

**COLUMBUS STATE UNIVERSITY
COMPREHENSIVE PROGRAM REVIEW SELF-STUDY
BA IN FRENCH WITH TEACHER CERTIFICATION**

2006/2007

EXECUTIVE SUMMARY FOR THE COMPREHENSIVE PROGRAM REVIEW OF THE B.A. IN FRENCH WITH TEACHER CERTIFICATION

The following narrative describes the results of a comprehensive review of the B.A. in French with Teacher Certification program. This review has been organized using procedures developed at our institution. Our findings are, for the most part, based on data from Fall Semester 2003 through the Spring Semester of 2006. It is important to note that this is a new degree that began in fall 2002.

Major Findings of the Program's Quality and Productivity

Quality

The Department's self-study judges the overall quality of this program to be strong. Program curriculum follows guidelines set forth by the American Council on the Teaching of Foreign Language. The Professional Standards Commission has approved the B.A. in French with Teacher Certification program, and the program is NCATE accredited. All faculty members are active in their professional associations and either publish or make presentations in their field. The faculty and curriculum are very strong in racial and cultural diversity. Study abroad and internship opportunities are available, and faculty members are actively engaged in supporting study abroad programs. Faculty in both COAL and COE supports advising. Follow-up of graduates via evidence collected by COE reveals that all are teaching in French in area high schools.. After three years of operation, thirteen majors are pursuing the B.A. in French with Teacher Certification. While this enrollment number is low, our program is new, and the thirteen majors provide us with an immediate community of learners for the study of French, permitting systematic and regular group instruction in required courses, as well as peer support. French majors and faculty have been the recipients of honorary awards. Evidence collected by the COE STEADY program suggests high stakeholder satisfaction.

Productivity

The program's self-study notes that the program is new, and that data on new programs is not available. When compared with established programs, the B.A. in French with Teacher Certification overall productivity is weak. Yet, the fact that enrollment of majors has steadily increased over the past 3 years, going from 5 in 2003/04 to 13 in Fall 2006, an increase of 8 students or a 160% increase. This bodes well for future growth. Also, even though it is a new program, the number of B.A. in French with Teacher Certification majors for fall 2005 is higher than the enrollment numbers for 5 other established major programs at CSU.

With respect to the average number of degrees awarded per year, four years are required to complete the program, and it has been in operation for only four years. The program has been able to award one two degrees per year because one student returned to school to receive a degree in French when she learned that the possibility existed. One minor switched to the major, once the degree was available.

Strong ratings on productivity measures were acknowledged in three areas, even when comparing the new program to established programs: 1) efficiency and clarity of

curricular design, 2) diversity of majors and graduates, 3) the program's contribution to achieving the CSU mission.

Recommendations for Improving Program Productivity

- A three-part plan to address recruitment, retention, and curriculum changes will continue. Yearly follow-up studies to the plan are required. Our goal is to double both our number of majors and graduates within 5 years.
 - Recruitment
 - Brochures outlining French offerings and activities at CSU, to be distributed in French 1001-2002 courses, with the goal of recruiting at least one major from each 1001 class.
 - Participation in Career Center activities.
 - Flyers explaining opportunities for graduates holding the BA in French with Certification degree, to be distributed in French 1001-2002 courses.
 - Marketing the major in secondary schools, in an effort to attract future majors.
 - Articles in school newspaper outlining career opportunities for graduates in major.
 - Retention (Please note, the first four items above are also included here.)
 - Brochures outlining French offerings and activities at CSU, to be distributed in French 1001-2002 courses.
 - Participation in Career Center activities.
 - Fliers explaining opportunities for graduates holding the BA in French with Certification degree, to be distributed in French 1001-2002 courses.
 - Marketing the major in secondary schools, in an effort to attract future majors.
 - Articles in school newspaper outlining career opportunities for graduates in major.
 - Advising meetings and personal conferences with students will continue, with an emphasis on retention of students, as well as course selection for the next semester.
 - Out-of-class cultural activities and opportunities for language practice, such as conversation table and film series, study abroad opportunities to French-speaking countries..
 - Questionnaires addressing student satisfaction with the program will be administered yearly.
 - Curriculum Changes
 - The department has proposed the discontinuation of the stand-alone B.A. in Spanish, B.A. in French, B.A. in Spanish with Teacher Certification, and B.A. in French with Teacher Certification degrees, consolidating them into a single B.A. degree program in Modern Language & Culture. The consolidated program will focus on oral proficiency language acquisition, study abroad, and options for in-depth cultural studies, tri-lingual

proficiency (English, French, plus another language), or coursework related to career opportunities in international business, governmental affairs, or education. These curricular changes were reviewed and approved by the campus curriculum committees in the fall of 2006. Subsequently, the discontinuation and consolidation of the existing stand-alone programs will be reviewed by the Board of Regents. The foreign language faculty expects to be able to market this revised curriculum more easily. We plan to engage a variety of groups in new partnerships to assist in the effort, including high school teachers, native and heritage speakers in the community, French and French businesses, international students and Columbus State's foreign language majors and alumni.

- Related to the proposal of the B.A. in Modern Languages, the following new courses have been proposed: French Literature of the Middle Ages, French Literature 19th and 20th Centuries, Francophone and Caribbean Literature, Seminar in French Film and Culture, French and Francophone Women Writers and a Senior Seminar (Capstone course)

Viability

The Department has a clear, substantive and specific plan with timetable for improving the French program's student recruitment, retention, graduation, and overall productivity. Although lower division instruction for non-majors in French is productive and viable, the productivity of the upper division, if compared with established programs at CSU, is weak. The program's faculty expects to more easily market the revised curriculum that is outlined in the recruitment and retention plan. Moreover, we plan to engage a variety of groups in new partnerships to assist in our efforts to increase productivity, including high school teachers, native and heritage speakers in the community, French businesses, international students, and CSU's foreign language majors and alumni. Out-of-class cultural activities and opportunities for language practice are being expanded. Improved communications with majors and new research on dropout trends as well as student satisfaction with the program are also planned. The action plan has the potential to be a model for inspiring faculty and students, and for insuring viability to our new program.

Program Improvement Plan

Summary Recommendation

THE PROGRAM'S DETAILED SELF-STUDY

I. Brief Program Overview

The B.A. program in French with Certification is housed in the College of Arts and Letters and in collaboration with the College of Education is delivered by faculty in the Department of Language and Literature (COAL) and the Department of Teacher Education (COE)

In the recent PSC and NCATE reports, the stated goals and objectives of the program in French with certification is to prepare highly qualified teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all P-12 students. In French / Spanish content courses, general education courses, foreign language education courses, and various field experiences, candidates have multiple opportunities to demonstrate excellence in teaching, scholarship, and professionalism. Creating opportunities for candidates to demonstrate excellence in these three areas is consistent with the COE Conceptual Framework and is reflected in the broad goals of the P – 12 foreign language education programs. These goals are briefly summarized as:

1. knowledge of French language, content, cultures (scholarship);
2. proficiency in French at the ACTFL low-advanced level (scholarship);
3. proficiency in instructional planning (teaching);
4. proficiency in the implementation of instruction (teaching);
5. proficiencies related to helping every student succeed (teaching);
6. proficiencies related to selecting and using materials to enhance teaching and learning (teaching);
7. proficiencies related to evaluating learning and teaching (Teaching);
8. knowledge of findings of educational research related to the teaching and learning of foreign languages (Scholarship);
9. values, commitments, dispositions, and habits associated with effective and professional teaching (Professionalism).

The P-12 French/Spanish Education Program is closely aligned with INTASC principles and the COE Conceptual Framework, the Georgia Quality Core Curriculum, the National Standards for Foreign Language learning (Preparing for the 21st Century), and ACTFL Performance Guidelines for K-12.

In addition to the above stated goals, the program also has as its mission:

- to provide language competencies to minors appropriate for study in their own fields, for future professional needs or for personal enrichment;
- to provide all CSU students with the opportunity to acquire, as part of a liberal arts education, the knowledge of the language, literature and cultures of France and Francophone world;

- to provide students with courses, taught in French or English, that address diverse disciplinary areas as they relate to France and the Francophone world, courses in African Literature, women's literature, film, art and religion;
- to provide assistance to teachers and students (grades K-12) in our service area;
- to remain consistently engaged in professional and scholarly activity.

II. Summary Findings of the Program's Overall Quality

II A. The Quality of Teaching Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Very Strong

Explain how good teaching is assessed.

Faculty members in the Department of Language and Literature are evaluated annually by the department chair. Faculty members submit portfolios with evidence of their performance in Teaching, Service (Community and University) and Scholarship and Research. Teaching is the most important criterion in evaluation and faculty submit, in addition to a minimum of 50% of their student evaluations, a narrative on particular successes that they have had during the particular year of evaluation. Faculty members also participate in reciprocal peer evaluations as a means of providing feedback, constructive criticism and for continued reflection on enrichment of their teaching. Faculty members may choose to include these in their annual review.

Explain how good advising is assessed and rewarded

Advising takes place on a regular basis both in the Department of Language and Literature for content courses and in the office of Teacher Education in the College of Education. Students also receive advising from the office of Student Assessment and Field Experience (SAFE), for placement in schools for observation and student teaching. The small number of students, at present, makes the task of advising a relatively easy one. In addition to the one week of advising period provided by the University, faculty members are available outside of this period for advising as needed. In addition to questions about classes, this also includes advising on the best study abroad opportunities. We have also instituted a program of bringing all of the students together once a year for advising and information sessions with faculty from both the college of Education and from the College of Arts and Letters.

Describe opportunities for interaction that occur between faculty and students outside the classroom

Faculty members in the B. A. Program in French, encourage interaction outside of the classroom with a weekly French Conversation table held at a local restaurant on Friday evenings. In addition, the program sponsors two to three French language films per semester through the French club. Also, when the Film Society of Columbus has a screening of a French language film, club members and other students and faculty, attend together.

We have in the past three years, hosted lecturers with the help of the French Cultural Services office, the Honors' Program and the office of the Dean of Arts and Letters. Madame Yvette Roudy (author and former Minister of Women's Rights in France), came to campus in 2003; Mr. Kedadouche (author and special representative to the Minister of the city of Paris) in 2004 and Madame Chahdortt Djavann (author of A Bas les voiles and Comment peut-on être français ?) in 2005. Students also assist with setting up, and judging competitions in the annual Foreign Language Fair held at CSU for middle and high school students. Faculty members have lead students in study abroad programs to Dijon, Rambouillet and Paris. In the summer of 2006, the program, sponsored in collaboration with Auburn University, a program in French language and the Fashion Industry which took place at the Chamber of Commerce in Paris. This program will also take place in 2007.

In 2004, the faculty organized a French Immersion weekend, during which students agreed to speak only French and to participate in workshops on Art, French songs, cooking and Haitian culture. Faculty members have also sponsored trips for students to attend art exhibitions and lectures at other universities in the State. This includes a lecture by writer, Maryse Condé, sponsored by Kennesaw State University in 2005 and a trip to the High Museum in Atlanta to visit an impressionist art exhibition. Most recently, October 21, students and faculty members visited the High Museum, the Collection of the Kings, part of the three-year partnership with the Louvre museum.

Students are encouraged to attend, with faculty members, the meetings of professional organizations such as AATF and FLAG.

II B. The Quality of the Curriculum Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator

Very Strong

Common data source: None, this is program-specific.

Describe the relationship between the program's curriculum and its outcomes

Courses are carefully designed to meet the goals as stated in the overview of the Georgia Professional Standards report .Outcomes for students are achieved through the offerings of content area course which lead to knowledge of the French language and the various cultures throughout the world where French is spoken.

Courses in general education and foreign language education lead to the achievement of planning, implementation, helping every student to succeed, selecting and using materials to enhance student learning, acquiring the knowledge and findings of educational research related to foreign language learning, acquiring and adhering to values,

commitments, dispositions, and habits associated with effective and professional teaching.

Accrediting agencies guide the development of curriculum to insure that students are meeting national expectations of students of French. The program, in the last four years have met accreditation standards for the Georgia office of Professional Standards and by NCATE..

Indicate how technological skills are incorporated into the program of study

Application of technology to foreign language learning is a very important component of content courses and courses in the College of Education. From 1001-2002 and above, students apply technology not only to improve their speaking and listening skills, but as a means of connecting to the French-speaking world. The use of computers to expand the classroom to the rest of the world, and video and film to explore issues of diversity and culture in many parts of the French-speaking world is a priority. In College of Education courses, technology is included in all aspects of teacher preparation for use in future classrooms and for the students' own use for presentations in the classes they are taking. The College of Education provides a course (INTECH) consisting of forty hours of instruction in technology, specifically targeted at teachers.

Indicate how the program is relevant to student needs

The ultimate need of the students is to have jobs and then to be successful as a French teacher or to continue their education, prepared to meet the demands of the profession or of the graduate school. Students enter the profession having met had a solid background in content and in methods. As well they will have passed the appropriate exam with which they become certified teachers. Students wishing to enter graduate school will have gained necessary critical thinking, analytical, and language skills through their coursework, participation in projects and study abroad.

Describe how students are challenged to think across disciplines

Foreign language study is by its nature, interdisciplinary. Students study not only language, but must be knowledgeable about literature and culture both of which include but are not limited to art, history, music and philosophy. The study of French also includes an introduction to critical analysis of literature. Courses in linguistics and phonetics provide students with the skills to analyze the language and compare it to English or to other languages, as well as recognize dialectal variations. The specific courses lead to meeting national standards for Foreign Language learners for being able to communicate, to gain knowledge and understanding of other cultures, to connect with other disciplines and acquire information, to develop insights into the nature of language and culture and to participate in multilingual communities around the world. This course of study leads as well to meeting the general learning outcomes for CSU: communication and critical thinking skills, aesthetics, contemporary phenomena, historical interpretation and values clarification. Some of the courses delivered in the French program are also a part of the African Studies Certificate program. Participation in extracurricular activities helps students to gain skills in service and leadership.

Explain how diversity, multiculturalism, and international perspectives are included in the program

The French language is spoken in many countries around the world. The discipline has in the last 25 years expanded to include the literatures and cultures of these French-speaking countries. The CORE courses (1001-2002), provide an introduction to the cultures of these many French speaking areas of the world. **French 3115** (Introduction to the Francophone world), further guides students in their study of the literatures and cultures of French-speaking Africa, of North America (Quebec, the Caribbean, Louisiana) as well as other French-speaking countries in Europe, most especially of Belgium. The **French 3101 and French 3102** (Conversation, Composition) regularly use films from the various French-speaking countries as a shared experience for discussion and debate. The course **French 3120** (Civilization II), allows students to study modern France and its place as part of the European Union, as part of the Francophone world and the challenges it is facing with an increasing diverse population. In the **French 3165** (Phonetics) class, students study the variations in the French language throughout the French-speaking world. All of these courses and others use , theories in post-colonial studies, issues of identity, social class and gender role changes. In the College of Education, Dr. Villaviencio has created a course: **EDCI 2105** (Diversity in Education) which specifically addresses the issue of diversity in the classroom.

Through the weekly conversation table, students have contact with native speakers from various French-speaking regions, including France, Belgium, Quebec, Haiti, and several French-speaking African countries (Algeria, Cameroon, Democratic Republic of the Congo, Mauritania, Senegal, Togo). Many lasting friendships have been formed from these meetings.

Study abroad programs have given students an opportunity to live and/or work or study in a country other than their own. This has given them an opportunity to experience and reflect on those serious issues facing our world today including immigration, race, class, global warming and, globalization. These students also know first hand, that life and language can be experienced successfully, though differently from that to which they are accustomed.

To date, all students who have completed courses leading to certification in teaching have participated in study abroad programs.

State your assessment of the strength of the evidence of program quality on this indicator.

Very Strong

II C. Selectivity, Academic Achievement, and Satisfaction of Students in the Program

Describe the characteristics of students in the program (i.e., test scores, overall GPA, retention rates)

Students admitted to the College of Education for Teacher Education are required to have a GPA of 2.75. Data provided from the office of the Vice-President for Academic Affairs, indicate that the majors have an average SAT verbal score of 546, math score of 502, and an average GPA of 3.17. (See Appendix for Data for French).

Describe student learning, satisfaction and evidence of success in meeting student needs and learning outcomes as reflected by major field assessment

The B.A. in French with certification is a new program. To date, all students have passed the Praxis II exam and are employed in the Muscogee County school district. One teaches in the Humanities Magnet for Muscogee County (Columbus High School), another teaches in the International Baccalaureate program (Hardaway High School) and the other is at Northside High School. Only one of these students (Hardaway) completed the degree program in French. The other two, teaching in Muscogee County, completed courses in French in order to receive an additional certification.

Describe methods to be pursued for program improvement.

The faculty in the B.A. program for French with Certification is at present, planning what it hopes will be permanent study abroad program in Martinique. This program should begin in the summer of 2008. The program will include home stays as well as a course of study at the university. A permanent program for study abroad in Martinique will provide for not only CSU but for the University System of Georgia as well, to expand students' ability to learn more about the French-speakers of North America. For CSU, in particular, it will provide a shared experience for majors and other students of French.

The faculty in French along with the colleagues in Spanish is preparing a proposal for a B.A. in Modern Foreign Languages which will allow us to expand course offerings and to include two new tracks: French Literature and Culture and Spanish Literature and Culture. A degree program in Modern Language and Culture will support small numbers of students graduating from language programs, thereby reducing the likelihood of programs being singled out for frequent curriculum program review (CPR) due to inadequate enrollment. Such a change would allow us to continue the formation of new foreign language teachers as we also begin to educate students in other areas of foreign language study.

We have added a list of possible new hires, the need for a foreign language laboratory director, skilled in instructional design and in the application of technology to foreign language learning. This would remove a tremendous burden from foreign language faculty and insure a more efficient use of the foreign language laboratory.

II D. The Quality of Faculty Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Very Strong

Describe the adequacy of faculty and staff to support the program (locations of graduate training, post-graduate training, specializations, secondary fields)

There are two full-time faculty members and one part-time faculty member delivering courses in French, a professor of linguistics who also teaches courses related to English and a professor in the College of Education who delivers courses in curriculum and instruction and oversees observation and student teaching. As far as the teaching of the French courses is concerned, the number is inadequate to be able to offer both the service courses in the CORE and the upper level courses at the 3000 and 4000 level to allow students to complete course work in a timely manner. At the writing of this report, one of the faculty members is teaching a 2-course over load and the second a 1-course overload.

Full-time tenured and tenure-track faculty generally teach two to three CORE courses (1001-2002) and one to two upper level courses (3000 and 4000 level courses). Both tenure track faculty members have had courses in French and Francophone literatures. This training includes phonetics, literary criticism, and civilization, in addition to courses and training in teaching French as a foreign language.

One faculty member has course-work in Medieval and Renaissance literatures as secondary fields of interest with Francophone studies being primary. The second, has course-work in African History and Politics, with 20th century French and Francophone literatures as primary areas of study.

Describe the support provided for faculty development

The University provides funding for academic travel for faculty research activities. As with all programs, we would benefit from additional funding for projects and a reduced teaching load. The University's faculty development committee has been assigned the task of restructuring funding policy for faculty development in order to be able to fund what the committee has termed "more substantial" research projects. We do not yet know the outcome of this restructuring.

Show faculty diversity and credentials

Of the two fulltime French teachers, one is African-American and the second is American of Haitian descent. The professor of Linguistics is a Korean-American and the Curriculum instructor is American of Hispanic descent. One part-time instructor of French is Caucasian, from the United States.

Faculty Credentials:

Dr. Cecile Accilien: Assistant Professor of **French**.

BA, Montclair State University; MA, University of Louisiana at Lafayette; PhD, Tulane University.

Ms Jacqueline Konan: Associate Professor **French**

BS, Fort Valley State College; MA, University of Georgia. Advanced studies at University of Georgia

Dr. Jeon Kyongseon: Assistant Professor **Linguistics**. BA, Chonnam National University;

MA, University of Texas San Antonio: PhD, Georgetown University.
Dr. Jose Villavicencio: Associate Professor **Foreign Language Education**
BA, San Francisco State University; Ed D, University of Southern California.

Part-time Faculty

Ms. M. Lynn Harbour, Part-time Faculty French B.A. Georgia Southwestern State University; MS English Columbus State University; Add on Master's (**French**) University of Georgia, Auburn University

Describe how part-time faculty are integrated into the program

Part-time faculty members teach the 1001-2002 courses. Full-time and part-time faculty members work from the same textbooks and syllabi. Regular contact and discussion insure articulation of content and methodology in these CORE courses. Part-time faculty members are provided office space with telephone and computer, secretarial services and access to all other resources on campus. They have been traditionally invited to attend professional meetings and to attend departmental activities.

Describe methods to be pursued for program improvement.

There is a proposal for foreign languages to have its own department which will, among other things provide autonomy in decision making, will provide more space for part-time faculty members. We find that we need more faculty members in both French who have expertise in computer-assisted learning and in phonetics.

II E. The Quality of Facilities and Equipment Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Above Average

Describe the condition and adequacy of available space

At present classroom space is adequate with access for all foreign language teachers to interactive media rooms which give the opportunity to take advantage of the technology for application to teaching. However, since we use a communicative approach in our teaching, we would benefit from the ability to rearrange our classrooms in order to better accommodate paired and group activities.

Describe the condition and adequacy of technology labs, equipment, and library resource

Although we have an excellent language laboratory, we find that with the growing numbers of foreign language classes, we would benefit from a second laboratory that could also function as a classroom and be used for specific functions. The space should also be able to lend itself to a lay-out which will facilitate individual, paired or small group work.

More site licenses would allow students to access the software program from other computer labs across campus for listening and speaking activities.

The Library has for a number of years been under-funded and has important inadequacies in foreign language materials including books and journals. We would like to have access, either online or in print, to several journals and would like to be able to increase book and film holdings. We are working with our library liaison to increase our book holdings.

Provide other indicators of adequacy of campus infrastructure to support the program

The campus student population is growing rapidly and space is at a premium. We need a space for our majors to meet informally to have a study space, to consult journals and to interact with one another. While there are certainly enough computer labs across campus to meet most of student needs, there is a lack of support personnel to adequately meet the needs of faculty as far as technical training is concerned. The university, especially the media center, makes a strong effort to serve the needs of the faculty. We believe that a technician assigned for every six-ten faculty members would assist us in taking advantage of the technology available to us for application to foreign language learning. An alternative to this would be a full-time foreign language laboratory director.

Describe methods to be pursued for program improvement.

We have set as a hiring priority a full-time language lab director. This person should also be able to teach one of the foreign languages and perhaps coordinate the 1001-2002 courses in the language in which he/she is trained.

II F. The Quality of Research and Scholarship Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Above Average

Explain how faculty involve students in research In classes, especially related to literature and civilization, students do research culminating in written papers and/or also in oral presentations. Faculty members make every effort to include students in attendance to meetings of professional organizations and in organizing the visits of scholars to the campus.

Describe how faculty research relates to the program mission

Preparing students to become effective teachers is the primary mission of this program. Faculty members believe that they can only do this if they continue to do research and attend conferences which keep them abreast of new information and trends in their fields. Research also enriches the teaching of courses, informs methodologies and allows faculty to contribute to the ongoing discussions and scholarship in their fields of study. To that end, faculty members are actively engaged in attending and participating in professional

meetings as well as in publishing.

Describe mentoring and professional development opportunities for faculty

In addition to the orientations that the university provides for new faculty, the department assigns a mentor who helps the new faculty member to understand the infrastructure of the university, explain opportunities that are available to them. As well, and equally important, they make them aware of policies and of the expectations of the department, the College, and University in terms of tenure and promotion with regards to teaching, scholarship and service. They are awarded modest funds for travel and faculty development projects.

List faculty publications, papers given, and public lectures

Publications:

Dr. Cecile Accilien

Main editor and contributor, *Revolutionary Freedoms: A History of Strength, Survival and Imagination in Haiti*, Caribbean Studies Press (May 2006)

Co-editor with Michael Bibler and Jessica Adams, *Just Below South: Intercultural Performance in the Caribbean and the U.S. South*, Edited volume University of Virginia Press, Spring (2007).

“Survivance et importance de l’oralité dans les plantations: Les Antilles et la Louisiane.” *Revue française* 9 (2000) 43-53.

“Painting in Exile: A Glance at Ulrick’s Jean-Pierre Historical Paintings” in *Diaspora in Caribbean Art*, AICA Southern Caribbean, Bridgetown, Barbados. Fall 2002.

Book Reviews

Filles de solitudes: Essai sur l’identité antillaise dans les (auto)biographies fictives de Simone et André Schwarz-Bart by Kathleen Gysells *Etudes francophones* 15:2 (2000)308-310.

Les théâtres francophones et créolophones de la Caraïbe. Edited by Alvin Rupretch. *International Journal of Francophone Studies* 7.3 (2004) 203-206

Creole Echoes: The Francophone Poetry of Nineteenth-Century Louisiana by Norman R. Shapiro. *The Rocky Mountain Review of Language & Literature* 59.2 (2005) 103-105.

Other

Co-translation with Florence Cîret: “L’ombre portée des mythes coloniaux français” by Pierre Berthiaume in *Dalhousie French Studies* Spring 2002.

Dr. Kyongseon Jeon

“Noun Phrase Accessibility Hierarchy in Head-internal and Head-external Relativization in L2 Korean.” Studies in Second Language Acquisition, 29. (Forthcoming)

“Interaction-driven L2 Learning: Characterizing Linguistic Development.” Conversational Interaction in Second Language Acquisition: A Series of Empirical Studies. Ed. A. Mackey (Forthcoming, Oxford University Press)

Carpenter, H., K.S. Jeon, D. MacGregor, and A. Mackey. “Recasts and Repetitions: Learners’ Interpretations of Native Speaker Responses.” Studies in Second Language Acquisition, 28 (2). 2006.

“Korean Negation Revisited: A Cognitive Linguistics Approach.” Ed. S. Kuno, J. Whitman, Y. Kang, I-H. Lee, J. Maling, and Y-J. Kim. Harvard Studies in Korean Linguistics IX (2001): 389-398.

“A Cognitive Linguistics Approach to Two Forms of Korean Negation.” Proceedings of The First Seoul International Conference on Discourse and Cognitive Linguistics: Perspectives for the 21st Century. Hankuk Munwhasa: Seoul, Korea, 2001. 833-846.

“Second Language Acquisition Study of Korean Negation: Is Preverbal Universally Easier than Postverbal?” Ed. H-D. Ahn and N. Kim. Selected Papers from the Twelfth International Conference on Korean Linguistics. Kyungin Munwhasa: Seoul, Korea, 2001. 137-149.

Dr. Jose Villavicencio

“Piecing Together the Diversity Puzzle.” Perspectives in Learning, Journal of the College of Education Columbus State University (2006): 26-27.

“Use of Authentic Language Materials to Teach Foreign Languages.” Perspectives in Learning, Journal of the College of Education, Columbus State University (2005): 7-8.

“The Committee on Diversity’s Action Plan.” Perspectives in Learning, Journal of the College of Education, Columbus State University (2005): 19.

“Teaching Culture in the Foreign Language Classroom.” Perspectives in Learning, Journal of the College of Education, Columbus State University (2004): 12-14.

“Story-based Language Learning.” Perspectives in Learning, Journal of the College of Education, Columbus State University. (2003): 19-21.

Conference Papers :

Dr. Cecile Accilien

“Teaching Culture Through Films in the French Language Classroom,” Panelist and Chair of session. College Language Association Conference. Birmingham, Alabama. April 5-7, 2006.

“Congratulations, You Don’t *Look* Haitian!” Panelist, Latin American Studies Association (LASA) conference. San Juan, Puerto Rico. March 15-18, 2006

“Roundtable: Southern Studies, Performance Studies and the Circum-Caribbean Interculture ‘Just Below South’ ”. Navigating the Global American South Conference. UNC Chapel Hill, North Carolina. March 2nd & 3rd 2006

“Marriage and Gender Politics in Africa and the Caribbean.” Panelist, Pacific, Ancient & Modern Language Association (PAMLA) Conference ; Pepperdine University, Malibu, California. November 11-14 2005.

“A la recherche de l’histoire antillaise à travers l’oralité.” Panelist, American Association of Teachers of French Georgia(AATF) Annual Meeting, Wesleyan College, Macon, Georgia. October 29, 2005.

“Academic Freedom Roundtable” Portland Center for Cultural Studies, Portland State University, Portland, Oregon

“Staying Home While Abroad: L’exil selon Julia.” Panelist, Caribbean Literary Studies Symposium, Morehouse College, Atlanta, Georgia. April 13-14, 2005

“*Scarlet Song* and Senegalese National Identity.” Panelist, Pacific Ancient & Modern Language Association (PAMLA) Conference. Reed College, Portland, Oregon. November 5-7 2004.

“Le petit Paris des Antilles... Saint-Domingue seen by an American Woman on the Eve of Independence.” Panelist, Northwest Affiliate of the World History Association (NWWHA) Conference. Washington State University Vancouver, Vancouver, Washington. October 16-17, 2004

“*La rue cases-nègres* From Novel to Film.” Panelist, Latin American Studies Association (LASA) Annual Conference. Las Vegas, Nevada, October 7-9, 2004.

“The Impact of the Haitian Revolution on the African Diaspora in the U.S. & the Caribbean,” Panelist, Focus on Diversity Colloquium Series on “Caribbean Culture”, Portland State University, Portland, Oregon, April 22, 2004

“Representations of Erzulie, Goddess of Love in *Breath, Eyes, Memory* by Edwidge Danticat”, Panelist, Pacific Ancient & Modern Language Association (PAMLA) Conference. Scripps College, Claremont, California. November 7-9 2003

“Making Francophonie Matter: Ten Simple Ways of Teaching Francophone Cultures,” Panelist, American Association of Teachers of French (AATF), Fort-de France, Martinique July 4-7 2003

“A Look at Plantation Life in *La rue cases-nègres*,” Panelist, American Association of Teachers of French (AATF), Fort-de France, Martinique July 4-7 2003

“Ce n’est qu’un mauvais rêve... ou le traumatisme de l’histoire haïtienne dans *L’homme sur les quais* de Raoul Peck.” Moderator, American Association of Teachers of French (AATF), Fort-de France, Martinique July 4-7 2003

“Womanism or Feminism: Why Some Non-Western ‘Feminists’ Resent the Term,” Panelist, Feminisms: Looking Back, Moving Forward Conference, Portland State University. Portland, Oregon April 25-26, 2003.

“Martinique, Guadeloupe and Haiti: A Creole Perspective”, Panelist, Southern Anthropological Society Key Symposium Caribbean and Southern: Transnational Perspectives on the U.S. South Louisiana State University, Baton Rouge, LA, February 26-March 1 2003.

“*Femmes aux yeux ouverts*: An Analysis of Female Identity,” Panelist, Pacific Ancient & Modern Languages Association, Western Washington University, Bellingham, WA. November 8-10, 2002.

“Teaching Haitian Creole to Speakers of French and Non-French Speakers: Myths and Challenges”, Panelist, College Language Association, Leymore Owens College, Nashville, Tennessee, April 2002.

“Redefining Graduate Studies”, Chair, Modern Language Association, New Orleans, LA. December 2001 “Créole: langue, culture, identité,” Panelist and session chair, Conseil International d’Etudes Francophones Sousse, Tunisie, May 2000.

“Women’s Lives/Women’s Literature, Session chair, ”Multi-ethnic Literature of the United States (MELUS) Tulane University, New Orleans, LA , March 2000

“The Creole Problematic: Louisiana and the Caribbean”, Multi-ethnic Literature of the United States (MELUS), Tulane University, New Orleans, LA , March 2000.

“Food and Exile: *Le pain de l’exil, L’exil selon Julia*”, Panelist, Food Representation in Literature, Film and the Other Arts Conference. University of Texas at San Antonio, San Antonio, Texas, February 17-19 2000.

“

Painting History in Exile: A Glance at Ulrick Jean-Pierre's Historical Paintings", International Association of Art Council (AICA), University of Central Florida, Orlando, Florida, August 30-September 1, 2001.

"Identity in Pieces: *Pièces d'identités* as a possible model of Caribbean Identity," Panelist, International Conference on Caribbean Literature Literature, Universitätsstr. 7, Vienna, Austria, July 4-7, 2001.

"La représentation contemporaine des plantations en Martinique et en Louisiane: Habitation Clément et la plantation Laura", Panelist, Université des Antilles et de la Guyane, Fort-de France, Martinique, April 2001.

"Creolization Through Art", Panelist, College Language Association, Xavier University, New Orleans, LA, April 2001.

"Jean-Joseph Rabearivelo: poète de la mort", Panelist, Modern Language Association, Washington, D.C., December 2000.

"La mort, la veillée et la communauté dans *Traversée de la mangrove* de Maryse Condé", Pacific Ancient and Modern Languages Association, Los Angeles, California, November 2000

"Le créole dans l'océan indien: l'île Maurice, la Réunion, les Seychelles," Panelist, Congrès Mondial du Conseil International d'Etudes Francophones (CIEF), Sousse, Tunisie, May-June 2000.

"Food as a Metaphor in *The Book of Margery Kempe*", Panelist, Medieval Literature Conference, Western Michigan University, Kalamazoo, Michigan, May, 2000

"Survivance et importance de l'oralité dans les plantations: Les Antilles et la Louisiane", Panelist, Congrès Mondial du Conseil International d'Etudes Francophones (CIEF), Lafayette, Louisiana, May-June 2001.

« *Lettres à une Noire: Un regard sur soi* », Panelist, Second Annual International Conference on Caribbean Literature, Bermuda, November 3-5, 1999

"The Limits of Folly: The Discourse of the Fool in *Folie Tristan* and *Jeu de la feuillée*", Panelist, On the Edge: Fifth Annual Graduate Romanic Association Colloquium at the University of Pennsylvania, March 1999

Dr. Kyongseon Jeon

“Noun Phrase Accessibility Hierarchy in Head-internal and Head-external Relativization in L2 Korean,” at The American Association of Applied Linguistics Conference; June 2006, Montreal, Canada.

Jeon, K. S. and H. Kim. “L2 Development of Head-Internal and Head-External Relative Clauses,” at The 12th Conference of American Association of Korean Teachers; June 2006, Princeton University, Princeton, NJ.

“Interaction, Language Typology and Second Language Learning,” at Faculty Research Forum; April 2006, Columbus State University Library, Columbus, GA.

“Noun Phrase Accessibility Hierarchy in Head-internal and Head-external Relativization in L2 Korean,” at Second Language Acquisition of Relative Clauses Workshop; January 2006, Cornell University, Ithaca, NY

“Acquisition of L2 Vocabulary Through Task-based Interaction,” at Second Language Research Forum; October 2005, Columbia University, New York, NY.

“Task-based Language Teaching,” at Best Practices for ESL Teachers Conference; November 2004, Gainesville, GA.

“Differential Effects of Interaction,” at Second Language Research Forum; October 2004, Pennsylvania State University, State College, PA.

“Interaction-Driven L2 Learning: Characterizing Linguistic Development,” at American Association of Applied Linguistics; March 2003, Arlington, VA.

Carpenter, H., K.S. Jeon, and D. MacGregor. “Recasts, repetition, and Linguistic Contrast,” at AILA; December 2002, Singapore.

Carpenter, H., K.S. Jeon and D. MacGregor. “Recasts, Repetitions, Cues and Contrasts,” at Second Language Research Forum; October 2002, Toronto, Canada.

Tyler, A. Fujii, K.S. Jeon, O. Liangkina, D. MacGregor, K. Mulrooney, and M. Takada, “Reconsidering Over: An Experimental Investigation,” at American Association of Applied Linguistics; April 2002, Salt Lake City, UT.

“Language Processing Difficulty and Elicited Imitation: L2 Korean Negation,” at The 1st Form-Meaning Connections in Second Language Acquisition Conference; February 2002, The University of Illinois, Chicago.

Ms. Jacqueline Konan

“La Diversité phonétique à la touche du clavier », Scolt, Orlando, March 2006

« Building a Community of Teachers », Academic Alliance Session, FLAG Annual Conference, Jekyll Island, April, 2006.

“Listening to our Colleagues from around the world”, Academic Alliance Session, FLAG Annual Conference, Jekyll Island, March 2006.

“Le Monde francophone: culture, littérature, langue, Enseigner L’Enfant Noir de Camara Laye, FLAG Annual Conference, Jekyll Island, March 2005.

“The Black Professorate and Foreign Language Teaching” Roundtable, Dr. Rosa Bobia and Ms. Jacqueline Konan, Moderators, CLA Annual Conference, Athens, Ga, April 2005 .

« Humor in the Novels of Sembene Ousmane » African Literature Association, Madison, Wisconsin, April 2004.

« Sembene Ousmane’s XALA : Ambiguous Humor”, International Conference : Silence and Laughter, African Literature Association Madison, Wisconsin, 2004.

“Truth and Mendacity in Tahar Ben Jelloun’s La nuit sacrée. University of West Georgia’s International Conference on Literature, Film and the Visual Arts, 2004.

“African-American Composers of French Art Songs and Creole Folk Songs:” SCOLT Conference, Baton Rouge. 2002
2001

“African-American Composers of French Art Songs: The Case of Edmond Dédé and William Grant Still” AATF and FIPF Conference, Paris, 2000

“The Choice of Images of Francophone Africa in College and University French Language Textbooks” SCOLT Conference, Virginia Beach, 1999

« L’enseignement de la culture francophone en cours de français » CIEF (Congrès International des études Francophones) Quebec, Canada, 1998

“A Brief Introduction to Francophone African Literature” High School French Classes. Distance Learning Columbus College, Columbus, Georgia, 1995

“From Art To Politics: A Look at The Culture and Politics of One Francophone African Country” with Dr. Rosa Bobia FLAG/SCOLT, Atlanta, Georgia, 1993 “Including Africa in the Foreign Language Curriculum Through the Use of Literary Texts” FLAG, Macon, Georgia 1990

“Foreign Language Instruction Through the Use of Literary Texts”, Academic Alliances, Columbus, Ga, 1991

José Villavicencio

“Understanding and Encouraging Student Diversity Through Community Involvement,” at PEACE Conference, March 2006, Peachtree City GA.

“Diversity at CSU,” at GA NAME, March 2005, Peachtree City GA.

“In Search of Diversity,” at GACTE/GATE, March 2003, St Simons Island GA.

“Story-Based Language Learning,” at GA NAME, March 2003, Callaway Gardens GA.

“Challenges of Change: Foreign Language Education,” Keynote speaker at the College of Education Colloquium, December, 2001, Columbus GA.

“Developing a Vision,” at BAFLP Seminar Series, November, 1997

“Presentations with the Aide of Technology,” at BAFLP Seminar Series, February 1997, Stanford CA.

“Teaching Literature in the Foreign Language Classroom,” at Staff Development Workshop of the San Mateo Union High School District, January 1997, San Mateo CA.

“How to Develop Thematic Lessons,” at BAFLP Seminar Series, June 1996, Stanford CA

“Assessment in the Foreign Language Classroom,” at Spring Workshop of AATSP, April 1995, San Francisco State University, CA.

“Diversity and Inclusion in the Classroom,” at BAFLP Seminar Series, February, 1995, Stanford CA.

II G. The Quality of Service Supporting the Program region

- **Describe projects completed and outcomes which contribute to the program, department, college, institution, community, and/or the region**

Faculty in French organized and carried out study abroad programs to Dijon in 1998, 1999 and 2001 and to Rambouillet in 2002. A new program in collaboration with Auburn University, *French Language and the Fashion Industry* was organized and carried out in the summer of 2006. It is intended that this program will take place again in 2007.

The French program also organized a series of lectures with assistance from French Cultural Services and the Department of Language and Literature in the last 3 years: Madame Yvette Roudy whose lecture on democracy and the role of women in French politics. Mr. Kedadouche gave a lecture in 2004 on immigration and Islam in France and Madame Djavann Chahdortt gave a lecture in the fall of 2005 on her published essay entitled *A bas les voiles !* on the role of the *Veil* in Islamic society in France. This latter lecture was sponsored in part by a grant from the Loudermilk fund which supports programs in the Department of Language and Literature.

Describe methods to be pursued for program improvement.

Faculty members intend to continue to promote study abroad opportunity for majors and other interested students. Dr. Accilien has done a site study and made a proposal to take students to Martinique for a six-week program. Faculty will continue to pursue opportunities to bring to campus prominent writers, artists, and politicians in order to promote a speaker series which will be beneficial to students and will raise the visibility of French studies on campus. In addition, faculty plans to encourage student participation in such programs as Fulbright –Hays groups abroad, immersion programs in both the U.S. and abroad, and in other programs such as the French Consulate Assistantships to France (both continental France) and in overseas Departments. In the Fall or Spring of the 2007-2008 school year, the French program will sponsor a film series with films provided by the French Embassy.

II H. Program Honors & Awards

State your assessment of the strength of the evidence of program quality on this indicator.

Satisfactory

Identify the formal honors, awards, high rankings, citations of excellence, accreditations, positive external reviews, etc. that this degree program has received over the last seven years.

The program has been approved twice by Georgia Professional Standards, and has successfully passed NCATE and SACS accreditation.

If program accreditation is available but has not been attained at CSU, explain why.

The program is NCATE accredited

II I. Exceptional Achievements & Honors of the Program's Students, Graduates, & Faculty

State your assessment of the strength of the evidence of program quality on this indicator.

Above Average

Identify the exceptional achievements and honors received by the program's students, graduates, and faculty over the past five years which reflect on the quality of the program.

Students

Brook Harris

Teaching Assistantship (French Cultural Services) 2003-2005 (After completing 2 years as a teaching assistant in this program, Brook Harris transferred to the University of Georgia, to continue her studies in French).

Kathleen Henderson

Teaching Assistantship (French Cultural Services) 2004-2005 (Although Kathleen Henderson is an English minor, it was her interest as a French minor that lead her to accept the Assistantship in order to spend a year in France in a French school system.)

Jennifer McCormick

French Award, Department of Language and Literature, 2004
Phi Beta Delta Honor Society for International Students

Erin Yelverton

Phi Kappa Phi Honor Society, Columbus, Georgia 2004

Faculty

Dr. Cécile Accilien

Finalist, Faculty Research Award, 2006
Capital Campaign Faculty Research Award (For Research at the Newberry Library, Chicago), 2006
NEH Fellowship for Institute on African Cinema, Dakar, Senegal, July 2005

Dr. Kyongseon Jeon

Capital Campaign Faculty Research Award, (Montréal) Summer, 2006.
CSU Nominee for Board of Regents Teaching Excellence Award, 2006.

Jacqueline Konan

Board of Directors, FLAG (Foreign Language Association of Georgia, 2003-2007
Capital Campaign Faculty Development Award (to attend Summer Seminar at University of Laval, Quebec), Summer 2006
Loudermilk Fund Award to bring writer Chadrott Djavann to CSU , 2005
CSU Nominee for Outstanding Regent's Teaching Award, 2005
Certificate of Excellence for Service to the College of Education, 2004
CSU Nominee for Outstanding Regent's Teaching Award (USG)
Finalist, Faculty Service Award
Finalist, Educator of the Year Award (CSU)

José Villavicencio

“Bridge Builder in Multicultural Education” certificate from the National Association of Multicultural Education, 2004.

Certificate of Excellence for contributions made to the Teacher Education Program at Columbus State University, 2003.

Certificate of Recognition for contributions made to the Teacher Education Program at Stanford University; 1998,1999.

LaBoskey Award for Outstanding Contributions to Teacher Education, Stanford Teacher Education Program, 1998.

“Who is Who” Among American Teachers, 1992, 1994, 1998.

Outstanding Program Presented to Burlingame High School for being one of the top five percent of comprehensible high schools having the greatest number of seniors completing three or more years of foreign language courses. 1992, 1994.

Mentor Teacher, San Mateo Union High School District, 1987, 1991.

II J. General Success of the Program’s Graduates

State your assessment of the strength of the evidence of program quality on this indicator.

Satisfactory

Report the results of the department’s assessments of the general success of the program’s graduates such as licensure or certification rates, job offers, job placement statistics, average salaries, subsequent career advancement, test scores, admissions to post-baccalaureate programs, etc.

Certification rates: all graduates to date have obtained certification. I am defining as graduates students who completed the program (Jennifer McCormick) and students who took 6 courses in order to become certified in French (Suzette Trahan Leysa McGee)

Job Offers/Placement statistics: All graduates to date have been placed in jobs in their fields.

Average Salaries We do not have this information but since all are employed in Muscogee County, beginning salaries are around \$ 29,000.

Subsequent career advancement: We do not have information for this.

Test Scores: All students have passed the Praxis exams.

Admission to post-baccalaureate programs: No students, so far have continued in graduate programs.

II K. Stakeholder Satisfaction with the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Very Strong

Report the results of surveys of students, alumni, employers, community partners, etc. concerning their satisfaction with the quality of the program and its learning experiences and any program improvements initiated as a function of such feedback over time.

Principals in public schools have responded to the faculty member in Curriculum and Instruction Dr. Villavicencio) that they are satisfied with training of the program's graduates.

Also comment on the effectiveness of the program's use of a community advisory board.

The program has a practitioner-based advisory committee (PAC). It consists of P-12 teachers and faculty in foreign languages in Arts and Letters and in the College of Education. It meets on an average of once a semester and played an important role in establishing the programs with certification.

II L. Program's Responsiveness to Change & Improvement

State your assessment of the strength of the evidence of program quality on this indicator.

Very Strong

Cite the most significant examples of improvements made in the program over the last seven years in response to changing conditions, new external requirements, and/or departmental assessment initiatives.

The most important change for Columbus State University in the last 7 years is the addition of the majors in French and Spanish with certification. This has meant additional faculty and a number of extra-curricular activities for those interested in foreign language study. We have proposed a new major, Modern Foreign Language Degree which calls for the discontinuation of the stand-alone B.A. in French, and the B.A. in Spanish with certification.

Program's Responsiveness to Change & Improvement

State your assessment of the strength of the evidence of program quality on this indicator.

Very Strong

Comment on how frequently the program's faculty is engaged in program assessment activities, comprehensive program evaluations, and fine tuning of the program and its requirements.

Program evaluation has been ongoing since its approval in 2003. Since that time, the program has undergone Georgia Professional Standards Review twice, NCATE review, SACS review and is presently undergoing the academic Comprehensive Review Process.

III. Summary Findings of the Program's Overall Productivity

Repeat the summary conclusion about the strength of the program's overall productivity as reported in the executive summary and cite any additional detailed analyses, interpretations, or rationale that support this summary judgment. This summary conclusion should be consistent with the pattern of strengths and weaknesses observed among the indicators of program productivity that follow.

III A. Enrollment of Students in the Program

State your assessment of the strength of the evidence of program productivity on this indicator.

Very Weak

Analyze and interpret the numbers of majors enrolled in the program and the enrollment trends of these majors for the past five years.

The program was only officially approved by the Board of Regents in the Winter of 2003. The data from the Vice-president's office shows that in 2003/04 we had a total of 2 declared majors and that in 2005/06, there was a total of 6 full-time majors and 3 part-time. In 2004/05, we had 3 full-time majors and 2 part-time majors. As of Fall 2006, we have on record a total of 13 majors. We have thus doubled the number of majors since the 2005/2006 academic year. This data is attached to this report.

One full-time student has completed the degree and 3 part-time students have completed courses in order to receive certification to teach French. All are employed teaching French.

For undergraduate programs, compare the strength of the numbers of the upper division majors and enrollment trends for this program with the enrollments and trends of upper division declared majors in other undergraduate programs at CSU.

As stated previously, the program is new and has had small numbers. Only two programs have enrollment numbers lower than the French.

For graduate programs, compare the strength of the numbers and enrollment trends for this program with the enrollments and trends of in other graduate programs at CSU.

N/A

Describe methods to be pursued for program improvement.

At the writing of this report, we have 13 majors, at least 7 of them newly declared. We are recruiting from the 1001 classes and from area high schools. We will continue to encourage area high school teachers to recommend students whom they believe would make good majors. We will visit schools in our service area, encourage students who begin at lower levels to continue their studies. We will, as well, create brochures to be distributed to potential majors. We will continue our participation in CSU sponsored recruiting programs.

III B. Annual Degree Productivity of the Program

State your assessment of the strength of the evidence of program productivity on this indicator.

Analyze and interpret the numbers of degrees granted annually (fiscal year) by this program and the trends of the program's degree productivity over the past five years.

We do not yet have a 5-year trend but if the number of majors continues to increase, we expect a rise in graduates, from 1 per year to 4 per year in the next 5 years.

Compare the strength of the degree productivity of this program with the productivity of other programs at CSU.

Only two other programs have similar degree productivity as French. These numbers are low, but again, the program is a new one.

Describe methods to be pursued for program improvement.

We believe that the new proposed program of a degree in Modern Language and Culture will increase productivity.

III C. Program Completion Efficiency & Graduation Rate

State your assessment of the strength of the evidence of program productivity on this indicator.

The program is new and it is therefore difficult to assess the efficiency of productivity in this area. We do know that our numbers are low, even with thirteen students. But we also recognize that this is an increase of 160% since students declared a major in French with certification. We expect continued growth.

Analyze and interpret the program's graduation rate.

Since we began the program, we have had only one student who followed the sequence of courses. Others, who have completed courses to receive a degree in certification to teach French, transferred, did an add-on certificate or changed majors..

Compare the program's graduation rate with those of the other programs at CSU and offer possible explanations for this program's unusually high or low graduation rate if applicable. (Note: Graduation rates for undergraduate and graduate programs are calculated differently. Data and method of calculation will be provided by VPAA Office.)

Since the approval of the B.A. with certification, two students have graduated with teacher certification, Jennifer McCormick and Suzette Trahan (who added a certificate). Of these two, one had all of her course-work in the French program (McCormick) and one added to her General Education degree in order to be able to teach French (Trahan).

There are four others who should be graduating in 2008. Because these students also work, two have families, and one recently lost her mother and is currently taking over her mother's business is taking only one course per semester. The following data is from the Office of the Vice President for Academic Affairs.

Columbus State University Comprehensive Program Review				
Department of Language and Literature				
Programs: BA in French with Teacher Certification				
Quantitative Measures				
Measure	2003/04	2004/05	2005/06	3-Year Avg
Number of Declared Majors - Fall Semester				
Full-Time	2	3	6	4
Part-Time	0	2	3	2
<i>Total</i>	2	5	9	5
Number of Degrees Conferred - Fiscal Year	0	0	0	0

Describe methods to be pursued for program improvement.

Our new majors are freshmen (traditional students-most living on campus). We hope that this will increase retention and provide an environment in which to complete the program in a 4-year time frame. We intend, as well, to recruit from high schools in our service area. Success will depend on our consistent efforts to visit schools and to include them in activities on our campus. We will advertise our extra-curricular activities, visit schools and participate in activities sponsored on the campuses of area high schools. We will also increase our visibility on campus through advertising our activities (films, conversation tables, trips, etc).

III D. Efficiency & Clarity of the Program's Course Requirements

State your assessment of the strength of the evidence of program productivity on this indicator.

Very Strong

Analyze the published course requirements for program completion in terms of the simplicity and efficiency of the program's curricular design and the degree to which program requirements are communicated clearly and effectively.

While the published materials are clear and semester meetings help students to understand the requirements, at times, we discover that students are unaware that they must apply for entry to the College of Education after completing 45 hours. This information is provided on the College of Education website but needs to be stated in the catalogue both under degree requirements and more clearly on the Website for the B.A. with certification site on the College of Education Website. The information needs to be added as information for students on the Arts and Letters homepage for majors. This

program is small and students do receive much information during the advisement process. We need new brochures.

Comment on the ease with which majors understand and successfully navigate through the required curriculum for program completion.

The fact that 2 Colleges share the delivery of courses for the degree causes the students to be sometimes confused about making progress through the program. Meetings and advising usually clear up the most problems. The yearly meetings with faculty from both the College of Education and the College of Arts and Letters in attendance has tended to ease some of the difficulties students have. The meetings are important since there are, at present, many changes going on.

Describe methods to be pursued for program improvement.

As we actively recruit more students, there will be a need to add more sections. We will also regularly review the course offerings to ensure that these offerings are complete. We will improve information on our Web pages and in our brochures.

III E. Frequency and Sequencing of Course Offerings Required for Program Completion

State your assessment of the strength of the evidence of program productivity on this indicator.

Strong

Analyze and interpret the scheduling and enrollment history of courses required for program completion, giving particular focus to the regularity, frequency, and sequencing of course offerings required for program completion.

Courses are offered with a regularity and frequency that permit program completion. However, additional faculty would provide for flexibility for the students.

Describe methods to be pursued for program improvement.

We will review our offerings and hire another person in French.

III F. Enrollment in the Program's Required Courses

State your assessment of the strength of the evidence of program productivity on this indicator. Average

The following is data provided by the office of the Vice President for Academic Affairs.

Enrollment of Upper Division Majors by Program - Fall Semester				
Major Program	2003/04	2004/05	2005/06	3-Year Avg
French with Teacher Certification	1	2	5	3

Analyze and interpret the strength of the enrollments in the courses required for program completion. Majors are able to take courses required for completion.

Once students have completed the 2002 course in French (this begins the major), students will then enroll in French Conversation or Composition. Once they have completed one of these courses, they can enroll in at least 2 French courses at a time. In time, with more majors, we would like to be able to offer both of these (conversation and composition) each semester. There is little flexibility, at present, in scheduling.

Comment on differences between core and elective course enrollments as well as differences among courses required for optional tracks or concentrations. Identify any required courses that are dropped from the schedule of classes frequently due to low enrollment and which majors must complete through approved substitutions or directed studies.

So far, our College has been generous and has not canceled courses due to low enrollment. Students are also able to complete some course offerings through their study abroad experience and through a collaborative with 3 other institutions in the system.

Describe methods to be pursued for program improvement.

An increase in majors will mean an increase in the students in upper level courses. Additional faculty will help in the delivery of these courses.

III G. Diversity of the Program's Majors and Graduates

State your assessment of the strength of the evidence of program productivity on this indicator.

Very Strong

Analyze and interpret the gender, ethnicity, nationality, and age of the majors and graduates in the program.

We have a good diversity of backgrounds, ages and ethnicity, given our numbers. Over the past 3 years, we have had only one male student, who transferred. With the new group of students for fall 2006, we now have another male student. We also have one male minor in the courses. We have one student of Haitian origin. Our students range from traditional age at 18 and 19 to around 45 years old. Our newest group of students are of traditional age.

Comment on the program's success and distinctiveness in enrolling and graduating a diverse mix of students.

There are too few graduates and not enough data to respond to this question.

Describe methods to be pursued for program improvement.

We need to increase the number of male students choosing a degree in French. There are a few who have expressed an interest in a minor. We will encourage them to complete the major. We need to hire a male teacher of French.

III H. Cost-Effectiveness of Instructional Delivery in the Program's Home Department

State your assessment of the strength of the evidence of program productivity on this indicator.

Below Average

Contrast the instructional cost-effectiveness of this program's home department with others at CSU.

Faculty members were surprised at the stated cost for educating a student majoring in French. Over the last 3 years this cost has decreased by 80% but 17,757\$ is still extremely high. If the upward trend in enrollment continues, the cost will likewise decrease. We are hopeful that it will.

List the principal factors that cause this program's home department to appear to be unusually cost-effective (i.e., have a low ratio of instructional expenses per weighted credit hour of instruction) or to appear to be unusually costly (i.e., have a high cost per credit hour).

The cost is unusually high because we have had so few students in a new program. The cost has, however, decreased steadily over the passed 3 years, from \$76000 in 2003/04 to \$17,757 in 2005/2006. As our enrollments increase, so will our cost-effectiveness. Data from the Vice President's office indicated that we have a 3-year average of 484 students. Most are of course, in the CORE courses.

Comment on the degree to which this program contributes to or detracts from the cost-effectiveness of the department.

. We are unable to respond to this question.

Describe methods to be pursued for program improvement.

III I. Program's Responsiveness to State Needs and Employer Demand for Program Graduates

State your assessment of the strength of the evidence of program productivity on this indicator.

Very Strong

Comment on the demand for graduates of this program, followed by an assessment of the program's success in responding productively to such need and demand.

Our graduate and those who completed course-work for certification are all employed, three in the Muscogee County School System. Their immediate employment indicates the need in the area. The State Department of Education intends to have only one diploma track rather than two. With this change, they also intend that all students will have a 2-year foreign language requirement. This change will reportedly take place in 2008, thereby increasing the need for foreign language teachers all over the state. This information comes from the Department of Education, foreign language coordinator.

List the factors that limit the program's ability to be more productive and responsive to these needs and demands.

The newness of the program and budget restraints limit the program's ability to be more responsive.

Describe methods to be pursued for program improvement.

Recruitment and retention measures will increase our majors and graduates. We believe that curricular changes, a change which to a department of Modern Languages and Culture, marketing the program with brochure and the like, and holding information sessions about career possibilities, will help to improve this aspect of the program.

III J. Position of the Program's Annual Degree Productivity among Comparable USG Programs

State your assessment of the strength of the evidence of program productivity on this indicator. We do not have this information, but given that the program is new, and that our majors have had the required time to complete the program, it is assumed that all numbers will be low when compared with established programs.

Identify the ranking of this program relative to comparable programs in the University System of Georgia (or region or nation) in terms of the number of degrees granted annually.

CSU has had only one person to graduate from the B.A. in French with Certification since it was approved. The University System has done an 8 year trend analysis, from 1997/1998 and Columbus State show up with only in 2002/2003 with one student. Of the 14 universities listed, 5 have similar numbers to CSU. All other institutions have long standing programs, consequently, more students.

Describe methods to be pursued for program improvement.

We will need to increase the number of students that we have in order to increase the number of graduates. We will follow a rigorous recruitment plan which will include visiting high schools in our service area, creating and distributing brochures, including students in extra-curricular activities, advertising classes and being more visible on campus.

III K. This Program's Contribution to Achieving CSU's Mission

State your assessment of the strength of the evidence of program productivity on this indicator.

Very Strong

List the substantive contributions this program makes to the achievement of CSU's published statement of institutional mission.

This program provides teachers of French for the State and the region. This clearly falls within the University's stated mission to be of "service to the region and state." The program contributes in an important way to the overall vision of preparing our students for a global society through its foreign language content courses, foreign language education courses, and field experiences. Through participation in study abroad programs, the program contributes to our students' general global awareness of language and culture.

Describe methods to be pursued for program improvement.

We intend to increase our numbers and are also proposing a study abroad program to Martinique. We will continue to evaluate our program with regards to accomplishing CSU's mission.

IV. Conclusion about the Program's Viability at CSU

Repeat the conclusion about the program's viability at CSU as reported in the executive summary and cite any additional detailed analyses, interpretations, or rationale that support this summary judgment.

Viability

Though our program numbers are low, we believe that it is a viable one. The newly revised curriculum and discontinuation of the stand-alone B.A. with certification, we believe, will help to market and recruit new students. Please refer to the executive summary at the beginning of this report.

V. Program Improvement Plan

Highlight the department's plans, priorities, and timetable for improving the program's quality and productivity if the program is judged to be viable.

Our plan to address recruitment, retention and curriculum will continue. Our goal is to double our present number of graduates in the next 5 years (for a total of 20-25).

- A three-part plan to address recruitment, retention, and curriculum changes will continue. Yearly follow-up studies to the plan are required. Our goal is to double both our number of majors and graduates in the next five years.

- Recruitment
 - Brochures outlining French offerings and activities at CSU, to be distributed in French 1001-2002 courses. (ongoing and to be continued)
 - Participation in CSU recruitment activities.
 - Fliers explaining opportunities for graduates holding the BA in French with Certification degree, to be distributed in French 1001-2002 courses. (to begin Fall 2007)
 - Marketing the major in secondary schools, in an effort to attract future majors. (to begin Fall 2007)
 - Articles in school newspaper outlining career opportunities for graduates in major. (to begin Spring 2008)
 - Hosting a foreign language career day (Spring 2008)
- Retention (Please note, the first four items above are also included here.)
 - Brochures outlining Spanish offerings and activities at CSU, to be distributed in French 1001-2002 courses. (ongoing and to be continued)
 - Participation in CSU recruitment activities. (ongoing and to be continued)
 - Fliers explaining opportunities for graduates holding the BA in French with Certification degree, to be distributed in French 1001-2002 courses. (to begin Fall 2007)
 - Marketing the major in secondary schools, in an effort to attract future majors. (to begin Fall 2007)
 - Articles in school newspaper outlining career opportunities for graduates in major. (to begin Spring 2008)
 - Advising meetings and personal conferences with students will continue, with an emphasis on retention of students, as well as course selection for the next semester. (ongoing and to be continued)
 - Out-of-class cultural activities and opportunities for language practice, such as French Club activities including French conversation tables and French language immersion weekends, and the study abroad program will all continue, in an effort to maintain and establish contact with and to support students in the major. (ongoing and to be continued)
 - Questionnaires addressing student satisfaction with the program will be administered yearly. (Spring 2008, and repeated each semester)
- Curriculum Changes
 - The department has proposed the discontinuation of the stand-alone B.A. in Spanish, B.A. in French, B.A. in Spanish with Teacher Certification, and B.A. in French with Teacher Certification degrees, consolidating them into a single B.A. degree program in Modern Language & Culture. The consolidated program will focus on oral proficiency language acquisition, study

abroad, and options for in-depth cultural studies, tri-lingual proficiency, or coursework related to career opportunities in international business, governmental affairs, or education. These curricular changes are expected to be reviewed and approved by the campus curriculum committees in the fall of 2006. Subsequently, the discontinuation and consolidation of the existing stand-alone programs will be reviewed by the Board of Regents. The foreign language faculty expects to be able to market this revised curriculum more easily. We plan to engage a variety of groups in new partnerships to assist in the effort, including high school teachers, native and heritage speakers in the community, French and Spanish businesses, international students and Columbus State's foreign language majors and alumni. (academic year 2006-07)

VI. Summary Recommendation

Highlight the department's recommendations, rationale, plans, and timetable for expanding, maintaining, reducing, or consolidating/discontinuing the program.

Implementation of our five-year program to address recruitment, retention and curriculum change should help us to address our most important weakness, numbers. We will need the continued support of our administration to provide for faculty as needed, including a foreign language laboratory director. We find it difficult to locate qualified French teacher for part-time instruction and would like to request a temporary fulltime faculty position with 2-3 year contracts. The most important of these needs at present are for another (part-time or fulltime faculty member in French) and a director of the foreign language laboratory.