# Proposing New CSULB Minor and Certificate Programs

1. **Program Type (Please specify any from the list below that apply—delete the others)**

* State-Support
* New Program

1. **Program Identification**
   1. Campus: **Long Beach**
   2. Full and exact degree designation and title: **Certificate in French Language Proficiency**
   3. Term and academic year of intended implementation: **Fall 2017**
   4. Name of the department(s), division, or other unit of the campus that would offer the proposed minor or certificate program. Please identify the unit that will have primary responsibility: **the French & Francophone Studies Program in the department of Romance, German, Russian Languages and Literatures.**
   5. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed minor or certificate program: **Dr. Aparna Nayak, Associate Professor of French, Dept. of RGRLL**
   6. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs. **(CPEC “Appropriateness to Institutional and Segmental Mission”)**

**See attached statement from Dean David Wallace**

* 1. Any other campus approval documents that may apply: French section faculty and RGR Curriculum Committee has approved the proposal. CLA EPCC approval to be added upon completion

**3. Program Overview and Rationale**

* 1. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. **(CPEC “Appropriateness to Institutional and Segmental Mission”):**

**The mission statement of CSULB defines us as a globally-engaged university, and “preparing leaders for a changing world” is written into our campus vision. The Certificate in French Language Competency is an element that will enhance the Highly Valued Degree Initiative by giving students who want working proficiency in French for professional purposes an additional asset as they graduate and go out into the work force. French is the sixth most widely spoken language, with 220 million speakers, plus 72 million partial speakers around the world. French is also one of the official languages of the UN, the EU, and many other international organizations. France and French-speaking countries play an active role in the global economy, accounting for about 20% of world trade in goods. Cultural and linguistic proficiency in French will enhance a bachelor’s degree in any discipline, be it in the humanities, engineering, natural or biological sciences, education, the creative arts, or others. The language and culture-oriented curriculum and will be useful to students looking for employment in multinational companies, import-export, the stock market, international relations, NGOs, diplomacy, the government, to name just a few. The impetus for this Certificate in French Language Competency proposal was born out of a report created by the Academic Senate Task Force on Languages and was later included as part of a Department of Education Undergraduate International Studies and Foreign Language Program (UISFL) grant, “Weaving Language and Global Competencies Throughout the CSULB Curriculum” awarded to Dr. Richard Marcus (Department of International Studies).**

**The courses included in this Certificate program will give students basic linguistic and cultural competency for the workplace. Intercultural understanding is the key to successfully navigating the world of business and industry. This type of cultural awareness is critical in any successful interaction in intercultural contexts, as the renowned cultural critic (and intercultural trainer) Milton Bennett has shown. Cultural sensitivity develops critical thinking and helps students to avoid stereotypes and generalizations. Students will acquire a skillset that will serve them well beyond the walls of the classroom. Students applying to internships at companies, think tanks or NGOs based in France or the French-speaking world, those applying to graduate school, to the Peace Corps (to name a few) will have the added advantage of linguistic competence that other candidates might not have.**

**The certificate also offers students quantitative feedback about their skill level and recognition for it. Attainment of concrete language competencies will inspire many to pursue higher degrees in French, i.e., the Minor, BA or MA, possibly in tandem with other majors.  The Certificate makes students aware of an important benchmark in their trajectory as students and provides an important cost-benefit metric, one that is often unavailable in humanities disciplines.**

**In this context, a Certificate in French Language is designed mainly for students who want working proficiency but cannot do a double major, major or French minor for academic or personal reasons. These students can complete their major and enhance it with a Certificate in French Language. Depending upon the student’s past experience with the language, it can be completed with 12-25 units of coursework and a commercial oral proficiency test.**

* 1. Proposed catalog description, including program description, degree requirements, and admission requirements.

**The Certificate in French Language consists of 12-25 units, of which 9 units must be at the upper-division. The number of lower-division units will depend upon the amount of French studied previously in high school or college, since students with prior study of French may enter at advanced standing. In addition to 9 upper-division units, students must pass an externally administered oral proficiency test.**

1. **Curriculum** 
   1. Goals for the (1) program and (2) [student learning outcomes](http://www.calstate.edu/acadaff/sloa/index.shtml). Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.

**1. Program Goals: To create an opportunity for students who would like to expand on their French language and culture proficiency for the workplace, but cannot necessarily add a major to their program of study due to institutional, financial, or time-related imperatives. Completion of required courses will develop the following skills:**

** Ability to communicate in French with confidence in oral communication, and sufficient accuracy in both oral and written communication.**

** General knowledge of key elements of the French language and Francophone cultures (geography, political organization, family life, educational system, etc.)**

** Ability to analyze authentic cultural materials such as news articles and broadcasts, films, and short literary texts.**

** Critical thinking by making intercultural connections, as well as comparing and contrasting cultures.**

** French writing skills for social, academic and professional purposes.**

**2. Student Learning Outcomes:**

1. **Acquire a functional communicative competency in French to deal with everyday situations.**
2. **Use the French sound system and pronunciation rules and sustain conversations on a wide range of everyday topics.**
3. **Narrate and describe in different time frames, use connected discourse, and employ strategies for managing complications in the French language.**
4. **Express themselves confidently in a variety of registers, keeping in mind both the communicative context and the imperatives of the genre.**
5. **Deliver presentations on a wide range of everyday topics, as well as some academic and professional topics.**
6. **Apply usage of appropriate grammar, spelling, usage, and punctuation in all written work in French; write sentences of increasing maturity and complexity; write paragraphs and short essays that demonstrate a logical progression of ideas and clear coherence between ideas.**
7. **Demonstrate effective writing processes, including developing ideas, effective note-taking and drafting, formulating and revising thesis statements, outlines, and arguments.**
8. **Gain factual knowledge about France, its people, culture, history, political institutions, economy.**
9. **Analyze and critically evaluate ideas, arguments, and points of view.**
   1. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses. **(CPEC** “**Maintenance and Improvement of Quality”)**

NB: the lower case Roman numerals correspond to the SLOs stated in 4.a.2:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Introduced** | **Developed** | **Mastered** |
| **FREN 100A/B, 101A/B** | **i, ii, iii, vi, viii** |  |  |
| **FREN 200, 201A/B** | **iv, vi, viii** | **i, ii, iii, vi** |  |
| **FREN 312** |  | **iii, vi** |  |
| **FREN 314** |  | **v, viii** | **ii** |
| **FREN 320** |  | **iv, v, viii** |  |
| **FREN 333** |  |  | **iv, vi, viii, ix** |
| **FREN 334** |  |  | **iv, vi, viii, ix** |
| **FREN 411** |  |  | **iii, vi, ix** |
| **FREN 414** |  |  | **ii** |

* 1. Total number of units required for the minor or certificate: **12-25 (depending upon students’ previous experience with French). Students with an AP score in French of 4 or 5, or students with 2 years of French at a community college can begin directly at the 300-level and will therefore only need 9-12 units. Students beginning their French studies at CSULB can complete the Certificate in 25 units, 9 of which must be upper-division.**
  2. A list of all courses *required* for the minor or certificate, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

|  |  |  |
| --- | --- | --- |
|  | **Units** | **Pre-requisites / co-requisites** |
| **FREN 100A / 101A** | **4** | **None** |
| **FREN 100B / 101B** | **4** | **FREN 100A / 101A** |
| **FREN 200 / 201A/B** | **6 or 4+4** | **100B or 101B** |
| **FREN 312** | **6** | **Upper-division status in French, that is to say: 200 or 201B at CSULB OR 2 years of French at a community college OR 4 or 5 on the AP French exam** |
| **FREN 314** | **3** | **FREN 214 or consent of instructor** |

* 1. List of *elective* courses that can be used to satisfy requirements for the minor or certificate, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

|  |  |  |
| --- | --- | --- |
| **ELECTIVES:** |  |  |
| **FREN 320** | **3** | **Upper-division status in French** |
| **FREN 333** | **4** | **Upper-division status in French** |
| **FREN 334** | **4** | **Upper-division status in French** |
| **FREN 411** | **3** | **FREN 312** |
| **FREN 414** | **3** | **FREN 312** |

* 1. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation: **None**
  2. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.

**All of the above-mentioned courses are offered regularly as follows:**

**Every fall and spring:**

**FREN 100A/B, 101A/B, 200, 201A/B, 312**

**Every fall: 333, 411**

**Every spring: 314, 334**

**Every alternate spring: 414**

**Periodically: 320**

**The lower-division courses are taught by Teaching Associates, part-time faculty, as well as full time faculty. The upper-division courses are taught by all faculty in the section, depending upon their schedules.**

1. Admission criteria, including prerequisite coursework: **None**
2. Criteria for student continuation in the program: **Grade of C or better in every course counting toward the certificate**.
3. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process). **N/A**

1. **Need for the Proposed Minor or Certificate Program   
   (CPEC “Societal Need,” “Number of Existing Programs in the Field,” and “Advancement of the Field”)**
   1. List of other California State University campuses currently offering or projecting the proposed programs; list of neighboring institutions, public and private, currently offering the proposed programs.

**Twelve out of the 23 CSU campuses offer programs in French: 4 campuses have graduate programs, 11 have BA programs, and 12 offer minors in French. Of the 4 campuses that still offer an MA in French, CSULB has maintained a vibrant and successful program. We already began an innovative BA in Interdisciplinary French & Francophone Studies degree in 2009 at CSULB. It was the first truly interdisciplinary French BA of its kind in the CSU. In a similar vein, given that there is no Certificate in Language Proficiency program within the CSU, the faculty in the French & Francophone Studies program would like to expand the number of students in our program and offer an additional possibility of study for students who cannot minor or major in French due to an already heavy unit load. Students will graduate with additional skills to make them attractive candidates for any job, and those who are interested and have the space in their degree planner need only take two additional courses to upgrade from a Certificate to a Minor.**

* 1. Differences between the proposed program and programs listed in Section 5a above: **N/A**
  2. List of other curricula currently offered by the campus that are closely related to the proposed program: **N/A**
  3. Community participation, if any, in the planning process. This may include prospective employers of graduates: **N/A**
  4. Applicable workforce demand projections and other relevant data: **Globalization has changed the labor market and employers increasingly seek candidates with international skills and experience. This Certificate program will allow students who cannot study abroad or add a second major or minor some basic international linguistic and cultural skills to make them more competitive candidates in the professional world.**

* 1. If the program was proposed to meet society’s need for the advancement of knowledge, please specify the need and explain how the program meets that need: **see program rationale in 3.a and SLOs**.

**Note: Data Sources for Demonstrating Evidence of Need**

APP Resources Web <http://www.calstate.edu/app/resources.shtml>

[US Department of Labor, Bureau of Labor Statistics](http://www.bls.gov/)

[California Labor Market Information](http://www.labormarketinfo.edd.ca.gov/)

[Labor Forecast](http://www.ca.gov/state/portal/myca_leftnav_categories.jsp?BV_SessionID=@@@@0692728387.1161822165@@@@&BV_EngineID=cccdaddjdifgmmlcfngcfkmdffidfng.0&sNavTitle=Labor+and+Employment&sLeftNavCategoryPath=%2fNavigation%2fLabor+and+Employment)

1. **Student Demand (CPEC “Student Demand”)**
   1. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.

**Conversations with advisors in ATLAS have revealed that students in colleges other than CLA who have studied French at their high school or in a community college before transferring to CSULB would like to maintain or continue improving their French language proficiency for professional situations, without necessarily adding a minor or second major in French due to the high number of units in their declared majors and due to the imperatives of the Timely Graduation Initiative. Students accepted into the CSU are required to have completed two years of high school study of a foreign language; several take the AP language test while at high school. This Certificate in French Language Proficiency provides students with a structured program that allows them to continue study of the language, maximize their knowledge and skills, while still completing their degrees without going over the 120% rule.**

* 1. Issues of access considered when planning this program: **N/A**
  2. Professional uses of the proposed program: **See** **Program Rationale**
  3. The expected number of students in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.

**We currently have a total of 73 undergraduates in our program, including French majors, double majors, and minors. Based on conversations with students and advisors, and based on these numbers, we anticipate 10 in the first year, 15 in the second year, and 20-22 by the fifth year of the program**.

1. **Existing Support Resources for the Proposed Minor or Certificate Program**

**(CPEC “Total Costs of the Program”)**

**Note:** Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

1. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For graduate programs, include faculty publications or curriculum vitae.

* **Dr. Laura Ceia, PhD from University of California, Davis (2005)**

**Associate Professor of French and International Studies**

* + ***Specialization:* 20th century French literature; experimental art and literature; *nouvelles francophonies*; French cinema; French Studies**
  + ***Year of appointment:* 2006**
  + ***Tenured***
* **Dr. Clorinda Donato, PhD from UCLA. (1987)**

**Professor of French and Italian**

* + ***Specialization:* The Enlightenment, *L’Encyclopédie*,**
  + ***Year of appointment:* 1988**
  + ***Tenured***
* **Dr. Aparna Nayak, PhD from University of Pittsburgh (2006)**

**Associate Professor of French**

* + ***Specialization:* 20th century French literature; literature of Fascism and the Resistance; interrelations between literature, history, politics, and memory.**
  + ***Year of appointment:* 2006**
  + ***Tenured***
* **Dr. Najib Redouane, PhD from University of Toronto (1999)**

**Professor of French**

* + ***Specialization:* Francophonie; Literatures of the Maghreb.**
  + ***Year of appointment:* 1999**
  + ***Tenured***

**Note: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff.**(Code Memo EP&R 85-20)

1. Space and facilitiesthat would be used in support of the proposed program: **We will not need any further space of facilities beyond those we already use for the minor, BA, and MA in French & Francophone Studies.**

c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate): **N/A**

d. Existing academic technology, equipment, and other specialized materials currently available: **the language lab, Active Learning Classrooms, and library resources regularly used for the minor, BA, and MA in French & Francophone Studies will suffice for the Certificate in French Language Proficiency***.*

1. **Additional Support Resources Required**

**(CPEC “Total Costs of the Program”)**

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

1. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program: **N/A**
2. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy: **N/A**
3. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources: **N/A**
4. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs. **N/A**