

Program Review

Bachelor of Arts in French

Fairmont State University
2006

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

Date Submitted April 1, 2006

Program (Degree and Title) French – Bachelor of Arts


INSTITUTIONAL RECOMMENDATION

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

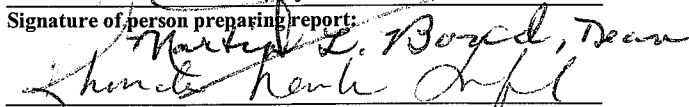
1. Continuation of the program at the current level of activity;
2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
3. Identification of the program for further development (for example, providing additional institutional commitment);
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:

The program has experienced growth since 2002 and is responsive to the State of WV's emphasis on the internationalization of the curriculum and the continuing/growing need for classroom teachers of French at the secondary level.


Signature of person preparing report:

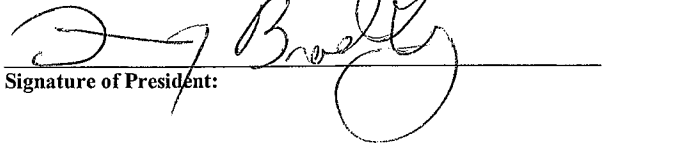
April 7th, 2006
Date


Signature of Dean or School Head

4/7/2006
Date


Signature of Provost and Vice President for Academic Affairs:

8/28/06
Date


Signature of President:

8/28/06
Date

Signature of Chair, Board of Governors:

Date

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EXECUTIVE SUMMARY

A brief executive summary of the French program review report.

- The curriculum for the Bachelor of Arts in French provides course work and practicum activities requisite to develop, perfect, and master the students' language skills while contextualizing their learning to encourage cultural awareness.
- The program is highly performance-oriented with each student being required to master course work in each discipline of the French program and then demonstrate skill in the application of such knowledge. Students are encouraged to become "active learners" capable of demonstrating language proficiency in both oral and written communication as well as knowledge and critical thinking ability in the target culture, French civilization and literature.
- The credentials of the faculty member in French are exceptional.
- There are no special entrance standards for the French degree; students who qualify for admission to Fairmont State University may declare a French major.
- Graduating students must demonstrate mastery through practicum classes as well as the upper division courses.
- Due to the shortage of foreign language teachers in West Virginia, graduates of the Fairmont State University French program are extremely successful in securing a stable job in teaching within the state.
- Financial support for the French program comes from state funds shared by foreign languages, journalism, and English. The French program does not have a separate annual operating budget yet.

- The French program does not have any special facilities or equipment for program delivery. However, a language lab is "on the way" and should be in place within two years, before the next program review.
- The French program is a performance-oriented program which evaluates students' accomplishment of its goals through a process of rigorous faculty mentoring and evaluation.

- The most recent review emphasized the importance of continuing and promoting the French B.A. program which brings a major contribution to Fairmont State University's multicultural and international studies emphasis. The review also expressed its support for the B.A. in French Education degree and its commitment in meeting the State-mandated call for foreign language instruction in the public school system.
- There are no articulation agreements with other institutions for delivery of this program.
- No off-campus classes have been offered in the last two years in the French major.
- Enrollment is higher in the elementary to intermediate level classes, as students may register to simply fulfill a college language requirement. However, thanks to the dual-enrollment program established recently in Marion County, more students from high school will be expected to enroll directly as a French major in our institution.
- Because of the new legislation passed in 2002 by the Board of Education of West Virginia, requiring all students from 7th grade and up to study a foreign language, we can only expect an increasing number of students in the French program.
- French is a pre-professional program. Graduates in the French program enter graduate or professional schools. Employment for graduates is facilitated by student affairs, specifically the Office of Alumni Relations and Career Services.
- The French program is now enjoying, according to its size, an increasing number of French majors and double-majors who are currently enrolled. The thirty hour major requirement is very convenient for students who can dedicate more time to their requirements and assignments. The rising and successful incentive to encourage "learning communities" has already offered the French program some promising avenues such as collaborative courses with the School of Fine Arts and the Business School.

Program Description for _____ **FRENCH** _____

A. Adequacy

1. Curriculum:

The goals of the French program are twofold: to inform the students about the relevance of the French language to each and every field of specialization whether in business, sciences, health, education or the arts. In that respect, the French program seizes each opportunity to promote the advantages of the French language through an aggressive informative campaign during Orientation Day, the Major's Fair and Registration Week. This first incentive was created in order to enlighten the students about all the advantages the knowledge of a foreign language can bring to their future career. Our program intends to prepare our students for work in a global marketplace favoring international coalitions, partnerships and academic studies. We also attract students' attention to the fact that today the need for foreign language speakers in the U.S. is real and pressing. The compelling reasons for that need are related to national security, diplomacy, international law enforcement and humanitarian services.

The second goal of the French program is to provide a curriculum whose content will engage students in developing and perfecting their language skills through a broad scope of activities. Course work offers maximum interaction among students and between students and instructors. Different aspects of French culture are integrated in each course in order to contextualize students' learning and develop their cultural awareness. Students majoring in French take classes in language, culture, and literature. In order to achieve near fluency our students are encouraged to become "active learners" capable of mastering in French the four primary skills: speaking, listening, reading and writing. More advanced courses in French composition allow students to develop their writing skills while "sharpening" their critical thinking. The completion of their first final paper in French usually generates a tremendous sense of satisfaction and self-accomplishment.

The French civilization course offers students a modern and provocative look at French history and civilization from pre-history to the fifth République. The course is also enhanced with various material such as videos (movies and documentaries), magazines or journals. Students are also encouraged to do some preparatory work involving some research prior to coming to class. Their prep-work is an important component to arouse their interest in the topic and engage them into a conversation or a debate of ideas. Students are also introduced to French literature in their second composition class (French 3312) and continue

their exploration in the contemporary literature course (French 3321) and the course dealing with the main currents of French Literature and culture (French 2226). These courses involve excerpts of French literary works from the medieval period up to the twentieth century. Once they have completed their major, students have been provided with a well-rounded curriculum which enables them to pursue a graduate degree.

2. Faculty:

The faculty in the French program includes one full-time, non-tenured faculty member. The faculty member is a native of France, holding a Ph.D. from an American institution of higher education.

The present, full-time faculty member is currently involved in recruitment and retention efforts starting here on campus. She has joined the Liberal Studies Committee and submitted a proposal to allow freshmen, sophomores and juniors to have access to introductory courses in French and Spanish to fulfill the prerequisites for Liberal Studies General Requirements. The proposal was successfully accepted by the Liberal Studies Committee as well as by the Faculty Senate Committee. The faculty member also requested the School of Social Sciences to modify their model schedules in introducing French and Spanish in the freshman year instead of the sophomore year. This request was submitted in order to allow students who double major to graduate on time. The School of Social Sciences agreed to those changes.

The faculty member has also extensively worked on recruiting through community outreach programs designed to actively engage and immerse middle schools, high schools and various organizations into French culture. Special events like the French show included more than one hundred participants performing French madrigals, popular songs, ballets, modern dance, and more. Following the show, spectators were invited to tour the exhibit "La France et les Arts" which displayed artwork inspired by French Impressionist, Pointillist, and Surrealist artists as well as a collection of Mardi Gras masks, black and white photographs and fashion sketches inspired from the roaring twenties in Paris. Since the French program is dedicated to building bridges between disciplines, the special events are always the results of collaborative and productive efforts with other departments such as Fine Arts, Students Affairs, English and GEAR-UP.

It is thanks to a strong partnership and support from other disciplines that the French program was able to present wonderful productions such as *Exercices de Style* and *Renart* performed by a French theater troupe and especially adapted for a young and non-francophone audience. The performance was always followed by a pedagogic workshop integrating foreign languages and drama. The faculty member has also been very active into promoting foreign language acquisition in early and elementary education. For that purpose, the faculty member organized a mini conference at FSU which included speakers like Dr. Michele Plutro, Early

Education Specialist working for the Department of Health and Human Services in Washington D.C., Mrs. Deborah Harki, Language Coordinator for the West Virginia Board of Education, Dr. Valérie Morphew, Ed.D. Associate Professor at FSU.

The faculty member remains active in her scholarship by attending regularly the national Nineteenth Century French Studies Colloquium in which she acted as a chair as well as a participant. The faculty member has also attended conferences in foreign languages such as the annual West Virginia Foreign Language Conference organized in Morgantown. As part of her professional development, the faculty member regularly attended the seminars offered at FSU.

She has been an active member of the International Education Committee, the B.A/B.S Committee, the Liberal Studies Committee and the Interdisciplinary Studies Committee.

Last but not least, the faculty member was put in charge of acquiring a language lab for the institution. She researched, budgeted and submitted a purchase order for the best language lab on the market. Her work also involved meeting with the vendors, benchmarking visits to other language labs and collecting extra funding for the lab.

3. Students:

- (a) Entrance standards: There are no special entrance standards for the French degree; students who qualify for admission to Fairmont State University may declare a French major.
- (b) Entrance abilities: There are no specific entrance abilities for the French program. Students can join our program if they satisfy Fairmont State University admission requirements: 2.5 high school GPA and a minimum composite score of 17 on the ACT or 830 on the SAT.
- (c) Exit abilities: The French program does not have a licensing exam. Students who graduate from our program have perfected their skills in oral and written communication, demonstrated knowledge of major literary movements and historic periods and developed their critical skills. Students must have a 2.00 GPA in order to graduate.
- (d) Graduates:
From the Graduate Follow-up Survey and faculty follow-up 1999-2000: One student graduated in French and reported being employed in West Virginia. No further information was reported as whether he/ she was employed in field or out of field. Salary was not reported.

From the Graduate Follow-up Survey and faculty follow-up 2000-2001:

Two students graduated in French. One did not respond to survey. The other student is employed in field full time in West Virginia and reported a salary of \$17,000.

From the Graduate Follow-up Survey and faculty follow-up 2002-2003: Two students graduated. One graduated in French (B.A. Ed.) and is employed in field in West Virginia for a salary of \$23,000. The other student graduated in French and is employed in field full time out of West Virginia. Salary information was not reported.

From the Graduate Follow-up Survey and faculty follow-up 2003-2004: One student graduated in French and is employed in West Virginia. No further information was reported.

4. Graduate and Employer Satisfaction: We do not have information on employer satisfaction.

5. Resources:

a. Financial:

Information related to financial support of the program: Financial support for the B.A. in French comes from state funds. The school's budget is shared by foreign languages (2.5 faculty), journalism (1.5 faculty), and English.

Portion of the department resources devoted to the French program: At the present time, the requested data has not been made available to faculty member.

b. Facilities: The French program does not have any special facilities for program delivery. A language lab is being planned for the future. Films on video as well as documentaries are available to the students at the library. Classrooms are equipped with television, VCR and DVD players.

6. Assessment Information: (Student and Programmatic)

(a). The French program is currently developing a list of outcomes in alignment with the Liberal Studies comprehensive assessment plan.

(b). The educational goals of the French program are the following:

- Demonstrate language proficiency in both oral and written communication.

- Demonstrate knowledge of the target culture and explain how and why this culture differs from one's own.
- Demonstrate knowledge of basic concepts, themes and movements in French literature and civilization.
- Demonstrate critical thinking ability to comprehend, analyze, and challenge major events, issues, changes, developments and relationships within a designated topic.

Measures of evaluating success in achieving goals:

The French program evaluates students' accomplishment of its goals through a process of rigorous faculty mentoring and evaluation (quizzes, exams, mid term and final papers/ exams. For instance, in their fifth semester of French, in their French Composition and Conversation class (Part I), students are expected to write two papers of 5-6 pages. In French Composition and Conversation (Part II), students are introduced to French literature and expected to submit a 10 page paper on a literary topic of their choice. The faculty member in collaboration with each student proceeds to a thorough review of each draft paper. Students are also tested in their knowledge of themes, concepts and ideas exposed in selected literary texts. They are also introduced to literary critics. Based on their performance in both composition courses, students will be allowed to pursue their major with a more comprehensive literary course on Modern French novels.

(c). In conjunction with the assessment committee of the School of Languages and Literature, an assessment plan is still under development.

(d). If a student is a French Education specialist, the capstone element is the teaching experience acquired during the student's last semester at Fairmont State University.

If a student is enrolled in the French Bachelor of Arts program, the capstone accomplishment is a 20 page research paper about culture, literature, or a creative work in French. This paper will demonstrate the student's ability to master the French language, display critical thinking abilities as well as argumentative skills.

7. Previous reviews:

The previous review emphasized the importance of continuing and promoting the French B.A. program which brings a major contribution to Fairmont State University's multicultural and international studies emphasis. The review also expressed its support for the B.A. in French Education degree and its commitment in meeting the State-mandated call for foreign language instruction in the public school system.

Corrective actions implemented since the last review: The faculty member has joined the Liberal Studies Committee and participated in drafting the general outcomes for language, culture, and society. The faculty member also attended the AACU conference on the Internationalization of higher education.

8. Advisory Committee:

N/A

9. Strengths/ Weaknesses:

Strengths: The French program is now enjoying, according to its size, an increasing number of French majors and double-majors who are currently enrolled. The faculty member has been particularly active at promoting and “enlightening” the students on the increasing demand for foreign language speakers in the professional world. The rising and successful incentive to encourage “learning communities” has positively impacted the French program which has already planned a collaborative course with a faculty member of the School of Fine Arts as well as an Academic trip to France. Another project under consideration is to create a minor in Business French and the faculty member has already met with Dr. Surendran from the Business School to develop its curriculum.

The 30 hour major requirement is very convenient for students who can dedicate more time to their requirements and assignments. The curriculum of studies is strong, and depth and breadth are ideal. Our small class size is ideal and allows students to get more personal attention and provides them with multiple opportunities to speak.

The Dual Enrollment program, which was established last Spring, has already started to show some positive results. The French program is expecting to attract more students from high school declaring a French major as soon as they directly enroll into the French Intermediate course.

The faculty member is a French native speaker with 17 years experience in teaching. Her enthusiasm and dedication have been instrumental in motivating students to pursue a major in French or a double major. She has been particularly active at promoting the French program within the community by organizing major cultural and educational events to draw visitors’ attention on our institution and its French program.

Weaknesses:

The students are exposed to only one professor and it is hard to provide them with

French tutors. There is a desperate need for a language lab as many students are struggling with pronunciation and need a lot of training outside class. The creation of a language lab, however, is still in the planning stage.

Weakness and recommendations: Bringing external reviewers would be helpful to compare this program to those at other institutions.

The French program and the Spanish program receive no annual operating budget. An independent operating budget would be welcome.

B. Viability

1. Off-Campus Classes:

No off-campus classes have been offered in the last two years in the French major.

2. Service Courses:

French 101	Elementary French I
French 102	Elementary French II
French 201	Intermediate French I
French 202	Intermediate French II

The French program is designed to fulfill the foreign language requirement of other B.A. programs, such as English, History, Political Science, and Fine Arts. It is a desirable second major field in Political Science, Business, English, and Education. It offers classes that may be used in interdisciplinary studies. Students may also minor in French.

3. Articulation Agreements:

There are no articulation agreements with other institutions for delivery of this program.

4. Course enrollment:

Course enrollment is always higher in the elementary to intermediate level classes, as students may register to simply fulfill a college language requirement.

See Appendix V

5. Enrollment:

See Appendix VI

5. Enrollment projections:

The Dual-enrollment program established recently in Marion County and to which the faculty member contributed, is starting to show positive effects on the French Program. We expect in the next five years more students coming from high school enrolling directly as a French major in our institution.

The new legislation passed in 2002 by the Board of Education of West Virginia which requires all students from 7th grade and up to study, at least, one foreign language is also starting to “kick in”. Since more and more students, today, are exposed to foreign languages and since our curriculum should be “seamless” with the high schools’, we can only expect an increasing number of students in the French program.

6. Cost Per Student Credit Hour:

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

C. Necessity:

a. Job Placement:

French is a pre-professional program. Graduates in the French program enter graduate or professional schools. In addition to information provided in the Advising Handbook and faculty recommendations, employment for graduates is facilitated by student affairs, specifically the Office of Alumni Relations and Career Services.

b. Similar Programs:

West Virginia University is the only school (public or private) that offers a similar program. Fairmont State University’s program, however, serves a unique group of students. Many French students come from Marion County and points south of Fairmont. Some are part-time, commuting students who need a local, less expensive college to complete their studies. Many are also non-traditional students who feel much more comfortable at Fairmont State University where the population of non-traditional students almost equals that of the traditional students. Many students also prefer to attend classes on a small campus where they have the close supervision of a French professor. Class size is a very important factor for the students in deciding on a school and the amount of contact they have with a professor. This is one of our greatest strengths.

D. Consistency with Mission:

The Fairmont State University Mission Statement calls on 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 B.A. degrees in French are designed to prepare students to fit this description with special focus on oral and written communication and the acquisition of a well-rounded knowledge of French culture, civilization, and literature.

The French Program helps fulfill the foreign language requirement of other B.A. programs, such as English, history, and political science. It is becoming more and more a desirable second major for other subjects such as political science, English, and especially education since West Virginia currently experiences a great need for foreign language instructors. middle-schools and high-schools hire in priority instructors with a B.A. in French Education and even instructors with a minor in a foreign language.

E. Program of Excellence

N/A

(c) Professional Development activities during the past five years.

Vice-President of AATF West Virginia.

In charge of organizing the French Immersion Day for the WV AATF association (April 2006)

Professional Development week at FSU (Fall 2005)

Professional Development week at FSU (Winter 2006)

AACU Conference (Washington, January 2006)

WVFLA. West Virginia Foreign Languages Association (Morgantown, Fall 2005)

Internationalizing Higher Education in West Virginia (Conference, April 2006)

WebCT workshops (2)

Organized the conference, Foreign Languages for Children, at FSU (October 2004)

NCFS (Nineteenth Century French Studies) Colloquium:

- Fall 2002: “Discourse of Desire/ Discours du Désir.” Chaired and led the debate on Zola, Balzac, and Villiers-de L’Isle-Adam (Columbus, Ohio).
- Fall 2003: “Change in Nineteenth-Century French Culture.” Chaired and led the debate on Emile Zola (Tucson, Arizona).
- Fall 2004: “French Legacies.” Presented a paper, “L’Etrangère ou la création aux frontières de l’Inconnue.” (Saint-Louis, Missouri).

- Fall 2005: "Histoire des représentations ou représentations de l'histoire."
Chaired and led the debate on Paris.

Presented a paper for the School of Languages and Literature Faculty Colloquia at Fairmont State University, "Aborted Art: Artistic Expression and The Return of The Repressed in The Masterpiece by Emile Zola (Spring 2004).

(d) Awards/ honors (including invitations to speak in your area of expertise) or special recognition in last five years.

Was appointed President of the WV American Association of Teachers of French (Fall 2006). Will speak at the Immersion Day this upcoming April 29th.

Presented a paper, "L'Etrangère, ou la création aux Frontières de l'Inconnue" at the Nineteenth Century French Studies annual colloquium (Saint Louis, Fall 2004).

(e) Other activities which contributed to effective teaching

WVFLA conference and workshops on "Introducing Drama in The Classroom"; "How To Set Up your Own Web Page" and "English Around The World."

(f) List professional books/ papers published during the last five years.

N/A

(g) List externally funded research (grants and contracts) during the last five years

FACDIS 2 grants for attending NCFS conferences (2003-2004).

GEAR_UP \$12,000 grant toward the purchasing of a foreign language lab.

APPENDIX I

Institution: Fairmont State University
for Report: Valérie Ives

Person Responsible

Degree Program: Bachelor of Arts in French

Courses Required in Major (by Title and Course Number)	Total Required Hours	Additional Credit Required in Major	Total Hours	Related Fields Courses Required	Total Hours	Required in General Studies/ Electives	Total For Degree
FRENCH	30		0		0	56/42	128
101 Elementary French I	3					15 hrs First Year Experience 6 hrs Artistic Creative Expression 9 hrs Culture & Civilization 8 hrs Science 6 hrs Society & Human Interaction 12 hrs Foreign Language Requirement for B.A. Degree.	
102 Elementary French II	3						
201 Intermediate French I	3						
202 Intermediate French II	3						
311 French comp. and Conv. I	3						
312 French Comp. and Conv. II	3						
314 French Civ. And Cult.	3						
321 Contemp. Literature	3						
411 Adv. French Comp. and Conv.	3						
426 Main Currents of French Lit. & Cult.	3						

Total Hours							
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Professional society that may have influenced the program offering and requirements:
AATF – ACTFEL – WVAFLTA APPENDIX II

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name Valérie Ives Rank: Assistant Professor

Check One: Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned Ph.D. Date Degree Received 1998

Conferred by: Washington University (Saint Louis)

Area of Specialization: French

Professional registration/licensure _____

Yrs. of employment at present institution 4

Years of employment in higher education 6

Yrs. of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

(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>
2005/ Fall	101 Elementary French	25
	101 Elementary French	25
	201 Intermediate French	15
	311 French Comp. & Conv. I	3
2006/ Spring	102 Elementary French	25
	201 Intermediate French	11
	321 Literature of the 20 th Century	3
	312 French Comp. & Conv. II	3
2004/ Fall	101 Elementary French	24
	101 Elementary French	20
	201 Intermediate French	17
	311 French Comp. & Conv. I	1
2005/ Spring	102 Elementary French	25
	202 Intermediate French	15
	312 French Composition	1
	314 French Civilization	6

**Course Enrollment
Appendix V**

Fren.	Sp01	F01	Sp02	F02	Sp03	F03	Sp04	F04	Sp05	F05
311				2		1				3
312				1					1	
314									6	
321					3				5	
411					1					
426										

**Enrollment
Appendix VI**

Year	Number Enrolled	Number of Graduates
2001-2002	2	3
2002-2003	1	1
2003-2004	3	2
2004-2005	12	0
2005-2006	12	0

This table displays the number of French majors enrolled and the number of graduates.