9. Strengths/Weaknesses:

Identify strengths and weaknesses of the program. Describe institutional and departmental plans for removing weaknesses.

Even though the Spanish Program has only one full-time professor and one adjunct, there is no doubt about the quality of teaching. The same can be said in terms of student achievement. It has been observed that most students, after studying for a period of four semesters, can easily translate from one language to another. Students who have completed a minor develop more skills in Spanish. Finally, the students who major in Spanish, normally at the end of their careers, are almost completely bilingual. Recently, the State Interim Chancellor of Education has conducted a survey requiring foreign language university educators to participate in a State Conference that is going to take place at Charleston, West Virginia, during the week of April 24-25. This can be considered as a big step towards implementing the study of Spanish in the state. And recently, the Chair of the Department of Language and Literature, rescheduled the sequence of courses that should be offered every semester at Fairmont State.

B. Viability (Provide narrative summary for each of the following in addition to requested forms),

1. Off-Campus Classes: List off-main campus courses offered and locations for the last two years. (Include as Appendix III.)

Fairmont State University regularly offers Spanish courses during the Spring and the Fall semesters. However, at the Caperton Center, located in Clarksburg, Elementary Spanish I, and Elementary Spanish II are offered every other semester.

2. Service Courses: List departmental courses that are required for students in other majors and support programs outside the major (Include as Appendix IV.)

Through the College Level Examination Program (CLEP), a student who demonstrates college-level achievement, may be able to reduce his/her time as a student at Fairmont State. Those courses are Elementary Spanish I, and Elementary Spanish II. However, for the departmental courses required to fulfill general Degree Requirements in the B.A., the students should take Elementary Spanish 1101, Elementary Spanish 1102, Intermediate Spanish 2201, and Intermediate Spanish 2202.

3. **Articulation Agreements:** List program specific articulation agreements with other institutions for delivery of this program.

There are no articulation agreements.

4. **Course enrollment:** List program area courses taken by students who are majors and include enrollment by semester for past five years. Indicate required or elective courses (Include as Appendix V.)

For Baccalaureate program include upper division courses in the major.

SPAN 3301, 3302, 3310 –or- 3320, 3350, 4400, 4401, 4402, and 4431.

For Graduate/Professional program include program area courses.

Fairmont State does not offer Graduate Studies in Spanish.

For a Professional program, students need to take:

SPAN 1101, 1102, 2201, 2202 (However, not all Fairmont State professional programs require their students to take Spanish courses)

5. **Enrollment:** Provide data indicating the number of applicants admitted and enrolled, total enrollment and number of graduates for the program for each of the last five years. (Include as Appendix VI.) Provide separate data for each option offered under the program.
6. **Enrollment Projections:** Identify trends that will influence enrollment over the next five years. Provide enrollment projections.

In 2005, Governor Bob Wise passed a law requiring all middle school, junior high, and high school students in West Virginia to take foreign languages. In addition, due to the expansion of Spanish nation-wide, the shortage of Spanish teachers, and due to the need to speak a second language (preferably Spanish), the creation of a language lab at Fairmont State, the creation of a Summer Study Abroad Program, likely will increase the number of students from the current 18, up to 50, or more. However, more full time Professors or Full time instructors of Spanish would be needed, thus the Spanish Program would be able to offer more courses, and to attract more students.

7. **Cost Per Student Credit Hour:** Indicate the average cost per student-credit-hour for this program in the past three years and compare with the average cost of the institution. If the three year average cost per student-credit-hour is higher than the institution's average, explain reasons.

This information, which was provided by the state of West Virginia in the past, is no longer provided to us.

C. Necessity: (Provide narrative summary for each of the following)

- 1. Job placement: Discuss the job placement rate reported in Section A.3.d. How does it compare to national placement rate and what can be done to improve it.**

Some B.A. Spanish students add-on a provisional teacher certification. Generally, a student who completes a Spanish Minor may be eligible to teach bilingual education. Additional information is provided in the Advising Handbook and faculty recommendations; employment for graduates is facilitated by Student Affairs, specifically the Office of Alumni Relations and of Placement.

Provide a statement summarizing procedures utilized by the institution to help place program graduates in jobs or additional educational programs. Include activities supported by both the student's academic department as well as the institution's placement office. This summary should include the institution's procedures and program organization for continuing contact and follow-up with graduates.

A graduate may get a job through the Office of Affirmative Action, through job fairs, and by getting letters of recommendation from his/her professors and instructors. Any Spanish-Education graduate has to pass the required PRAXIS and P.P.S.T. exams to ensure their professional success. Additionally, in order to keep track of the graduates, Fairmont State conducts a regular Graduate Follow-up Survey.

- 2. Similar Programs: Identify any similar programs available at another institution (public or private) within the state. If any such program are available, justify program duplication.**

The West Virginia University and Marshall University offer similar programs. However, those institutions cover different geographical regions.

D. Consistency with Mission:

Explain how this program fits into the mission of the institution. Identify the relationship of this program to other programs at the institution, especially in terms of mutual support (e.g., shared faculty, shared facilities, shared course requirements for external program accreditation).

Fairmont State University's Mission calls us to offer "Quality education in a diverse and supportive learning environment that fosters individual growth, professional and career development, lifelong learning, global understanding, and a commitment to excellence in academic and community pursuits." The Spanish B.A. and Spanish Education, Degrees are designed to prepare students to fit this description focusing on extensive language basic drills that prepare our students to exceed the university's mission.

Also, Fairmont State students need to satisfy the general studies requirement, and for that reason, some students have to take foreign languages. And Spanish is one of their choices. For example, those students pursuing English studies, are required to complete four semesters of foreign languages. Then SPAN 1101, SPAN 1102, SPAN 2201, and SPAN 2202 satisfy the general requirements of the English Program.

Due to the difference in languages, there is no shared faculty. However, in case of need, colleagues from the English Department, or from the French or the Spanish Departments may be able to occasionally cover a class for another colleague.

The Spanish Program is integrated to the School of Language and Literature, and we are located in the third floor of the Jaynes Hall building; we share our classrooms and our facilities with the School of Business, which is located in the same building, and with some other Schools.

APPENDIX I

Institution Fairmont State University
Program: Spanish

Person Responsible for Report Gilberto Delgado

Courses Required Major (by Title and Number)	Total Required Hours <u>27 sem. hrs.</u>	<i>Additional Credit</i> Required in Major <u>9 sem. hrs.</u> ELECTIVES	Total Hours 36 sem.	Related Field Courses Requ	Total Hours	Required in General Studies/ <u>12 sem. hrs.</u>	Total For Degree <u>36 sem. hrs.</u> <u>sem. hrs.</u>
El. Span 1101	3	Span Special Topics 1199				El. Span 1101	
El. Span 1102	3	Lang. T. Video 2200				El. Span 1102	
Int. Span 2201	3	Span. Med. Prof. 2250				Int. Span 2201	
Int. Span 2202	3	Span. Crim. Justice 2251				Int. Span 2202	
Comp. & Conv I 3301	3	Underg. Internship 3300					
Comp. & Conv II 3302	3	Hist. Span. Lang. 3350					
Civ. & Cult. of 3310	3	Ind. Study 4402					
-Or-	3						
Civ. & Cult. of Lat. Am.	3	US Hisp. Cult. & Lit. 4418					
Surv. of Lat. A 4400	3	*Methods: Sec. Lan 4431					
Surv. of Span. Lit 4401							

Professional society that may have influenced the program offering and requirements: West Virginia State Department of Education, Fairmont State University School of Education, and the ACTFL Guidelines,

**APPENDIX II
Faculty Data**

Name: Gilberto Delgado

Rank: Assistant Professor

Check One:

Full-time X

Highest Degree Earned: Ph. D. in Latin American Literature

Date Degree Received: 12/2000

Conferred by: State University of New York at Albany

Area of Specialization: Latin America Literature with Minor in Spanish Literature

Yrs. Of employment at present institution: 4

Yrs. Of employment in higher education: 6

Yrs. of related experience outside higher education: 7 yrs. in middle school and high school

- a) List courses you taught this year and those you taught last year: (If you participated in team-taught course indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2006/Spring	1102 Elementary Spanish	25
2006/Spring	2201 Intermediate Spanish	19
2006/Spring	2202 Intermediate Spanish	14
2006/Spring	3302 Span. Comp. & Conv.	9
2006/Spring	4401 Survey of Peninsular Lit	9
<u>Year/semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2005/Fall	1102 Elementary Spanish	25
2005/Fall	2201 Intermediate Spanish	17
2005/Fall	2202 Intermediate Spanish	13
2005/Fall	3301 Comp. & Conv. I	7
2005/Fall	3302 Comp. & Conv. II	1
2005/Fall	3310 Civ. & Cult. of Spain	6
2005/Fall	4400 Survey of Lat. Am. Lit	5
<u>Year/semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2005/Spring	1102 Elementary Spanish	18
2005/Spring	2201 Intermediate Spanish	14
2005/Spring	2202 Intermediate Spanish	17
2005/Spring	2250 Span. For Med Profession	5
2005/Spring	3301 Spanish Comp. & Conv.	3
2005/Spring	3302 Spanish Comp. & Conv.	4
2005/Spring	3320 Latin Am. Civ. & Cult.	3
<u>Year/semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2004/Fall	1102 Elementary Spanish	18
2204/Fall	1199 Lang. Through Video	7
2204/Fall	2201 Intermediate Spanish	15
2004/Fall	3301 Spanish Comp. & Conv.	3
2004/Fall	3350 History of the Span. Lang.	3

- b. If degree is not in area of current assignment, explain.

**APPENDIX II (continuation)
Faculty Data**

Name: Aldemar Orrego Rank: Adjunct
 Check One:
 Part-time X
 Highest Degree Earned: M.A in Social Sciences
 Date Degree Received: 1971
 Conferred by: West Virginia University
 Area of Specialization: Political Science
 Yrs. Of employment at present institution: 4
 Yrs. Of employment in higher education: 4
 Yrs. of related experience outside higher education: 12

b) List courses you taught this year and those you taught last year: (If you participated in team-taught course indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2006/Spring	1101 Elementary Spanish	25
2006/Spring	1101 Elementary Spanish	25
2005/Fall	1101 Elementary Spanish	25
2005/Fall	1101 Elementary Spanish	25
2005/Spring	1101 Elementary Spanish	25
2005/Spring	1101 elementary Spanish	25
2004/Fall	1102 Elementary Spanish	25
2204/Fall	1101 elementary Spanish	25

b. If degree is not in area of current assignment, explain.

Mr. Orrego is a native speaker of Spanish. He got a B.A. in Philosophy and Letters at Universidad Javeriana, in Bogota, Colombia, and holds a MA. in Political Science from West Virginia University.

APPENDIX III

Off-Campus Classes
Clarksburg Span. 1101, 1102

APPENDIX IV*

2005-06 Model Schedule: SPANISH (B.A.)

	COURSE	NOTES	PREREQS.	COMPLETE D	CREDIT	TOT
Freshman 1 st semester	<u>Span 1101 Elementary Span I</u> Eng 1104 Written Eng I Info 1100 Comp.Concts. & App. L.S. Art _____ L.S. Hum. _____		None		3 3 3 3 3	
Freshman 2 nd semester	<u>Span 1102 Elementary Span II</u> Eng 1108 Written English II L.S. Art _____ L.S. Math _____ Speech 1100 Intr. to Speech Minor/Elective _____		Span 1101/equiv Eng 1104		3 3 3 3 3	
Sophomore 1 st semester	<u>Span 2201 Intermediate Span I</u> Span 1199 Special Topics Eng 2220 World Lit I or 2221 L.S. Hum. _____ L.S. Sci. _____ Minor/elective _____		Span 1102/equiv Span 1102/equiv		3 3 3 4 3	
Sophomore 2 nd semester	<u>Span 2202 Intermediate Span II</u> Span 1199 Special Topics Minor/Elective _____ Minor/Elective _____ Minor/Elective _____ L.S. Sci. _____		Span 2201		3 3 3 3 4	
Junior 1 st semester	Span 3301 Span Comp & Conv I Span 3310 Span Civ & Culture Minor/Elective _____ Minor/Elective _____ Minor/Elective _____		Span 3301/equiv		3 3 3 3 3	
Junior 2 nd semester	Span 3302 Span Comp & Conv II Span 3320 Lat Am Civ & Culture Minor/Elective _____ Minor/Elective _____ Minor/Elective _____		Span 3301/equiv Span 3301/equiv		3 3 3 3 3	
Senior 1 st semester	Span 350 Hist of the Span Lang. Span 4400 Survey of Lat Am Lit Minor/Elective _____ Minor/Elective _____ Minor/Elective _____		Span 3302/equiv Span 3302/equiv		3 3 3 3 3	
Senior 2 nd semester	Span 4401 Surv Pen Literature Minor/Elective _____ Minor/Elective _____ Minor/Elective _____		Span 3302/equiv Span 3350 Span. Minor <u>Total cr: 27</u> Span Major <u>total cr: 36</u>	<u>Total cr.= 128 or above.</u>	3 3 3 3	

* Students should take underlined courses: SPAN 1101, 1102, 2201, and 2202.

APPENDIX V
Course Enrollment

<u>Year/semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>	<u>Required</u>	<u>Elective</u>
2006/Spring	1101 Elementary Spanish	50	*	
2006/Spring	1102 Elementary Spanish	25	*	
2006/Spring	2201 Intermediate Spanish	19	*	
2006/Spring	2202 Intermediate Spanish	14	*	
2006/Spring	3302 Span. Comp. & Conv.	9	*	
2006/Spring	4401 Survey of Peninsular Lit	9	*	*
2005/Fall	1101 Elementary Spanish	50	*	
2005/Fall	1102 Elementary Spanish	25	*	
2005/Fall	2201 Intermediate Spanish	17	*	
2005/Fall	2202 Intermediate Spanish	13	*	
2005/Fall	3301 Comp. & Conv. I	7	*	
2005/Fall	3302 Comp. & Conv. II	1	*	
2005/Fall	3310 Civ. & Cult. of Spain	6	*	*
2005/Fall	4400 Survey of Lat. Am. Lit	4	*	*
2005/Spring	1101 Elementary Spanish	50	*	
2005/Spring	1102 Elementary Spanish	18	*	
2005/Spring	2201 Intermediate Spanish	14	*	
2005/Spring	2202 Intermediate Spanish	17	*	
2005/Spring	2250 Span. For Med Profession	5		*
2005/Spring	3301 Spanish Comp. & Conv.	3	*	
2005/Spring	3302 Spanish Comp. & Conv.	4	*	
2005/Spring	3320 Latin Am. Civ. & Cult.	3	*	*
2004/Fall	1101 Elementary Spanish	50	*	
2004/Fall	1102 Elementary Spanish	20	*	
2004/Fall	1199 Lang. Through video	5	*	
2004/Fall	2201 Intermediate Spanish	17	*	
2004/Fall	3301 Comp. & Conv. I	6	*	
2004/Fall	3350 History of the Span. Lang.	4	*	*
2004/Spring	1101 Elementary Spanish	50	*	
2004/Spring	1102 Elementary Spanish	20	*	
2004/Spring	1199 Language Through Video	4		*
2004/Spring	2202 Intermediate Spanish	14	*	
2004/Spring	3302 Com. & Conv. II	6	*	
2004/Spring	4400 Survey of Lat. Am. Lit.	3	*	*

APPENDIX V (continuation)

<u>Year/semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>	<u>Required</u>	<u>Elective</u>
2003/Fall	1101 Elementary Spanish	50	*	
2003/Fall	1102 Spanish	18	*	
2003/Fall	1199 Language Through Video	4		*
2003/Fall	1199 Spanish Newspaper	5		*
2003/Fall	3301 Comp & Conv I	4	*	
2003/Fall	3310 Civ & Cult of Spain	4	*	
2003/Spring	1101 Elementary Spanish	25	*	
2003/Spring	1199 Spanish Newspaper	6		*
2003/Spring	1199 Iberia-Fiesta Tour	13		*
2003/Spring	2202 Intermediate Spanish II	13	*	
2003/Spring	3302 Comp. & Conv. II	3	*	
2003/Spring	3320 Latin Amer Civ. & Cult	2	*	
2003/Spring	3350 History of the Spanish Lang	3	*	*
2003/Spring	4401 Survey of Peninsular Lit	3	*	*
2002/Fall	1102 Elementary Spanish	28	*	
2002/Fall	2201 Intermediate Spanish	16	*	
2002/Fall	1199 Spanish Newspaper	5		*
2002/Fall	3301 Spanish Comp. & Conv.	6	*	
2002/Fall	3310 Civ & Cult of Spain	6	*	
2002/Spring	1102 Elementary Spanish	17	*	
2002/Spring	2202 Intermediate Spanish	17	*	
2002/Spring	3302 Comp. & Conv. I	4	*	
2002/Spring	3320 Latin Am. Civ. & Cult.	2	*	*
2001/Fall	1101 Elementary Spanish	20	*	
2001/Fall	1102 Elementary Spanish	9	*	
2001/Fall	2201 Intermediate Spanish	23	*	
2001/Fall	3301 Comp & Conv I	2	*	
2001/Fall	3310 Civ & Cult of Spain	3	*	

APPENDIX VI

	Major/Minor	Graduates
2006	18	0
2005	16	0
2004	12	3
2003	5	2
2002	5	0