

**Abilene Christian University**  
Department of Language and Literature  
**Placement Credit Policy**

Date: February 15, 2013

Updates<sup>1</sup>: April 24, 2014

**I. Summary Statement of Policy Proposal**

We propose establishing a placement credit policy for students who start foreign language instruction in the department at a level beyond the first semester in the language of instruction. The placement credit policy would grant students credit for lower courses upon the completion of a higher course with an acceptable passing grade (B or above). This policy is not intended to change anything regarding current foreign language CLEP or Advanced Placement policies.

**II. Detailed Proposal**

**A. Rationale for making this policy:**

The College of Arts and Sciences places a high value on learning about other cultures and their languages. FLxx 111, 112, 221 and 222 (where 'xx' stands for FR, GR, SP or any language offered) are required for all degrees in the college. Some degree programs within CAS require up to five semesters of a world language. Within the Spanish and French majors and minors, FLxx 221, 222 are required as foundational to the degree program.

The initial placement of students in foreign language curriculum poses a unique problem at the college level because prospective students could begin a second language instruction at widely disparate levels of proficiency and ability. Some have no ability whatsoever in the target language. Others have grown up using it throughout their entire educational experience. Many are somewhere in between.

Designed with the first group of students in mind, the purpose of the lower level courses (100's and 200's) is to bring students' language performance up to the point where upper-level work in literature, linguistics, history, culture, grammar, etc., can be done mostly *in the target language*. Thus, FLxx 111, 112, 221, and 222 are sequential in nature: that is, the material in any FLxx 300's class is predicated upon successfully mastering the material presented and practiced in FLxx 222, which itself builds on FLxx 221 in the same manner, and so forth regressively to FLxx 111.

But this sequencing generates a problem for students entering at a higher level. By enrolling in and successfully completing a course higher than FLxx 111, students inadvertently create the problem of leaving unfulfilled one or more courses required by CAS or their major for graduation.

The solutions employed thus far are less than desirable. To require credit by examination (CLEP) or other exam to earn credit for these courses is redundant and unsatisfactory. To require students to take the "skipped" course(s) is a waste of their time and the department's time. To require all students, regardless of proficiency, to start at FLxx 111 does not adequately challenge the superior student to excellence, and potentially becomes a distraction to other students struggling to acquire proficiency at this level.

Instead, given the sequential nature of the lower level courses, the placement credit is an elegant solution to the problem: the Department of Language and Literature is able to evaluate

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<sup>1</sup> Updates reflect changes requested by the Provost's office.

where students should start based on a simple and effective placement exam, and neither the student nor other degree programs have to worry about how to make up the “skipped” classes. The practice recognizes and rewards students who worked hard in high school classes and is increasingly becoming very common practice at many colleges and universities across the nation. Indeed, at other institutions where this is applied, it has helped recruit students with strong linguistic skills to a major or minor within the department, and even to the institution.

## **B. Assessment of need and/or demand**

Currently, there is no formal mechanism for CAS majors who begin studying a world language at a level above FLxx 111 to show completion for the classes “skipped.” In some instances, advisors guide students into taking “four semesters,” even if this includes advanced courses. While it is our opinion that the more of a foreign language an ACU graduate is able to master is a good thing, we are also cognizant that such a legalistic interpretation of the rules may foster resentment in the alumnus. In other instances, students must seek special “waivers.” The fundamental issue, however, is the lack of a simple institutional solution to the problem.

Also, wider use of the WebCAPE placement exam would help students and degree plan specialists across campus in selecting the appropriate course for a new student. Currently, many students who have studied a foreign language in high school self-select FLxx 111 because they are insecure about their abilities. Once in the class designed for true beginners, they become bored, which has led a few to being disruptive in class, or not taking the assignments seriously.

Another potential use is to bolster recruitment. Currently, prospective students who have completed some foreign language have no incentive for considering ACU that is directly related to foreign language. While they could take the CLEP exam to receive credit, they could just as easily apply it to any other institution. With the proposed policy, students would only receive the additional credit upon successfully meeting the requirements, as outlined below.

Many other universities have similar policies. Within the state of Texas these include: The University of Texas, Texas A&M, Texas Tech University, North Texas University, University of Houston, Texas Christian University, Southern Methodist University, and Southwestern University. Other Christian universities outside the state of Texas with similar policies include: Harding University, Oklahoma Christian University, Brigham Young University, Wheaton College, Whitworth University, Anderson University, George Fox University, and Trinity Christian University. The cost-conscious potential student who has done well in foreign language classes and is shopping for a university which will help him or her further their education while acknowledging their extra work in high school will be well aware of similar options presented at these and other institutions.

## **C. Policy Description.**

**Placement credit:** Placement credit would apply as follows:

All students taking a foreign language for the first time at ACU would be ~~required~~ encouraged to take the WebCAPE placement exam. The result of the exam would indicate placement in one of five possible levels: FLxx 111, FLxx112, FLxx 221, FLxx 222, Approved Advanced FLxx.

1. In cases involving non-transfer freshmen placed in their first course in one of the Foreign Languages offered at ACU as a result of the placement exam:

- a) Upon successful completion with a B or better of the Approved Advanced FLxx, the student will receive credit for FLxx 222, 221, 112 and 111 in the same language
  - b) Upon successful completion with a B or better of FLxx 222, the student will receive credit for FLxx 221, 112 and 111 in the same language.
  - c) Upon successful completion with a B or better of FLxx 221, the student will receive credit for FLxx 112 and 111 in the same language.
  - d) Upon successful completion with a B or better of FLxx 112, the student will receive credit for FLxx 111 in the same language.
2. In cases involving transfer students with “holes” in their lower level FLxx sequence and taking their first language course at ACU:
- a) Upon successful completion with a B or better of the Approved Advanced FLxx, the omissions of FLxx 222, 221, 112 or 111 in the same language in the student’s record will be waived.
  - b) Upon successful completion (with a B or better) of FLxx 222, the omissions of FLxx 221, 112 or 111 in the same language in the student’s record will be waived.
  - c) Upon successful completion (with a B or better) of FLxx 221, the omissions of FLxx 112 or 111 in the same language in the student’s record will be waived.

See section G for a quick reference graph for most likely situations.

#### **D. Policy Objectives**

- a) To expedite the process by which students are placed and show proficiency for beginning, intermediate and advanced courses.
- b) To give incentives for students to take the placement exam seriously
- c) To reduce the number of “false” beginners in our beginning classes
- d) To attract students to ACU who have developed strong foreign language preparation at the secondary level.

#### **E. Policy implementation**

The policy will apply to each language independently (e.g., a Student with some high school knowledge of German and transfer credit in Spanish would have to take a German course for the FLGR credit, and a Spanish course for the FLSP credit waiver). It is understood that it does not apply across languages (e.g., where a student has studied some Spanish, but seeks credit in French).

The Department of Language and Literature will select or devise an appropriate placement exam for each language for which the policy is offered, set cut-off scores for each class in each language, and continuously monitor placement accuracy and adjust the cut-off scores as necessary. Currently, the department plans to implement CAPE for the foreseeable future, which it has been using satisfactorily for a few years.

The ACU Testing Center will be in charge of administering and proctoring the exam to all students wishing to ~~enroll in a foreign language course for the first time at ACU~~ avail themselves of this policy, according to its testing schedule. Upon completion of the exam, the

students will receive an exam report, which will include their score and a suggested placement.

It should be noted that the cost to the university to implement this is negligible, and represents no additional cost in terms of equipment or exams to be purchased. ~~The Testing Center has already bought the licensing rights to WebCAPE (Web-based Computer Adaptive Placement Exam). While there is a small yearly maintenance fee for the exam, it is already a cost being incurred. This program merely increases the utilization of money already expended, making it more productive. The students will pay for the cost of the exam directly to Perpetual Technology Group at the time they take the exam. Additional fees, including posting fees, will be determined by the Provost's office, in consultation with the Registrar's office and the ACU Testing Center. Whatever intangible costs this program raises (e.g., loss of revenue for courses "skipped") are offset by placing students in more advanced courses instead of lower level courses. Finally, it has the potential to increase enrollment to ACU by attracting students who have performed well in their high school foreign language programs and would otherwise not have considered ACU, thus ultimately generating additional revenue.~~

Once the student takes the exam, the ACU Testing Center will be in charge of posting grades and recommended placement on banner, in a similar manner already done for other tests taken through the ACU Testing Center.

A student wishing to take advantage of this policy must register for a class being taught within a year of taking the exam. After a year, the student must take the exam again in order to take advantage of the policy.

The student, in consultation with his or her advisor, will register for the suggested course. If the student ~~wishes to challenge~~ has concerns about the placement (that it is either too advanced or not advanced enough), he or she must first consult with the Department of Language and Literature (preferably with the instructors teaching the course which he or she wishes to take).

The Department of Language and Literature will collect all relevant data and assemble a spreadsheet containing a list of first-time students in the departments who might be eligible for this credit. The spreadsheet, divided into languages and course, would contain the following: Student's name, Student's ID, Student's placement score, Student's grade, and credit placement recommendation (See example below). These records would be submitted to the registrar along with final grades for the class. The Registrar's office would evaluate each case and issue the appropriate credit as per this policy.

| FLGR 222                    |            |            |             |                           |
|-----------------------------|------------|------------|-------------|---------------------------|
| Cape Score Range: 426 - 525 |            |            |             |                           |
| Student Name                | Student ID | CAPE Score | Class Grade | Recommendation            |
| Erika Eriksen               | 10101      | 467        | A           | Credit FLGR 111, 112, 221 |
| John Johnson                | 11111      | 492        | C           | No Credit                 |
| Etc.                        |            |            |             |                           |

| Suggested Cut-off Scores |                      |                      |                      |                          |
|--------------------------|----------------------|----------------------|----------------------|--------------------------|
| FL <sub>xx</sub> 111     | FL <sub>xx</sub> 112 | FL <sub>xx</sub> 221 | FL <sub>xx</sub> 222 | Approved Advanced Course |
| 0 – 200                  | 201 – 300            | 301 – 425            | 426 - 525            | Above 526                |

#### F. Timeline for implementation

The Testing Center already has this exam and is able to administer it. The department of Language and Literature already has benchmarked “cut-off” test scores and is ready to implement immediately. We would be ready to implement as soon as Fall 2014.

#### G. Quick reference graph of most likely situations:

|                                                                                                                                                                 |                                                                                                     |                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| If a student has any college credits in a language...                                                                                                           |                                                                                                     |                                                                                                              |
| Not eligible for AP, CLEP or CAPE placement or credit in that language. Student may enroll in the next class in the sequence upon transferring college credits. |                                                                                                     |                                                                                                              |
| If a student has AP or CLEP credit in a language, and...                                                                                                        |                                                                                                     |                                                                                                              |
| ...chooses not to take CAPE in that language:                                                                                                                   | ...chooses to take CAPE in that language, and...                                                    |                                                                                                              |
|                                                                                                                                                                 | ... places into a higher or same class by merit of AP or CLEP than s/he would through CAPE:         | ...places into a higher class by merit of CAPE than s/he would through AP or CLEP:                           |
| Receives credit for classes as per AP or CLEP guidelines. May enroll in the next class in the sequence.                                                         | Receives credit for classes as per AP or CLEP guidelines. May enroll in next class in the sequence. | Receives credit for classes as per AP or CLEP guidelines. May enroll in the class suggested by CAPE results. |
| No further classes required to receive credit.                                                                                                                  | No further classes required to receive credit.                                                      | May receive additional credits based on CAPE and class results, as described below.                          |

If a student does not have AP, CLEP or transfer credit at the college level, the student must take the CAPE exam before enrolling in a foreign language class. The student enrolls in the appropriate foreign language course based on the following cutoff scores:

| 0-200:                                           | 201-300:                                                       | 301-425:                                                              | 426-525:                                                                                 | 526 and above:                                                                                   |
|--------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| May enroll in Beginning I                        | May enroll in Beginning II.                                    | May enroll in Intermediate I.                                         | May enroll in Intermediate II.                                                           | May enroll in an approved advanced course (consult department)                                   |
| No further credits upon completion of the course | Upon earning a B or better, may receive credit for Beginning I | Upon earning a B or better, may receive credit for Beginning I and II | Upon earning a B or better, may receive credit for Intermediate I and Beginning I and II | Upon earning a B or better, may receive credit for Intermediate I and II, and Beginning I and II |

## **Addendum I: Exceptions**

No exception would be made to this policy for students coming to ACU with a high school foreign language deficiency. While for many students in this category the placement exam will show they should start at the Beginning I class in the target language, this is not always the case. Third culture kids, Native Speakers and Heritage Speakers may have extensive knowledge of the language, yet lack formal high school credits. In my case, I grew up in Argentina, where my parents were missionaries, and I attended 1st through 7th grade in a local school where all instruction was in Spanish. When I attended high school in the US, I did not take a foreign language class, but tested out of one year, which was the maximum I was allowed to take. Upon starting college, I technically entered with a deficiency even though I scored a perfect 800 on the SAT Subject Area Test for Spanish. By not allowing exceptions, this policy would better insure correct placement of all students.

## **Addendum II: SACS Accreditation**

We do not have a definitive word from SACS whether this policy would work or not for their accreditation. However, the policy is virtually identical to policies instituted at Trinity Christian College and Oklahoma Christian College by individuals who are now faculty members in the Department of Language and Literature at ACU. To our knowledge, these policies have never posed a problem at these institutions for the respective accreditation agencies. This policy is identical in spirit if not in word to several “Placement Credit” or “Retroactive Credit” policies at many universities. For reference, several website and catalog descriptions of similar policies at competing institutions are listed in subsequent addenda to this document. To our knowledge, these policies do not pose a problem at these institutions either.

### **Addendum III: Brief explanation of policy to be placed in the Orientation to ACU: Testing: Compass testing section of the university catalog (p. 20-1 in 2013-4 catalog).**

**WebCAPE French, German or Spanish Test** - ~~required~~ strongly recommended for all students wishing to register for their first foreign language class at ACU (and for whom credit has not already been awarded ~~for~~ through transfer, CLEP, or AP work). FLFR 111 Beginning French I, FLGE 111 Beginning German I, and FLSP 111 Beginning Spanish I are strictly designed and reserved for students with no previous study of the target language. Students who take the WebCAPE and whose first foreign language class at ACU is beyond the first semester level may earn additional language credit as follows:

- a. If the first foreign language class is at the **second semester level** (FLFR 112, FLFR 112, or FLSP 112) and a grade of B- or higher is earned, **three** semester hours credit will also be awarded for the first semester course in the same language.
- b. If the first foreign language class is at the **third semester level** (FLFR 221, FLGE 221, or FLSP 221) and a grade of B- or higher is earned, **six** semester hours credit will also be awarded for the first and second semester courses in the same language.
- c. If the first foreign language class is at the **fourth semester level** (FLFR 222, FLGE 222, or FLSP 222) and a grade of B- or higher is earned, **nine** semester hours credit will also be awarded for the first through third semester courses in the same language.
- d. If the first foreign language class is **an advanced course** (FLFR 300+, FLGE 300+, or FLSP 300+) and a grade of B- or higher is earned, **twelve** semester hours credit will also be awarded for the first through fourth semester courses in the same language.

## **Addendum III.b: Brief explanation of policy to be placed in the Orientation to the Language and Literature: World Language section of the university catalog (p. 74-5 in 2013-4 catalog).**

### **WebCAPE Placement Exam**

WebCAPE French, German or Spanish Test - ~~required~~ strongly recommended for all students wishing to register for their first foreign language class at ACU (and for whom credit has not already been awarded ~~for~~ through transfer, CLEP, or AP work). FLFR 111 Beginning French I, FLGE 111 Beginning German I, and FLSP 111 Beginning Spanish I are strictly designed and reserved for students with no previous study of the target language.

### **Placement Credit**

Students who take the WebCAPE and whose first foreign language class at ACU is beyond the first semester level may earn additional language credit as follows:

- a. If the first foreign language class is at the **second semester level** (FLFR 112, FLFR 112, or FLSP 112) and a grade of B- or higher is earned, **three** semester hours credit will also be awarded for the first semester course in the same language.
- b. If the first foreign language class is at the **third semester level** (FLFR 221, FLGE 221, or FLSP 221) and a grade of B- or higher is earned, **six** semester hours credit will also be awarded for the first and second semester courses in the same language.
- c. If the first foreign language class is at the **fourth semester level** (FLFR 222, FLGE 222, or FLSP 222) and a grade of B- or higher is earned, **nine** semester hours credit will also be awarded for the first through third semester courses in the same language.
- d. If the first foreign language class is **an advanced course** (FLFR 300+, FLGE 300+, or FLSP 300+) and a grade of B- or higher is earned, **twelve** semester hours credit will also be awarded for the first through fourth semester courses in the same language.

## Addendum IV: Placement Credit Policy at Trinity Christian College

<http://tcc.trnty.edu/depts/foreign/programinfo.html>

**Placement exam:** All freshmen students are required to take a brief placement exam, the Web-CAPE, prior to taking any Spanish course at Trinity. A link to Web-CAPE is available through the Spanish page of the College's website. In addition to the Web-CAPE score, the Department will take into account the number of years of Spanish completed in high school to determine a student's proper Spanish level at Trinity. Thus, both test scores and high school records are used to determine the best starting point. Students who demonstrate exceptionally high proficiency in Spanish language ability may, with the instructor's consent, begin in an upper-level course. If necessary, additional proficiency testing may be required to determine Spanish language proficiency and proper placement, and/or significant living experience in a Spanish-speaking culture between the last High School course and first Trinity course.

**Placement Credit Policy:** Students may be eligible for placement credits on condition that they enroll for the Spanish course into which they were placed and earn a grade of B or better. Placement credits are available only for Spanish 201 (if placed into 202) or 201-202 (if placed into a 300 level course). Transfer students with college-level Spanish on their transcripts are not eligible for credits by placement.

**Note:** Before coming to ACU, Paul Roggendorff taught at Trinity Christian College, where he implemented this policy in 2005. The policy did not raise any questions during the Higher Learning Commission North Central Association accreditation review done in 2006-7.

## **Addendum V: Placement Credit Policy at Oklahoma Christian University**

<http://www.oc.edu/academics/documents/catalog/Catalog-2013-2014.pdf>, p. 20

### **RETROACTIVE CREDIT FOR FOREIGN LANGUAGE**

You may begin university language study at the level appropriate to your background in the language. Upon completion of course numbers 1213, 2113, or 2123 with a grade of “B” or better or upon passing a departmentally-prepared exam, you may apply for retroactive credit for all previous courses in the foreign language sequence. The application for such credit must be approved by the professor and the department chair. You must then pay \$10 per semester hour in the Office of the Registrar to have the retroactive credit recorded.

**Note:** Before coming to ACU, Jeanine Varner was at Oklahoma Christian University, where she was closely involved in implementing this policy.

## Addendum VI: Placement Credit Policy at Texas Christian University

<http://www.span.tcu.edu/placement.asp>

Students have several options for finding the appropriate level at which they should start their language studies at TCU. Various means of determining proper placement as well as obtaining credit for previous language study are outlined below.

1) To determine proper placement level, students should consult the level descriptions on the department's website and take the computerized CAPE examination. Details concerning the CAPE placement exam will be provided to incoming students prior to orientation and registration. Please understand that this test will not affect your scholastic standing. The test is focused on serving you better in your class placement for Spanish courses.

To access, click on TCU CAPE (Students must type in lower case letters: Password: frogs1 [ends with the digit 1]).

**Important:** Students are advised to allow 30-50 minutes to take the test and not to rush through it.

| If your score on the CAPE is | You should enroll in |
|------------------------------|----------------------|
| Below 236                    | SPAN 10103           |
| 236-315                      | SPAN 10203           |
| 316-375                      | SPAN 20103           |
| 376-479                      | SPAN 20203           |
| 480 or above                 | Third-Year Spanish   |

2) Students with academic or life experience in a foreign language are urged to enroll at a level appropriate to their skills. As an incentive for students to enroll at their actual level of ability, TCU offers the opportunity to earn advanced placement credits through one of two ways:

a. By means of exams administered by the College Board (AP or CLEP).

Suggested placement for students with AP credit is as follows:

| AP Score | TCU Equivalent             | Credit      | Placement         |
|----------|----------------------------|-------------|-------------------|
| 3        | 10103, 10203               | 6 sem. hrs  | 20103             |
| 4        | 10103, 10203, 20103, 20203 | 12 sem. hrs | 31103/31203/31403 |
| 5        | 10103, 10203, 20103, 20203 | 12 sem. hrs | 31103/31203/31403 |

b. By entering at an appropriate level in accordance with the guideline provided below (whenever uncertain, students should consult with an advisor in the Department of Spanish and Hispanic Studies):

### **SPANISH FOR BEGINNERS I (10103)**

This course is an introduction to Spanish language designed for beginners with no previous formal study of Spanish grammar and culture. Spanish 10103 concentrates on the present tense and introduces the past tense. Upon completing this course you will . . .

- Know how to greet strangers and carry on a conversation in the present tense and refer to future events.
- Be able to speak politely.
- Talk about what you like and don't like.
- Ask and answer questions.
- Give simple descriptions.
- Give and receive basic directions and instructions.
- Recite and use the alphabet, days of the week, months, seasons, and numbers
- Tell time.
- Get the main idea and pick out some details when you listen and read.
- Tell the difference between statements and questions when you hear them.
- Figure out simple announcements, messages, and advertisements.
- Recognize basic gestures and body language.
- Give basic information about yourself and others including school, family, and activities.
- Learn and talk about customs and traditions of the Spanish-speaking world such as greetings, celebrations and courtesies.
- Learn about some of the culture, history, geography, and current events of the countries being studied.
- Recognize similarities and differences between English and the target language such as pronunciation, cognates, and gender.
- Be able to understand much of what your teacher says, and you will be able to understand your classmates.
- Be able to understand some of what you hear when you listen to native speakers talk about things you learn in class.
- Sometimes have to pause to think of words to use when you talk, but you'll be able to come up with something to say in a very simple way.
- Reading notes, postcards, menus, and advertisements and getting the point of newspaper articles, website information, and cartoons will become easier for you!
- Find that you can write much of what you can say. You should expect to make mistakes, but you will be able to express your ideas.

### **SPANISH FOR BEGINNERS II (10203)**

This course is a continuation of introduction to Spanish language designed for beginners with minimal formal study and very limited knowledge of Spanish grammar and culture. At the end of Spanish 10203, you will be able to communicate in the present and past tenses to . . .

- Talk about what you like and dislike.
- Communicate what you need.
- Explain about how you feel.
- Ask for help.

- Give simple descriptions.
- Show that you understand and can give simple directions and instructions.
- Give information about yourself and others.
- Ask and answer simple questions.
- Use gestures and body language to show what you mean.
- Get the main idea and pick out essential details when you listen and read.
- Read announcements, messages, advertisements, and simple paragraphs.
- Tell the difference among statements, questions, and exclamations.
- Give brief oral presentations like dialogues and skits.
- Write an essay or story.
- Learn and talk about family and leisure activities, holidays, shopping, and foods from the Spanish-speaking countries studied.
- Look at how languages influence each other.
- Hear and read about major current events in the Spanish-speaking world.
- Learn about the geography and history of countries of the Spanish-speaking world.
- Make comparisons.
- Use ordinal numerals.
- Use the passive voice and reflexive constructions.
- Communicate in the past tense as well as the present.
- Understand much of what your professor says, and you will be able to understand your classmates.
- Understand much of what you hear when you listen to native speakers talk about things you learn in class.
- Write most of what you say.
- Carry on a conversation with a native speaker when speaking about familiar things

### **INTERMEDIATE SPANISH I (20103)**

This is an intermediate level and a continuation of the two introductory courses. While maintaining communication in the present and past tenses, you will learn to express influence, emotion, doubt, give commands and talk about hypothetical situations and reciprocal actions. Emphasis will continue to be placed on proper pronunciation with expanded work on reading comprehension and writing. At the end of Spanish 20103, you will be able to communicate in the present, past, and in hypothetical situations to . . .

- talk about things you need and things you wish for.
- express how you feel.
- give your opinion and talk about your preferences.
- give simple descriptions of people, places, and events.
- follow and give instructions and directions.
- ask simple questions and provide responses on a variety of topics.
- give and get information through conversations, notes, letters, or emails on familiar topics.
- show your understanding of culturally authentic material and information.
- give the main idea and some supporting details from authentic language materials.
- produce brief oral presentations.
- write narratives.
- talk about major historical events and how they influence the Spanish culture.
- make connections about topics studied in other subject areas and those studied in your Spanish language class.
- compare the differences and similarities between the Spanish culture and your own.

- recognize differences between your own language and Spanish.
- use media, entertainment, and technology to reinforce your Spanish language skills.
- find and use resources in Spanish, such as individuals and organizations accessible through the community or the Internet.
- survive by yourself in a Spanish-speaking country.
- hold a conversation with a native speaker, although it may be necessary to hear a question more than once.
- ask questions to seek information you need.
- get the main idea and some details from reading newspapers or magazine articles.
- write simple letters and fill out forms.
- Communicate although you may still make mistakes.

### **INTERMEDIATE SPANISH II (20203)**

This course is a continuation of Intermediate Spanish I. At the end of Spanish 20203, you will be able to communicate in the present and past tenses.

- You will understand most of what your teacher and your classmates say.
- You will also understand most of the main ideas and some of the details when listening to a native speaker.
- You will be able to ask and answer questions using words, phrases, and simple sentences.
- When you speak, you will be able to create more of what you want to talk about instead of relying on “book” or memorized answers. It may take you a while to think of something to say, but pauses and errors are perfectly natural at this level.
- You will even be able to recognize and fix some of your own mistakes.
- You will be able to read public information (signs, menus, announcements, directories, etc.).
- You will also understand most of the main ideas and some details when reading materials written by native speakers.
- When you write, you will use familiar vocabulary to create sentences and short paragraphs.
- You may have mistakes; however, they will not prevent people from understanding what you are trying to say.

**SPAN 31103, 31203, 31403:** for students who are ready to begin at an advanced level. This is also the entry point into the Spanish major.

### **Earning Advanced Placement Credits According to Entrance Level**

Students whose first foreign language class at TCU is beyond the first semester level may earn additional language credit (if credit has not already been awarded for transfer, CLEP, or AP work) as follows:

- a. If the first foreign language class is at the **second semester level** (SPAN 10203) and a grade of B- or higher is earned, **three** semester hours credit will also be awarded for the first semester course. That is, the student will earn a total of six hours of credits for taking a three-credit course.
- b. If the first foreign language class is at the **third semester level** (SPAN 20103) and a grade of B- or higher is earned, **six** semester hours credit will also be awarded for the first and second semester courses. That is, the student will earn a total of nine hours of credits for taking a three-credit course.
- c. If the first foreign language class is at the **fourth semester level** (SPAN 20203) and a grade of B- or higher is earned, **nine** semester hours credit will also be awarded for the first, second, and third

semester courses. That is, the student will earn a total of twelve hours of credits for taking a three-credit course.

d. If the first foreign language class is **above SPAN 20203** and a grade of B- or higher is earned, **nine** semester hours credit will also be awarded for the second, third, and fourth semester courses. That is, the student will earn a total of twelve hours of credits for taking a three-credit course.

**Note:**

*A) Spanish for Beginners 1 is strictly designed and reserved for students with no previous study of the language.*

*B) Students are advised not to enroll in courses numbered 10103-31103 in reverse order for credit. E.g., a student who receives credit for SPAN 20103 and then decides to take SPAN 10203 will receive credit only for SPAN 20103.*

**Native and Heritage Speakers**

A native speaker is considered to be someone whose primary and/or secondary education took place in a Spanish-speaking country. A heritage speaker is someone who was primarily educated in US schools but who speaks Spanish in the home and with friends and co-workers and is quite fluent.

As a native or heritage speaker, you should consider enrolling in Spanish 32403 or 32603. If you believe that you want either grammar or writing skill development, you may consider enrolling in Spanish 31203 or Spanish 31403. You are not eligible to enroll in Spanish 31103.

## Addendum VII: Placement Credit Policy at Southern Methodist University

<http://www.smu.edu/Dedman/Academics/Departments/WorldLanguages/PlacementExams>

### III.Placement Exam and Retroactive Credit

#### Language Exams Offered:

Placement exams are offered in all languages taught at SMU (Arabic, Chinese, French, German, Italian, Japanese, Latin, Spanish, and Russian).

#### Payment:

SMU fees and tuition cover the fee for all placement exam testing. No further payment is required.

#### Should I Take the Placement Exam?

Incoming students who are considering enrolling in a language course and who have had instruction in high school or elsewhere prior to enrolling at SMU in that language should take the placement exam prior to attending AARO. Advisors cannot register a student for ANY language classes if s/he needs to have taken placement exam but has not. The following students are exempted from the placement exam for the purposes of [the Second Language Requirement](#) under the University Curriculum (UC):

- Students who attended an international high school where English was not the primary language of instruction
- Students who scored a 4 or 5 on a language Advanced Placement exam\*
- Students who scored a 5, 6, or 7 on a HL International Baccalaureate exam\*
- Transfer students will be assessed on a case-by-case basis by the WLL Advisor

\*Please note that students who have taken AP or IB exams but have not yet received their results by the time they come to AARO, and who wish to continue their language study their first semester on campus, will need to take a placement exam in order to be accurately placed in a language course.

#### Retroactive Credit:

By taking a placement exam students have the opportunity to receive retroactive credit for beginning and intermediate courses in their language of study. *Once students have completed the course into which they were placed with a grade of C or higher they may request any retroactive credit earned* (up to a maximum of 16 credits depending on the language of study).

Requests for retroactive credit are handled in the Office of World Languages and Literatures in 309 Clements Hall. *Retroactive credits do not count toward fulfilling the Second Language Requirement.* For example, if a student's placement exam score indicated s/he should enroll in 1402, the student would need to take 1402 and 2401 to fulfill the language requirement, despite the fact that retroactive credit for 1401 may be awarded after completion of 1402.

#### Timing of Exam:

Although some students review for the exam, it is to a student's advantage to have the exam reflect his/her current knowledge of the language. There is no time limit on the exam, but it generally takes less than one hour.

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Placement results will be valid 12 for months.

## Addendum VIII: Placement Credit Policy at University of North Texas

<http://worldlanguages.unt.edu/resources/testing/placement>

### IV.Placement Testing Information

1. You must be a UNT student or accepted as a student to take the test.
2. The test can only be taken one time. The only exception to this rule is for graduate students who are using the placement test to qualify for the Graduate Translation Exam.
3. Tests in French, German, Russian and Spanish are computer-based. Tests in Arabic, Chinese, Japanese, Italian, and Latin are done via Scantron. We now offer both Traditional and Simplified Chinese tests.
4. The test consists of multiple-choice questions in vocabulary, grammar, and reading comprehension to test you from the 1010 level through the 2050 level. You may receive between 3 and 12 hours credit, depending on the score.
5. The test is free; however, if a student places out of credit hours and wants that credit posted on his/her transcript, there is a flat fee of \$53.00 placed on his/her school bill. In order to receive credit on your transcript, be sure to ask the Testing Coordinator or a member of the office staff about this as soon as you receive your results. For students who do not need to pay for the credit, a note will go on your transcript declaring that you took the placement exam and stating how well you did (e.g. Proficient in GERM 1010, 1020).
6. Please consult the schedule for dates and times of testing. The test must be taken in GAB, Room 550, unless otherwise specified.
7. Students must provide a valid UNT student ID number and a picture ID.
8. Students who are fluent in languages that we do not offer at UNT should look in the Proficiency Testing section under Resources or contact the department main office for further information. Though we cannot provide credit, we may be able to test you and waive the foreign language requirement for you.
9. \*New as of November 2011: Students **may** now take the placement exam if they have already earned credit in the language they are testing in. For example, if you started in SPAN 1010 and did very well, thinking you might be able to place out of the next class, you may take the placement exam to earn credit or proficiency in SPAN 1020, and then register for SPAN 2040.

## **Addendum IX: Placement Credit Policy at the University of Texas**

<http://catalog.utexas.edu/general-information/academic-policies-and-procedures/center-for-teaching-and-learning/course-placement-and-credit-by-examination/>

### **V. COURSE PLACEMENT AND CREDIT BY EXAMINATION**

Students at the University may earn credit and determine course placement by examination. Many exams are recommended for enrollment in certain courses, while others are optional; most serve as a basis for course credit.

Any current, former, or prospective University student may attempt to earn credit by exam for any required or elective undergraduate course, provided the student has neither passed nor failed that course at the University or at any other collegiate institution. The sole exception to this policy is when a student has received transfer credit for a course with fewer semester hours than the corresponding University course carries; in those instances, the student may earn credit by exam for the University course. Additional eligibility requirements may be established by the academic department awarding credit, with the approval of the dean of the college or school. Information about additional requirements is available from **The Center for Teaching and Learning (CTL)** and from the academic department.

Credit earned by examination satisfies degree requirements in the same way as credit earned by passing a course, except that it does not count as credit earned in residence. Credit earned by examination does not jeopardize eligibility for scholarships that require freshman standing. The student's official transcript does not reflect unsuccessful attempts to earn credit by examination.

A student's academic dean may approve an exception to the course placement and credit by exam policies for compelling academic reasons. If the exception involves the student's eligibility to be tested or to receive credit by exam in a particular course, the exception must also be approved by the department in which the course is offered.

All tests administered at the University for course placement and credit by exam require a fee. Information, including the testing schedule, eligibility requirements, test descriptions, sample questions, and the amount of test fees (including a \$20 nonrefundable test registration fee), is available at the **CTL Web site**.

#### **A. Claiming placement and/or credit**

A student who has earned a credit-eligible score by exam has the option of using the score as a course prerequisite by claiming "placement only," or of claiming "credit only." If the student claims credit, the CTL reports the credit to the registrar's office and the credit becomes part of the student's academic record. Credit by examination cannot be reported to the registrar for former students who are prohibited from enrolling in Texas public colleges and universities due to noncompliance with Texas Success Initiative regulations. If the student wishes to use the test score as a course prerequisite without claiming credit, he or she may use the qualifying score, after consulting his or her academic adviser, to enroll in the sequent course. In this case, the course does not appear on the student's academic record. A student who uses a test score for placement may later petition for course credit, but once the score has been used for course credit it may not be changed to placement only.

A fee is assessed for using the test score for either placement or credit. The **CTL Web site** gives complete instructions for petitioning and paying for placement and/or credit.

Although prospective students may take examinations to establish their eligibility to receive credit or placement, credit is awarded only to officially enrolled students and former students. Enrollment on the twelfth class day of a semester or the fourth class day of a summer term constitutes official enrollment.

In deciding whether to claim credit by exam, students should consider the impact of the credit on their eligibility for a **tuition rebate**; the possibility that they will be charged **additional tuition if they have excess credit**; and the possibility that they will be ineligible for Texas B-On-Time loan forgiveness if they have excess credit.

B. Examinations recommended for course placement....