

New Program Request Form for Bachelor's and Master's Degrees

Directions: An institution shall use this form to propose a new bachelor's or master's degree program that is in the field of engineering or has costs exceeding \$2 million for the first five years of operation. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program and the notification of other institutions; (2) a member of the Board of Regents (or designee), certifying Board approval. NOTE: Preliminary notification is required for all engineering programs. Prior to submission of an engineering program proposal, the institution should notify the Division of Workforce, Academic Affairs and Research of its intent to request such a program.

For more information: Contact the Division of Workforce, Academic Affairs and Research at 512/427-6200.

Administrative Information

1. **Institution:** Sam Houston State University

2. **Program Name** - Show how the program would appear on the Coordinating Board's program inventory (e.g., *Bachelor of Business Administration degree with a major in Accounting*):

Bachelor of Arts degree with a major in French

3. **Proposed CIP Code:** 16.0901.00 (French Language and Literature)

4. **Number of Required Semester Credit Hours (SCHs)** (If the number of SCHs exceeds 120 for a Bachelor's program, the institution must request a waiver documenting the compelling academic reason for requiring more SCHs):

120 semester credit hours

5. **Brief Program Description** - Describe the program and the educational objectives:

The BA in French is designed to provide students with knowledge, **skills** and competence in a broad area of linguistic, cultural, and literary study in French. Using on-line and face to face delivery methods, this course prepares students to develop proficiency in oral and written French. This degree offers students the powerful advantage of cultural and linguistic competence in an internationally relevant language by honing their skills for professional success in a wide variety of fields, including, but not limited to, business, marketing, hospitality, teaching, publishing, and communications. Upon completion of the BA degree in French, students will demonstrate

- Analytical thinking
- Critical thinking
- Creative thinking
- Ability to work collaboratively in situations that require problem-solving and opportunities to connect one's cultural perspective to other cultures and ways of thinking.

6. Administrative Unit - Identify where the program would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the College of Engineering*):

Department of World Languages and Cultures within the College of Humanities and Social Sciences

7. Proposed Implementation Date - Report the date that students would enter the program (MM/DD/YY):

09/01/2018

8. Contact Person - Provide contact information for the person who can answer specific questions about the program:

Name: Leif French, PhD
Title: Chair, World Languages and Cultures
E-mail: lmf027@shsu.edu
Phone: 936 294 1442

Program Information

I. Need

A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

From a detailed and in-depth study of some of the most widely-used job search engines such as Monster.com, Indeed.com and SimplyHired.com, we found that there is an increasing demand for personnel with bilingual knowledge of French and English not only in the Texas and other states, but also in other parts of the world. This demand is projected to rise rapidly in the near future with the growing presence of both American companies in France such as AT&T, Bank of America, Citigroup, Hewlett Packard, and JP Morgan Chase, among others; and French companies in the United States such as Accor, Air France, Air Liquide, BNP, Credit Agricole, L'Oreal, Renault, Sodexo, and Vivendi, to name a few.

Our search revealed a steady demand for graduates in French, requiring fluency in English and French, in the form of recent postings for

- French Linguists, Translators, and Interpreters (Leidos Group in Virginia);
- Copywriters (Herbalife International of America in California);
- Account Executives-Inbound French/English and Marketing Analysts,
- Travel Specialists, and Managers (Shutterstock in New York; Adecco in Texas; France Works in Texas; Travalco in Florida; H&M in Illinois);
- Personal Bankers (Wells Fargo in New York);
- Bilingual: French/English Strategic Innovation Analysts (Fabernovel in California);
- Bilingual Technical Publication Writers/Translators (Reynolds and Reynolds in Texas);
- Teachers of all levels of French (Houston ISD, Austin ISO, Dallas ISO and private schools across the US).

The above is rather a small, representative sample (approx 150 postings) of the job descriptions, which could benefit from a BA in French. This recent searches clearly illustrates the growing demand for professional skills in French.

In the field of business and trading, Canada, which is officially bilingual, remains America's largest trading partner. In addition, the Canada-US two-way merchandise trade is the largest bilateral trading relationship in the world, totaling \$750.7 billion in 2014. As just one small example of this gigantic partnership, the Houston-based automotive dealership software company Reynolds and Reynolds regularly announces a need for bilingual graduates as management trainees to transact with their Canadian clients because Canada is one of their three largest international locations for their business. Reynolds and Reynolds require a bilingual graduate to transact with its Canadian clients. A more comprehensive list of careers and internships pertinent to a degree in French in the US government, foreign service, Peace Corps, The United Nations, and other international agencies, such as the US Department of State-Language Specialist Series, including intelligence officers, cryptologists, healthcare professionals, and translators/interpreters.

In the field of education, a recent survey of 36 SHSU secondary partner schools, representing twenty school districts across southeast Texas, almost all (89%) reported teaching French. However, well over half the schools (67%) reported not having enough qualified teachers in their applicant pool to fill positions, including Houston ISD; they are starting a French immersion program in 2018 and are planning to hire approximately 80 French teachers. Furthermore, even of those schools that did not teach French, a large majority (85%) expressed interest in wanting to teach French if they could indeed find qualified teachers. Overall, schools that currently teach French, particularly those in smaller districts, reported a shortage of certified French teachers and expressed the need to hire a minimum of 57 new teachers, starting in 2017. Furthermore, according to the United States Census in 2010, approximately 2.07 million Americans over the age of five speak French at home. As per the same source, French is the fourth most widely-spoken language in the United States, following English, Spanish and Chinese.

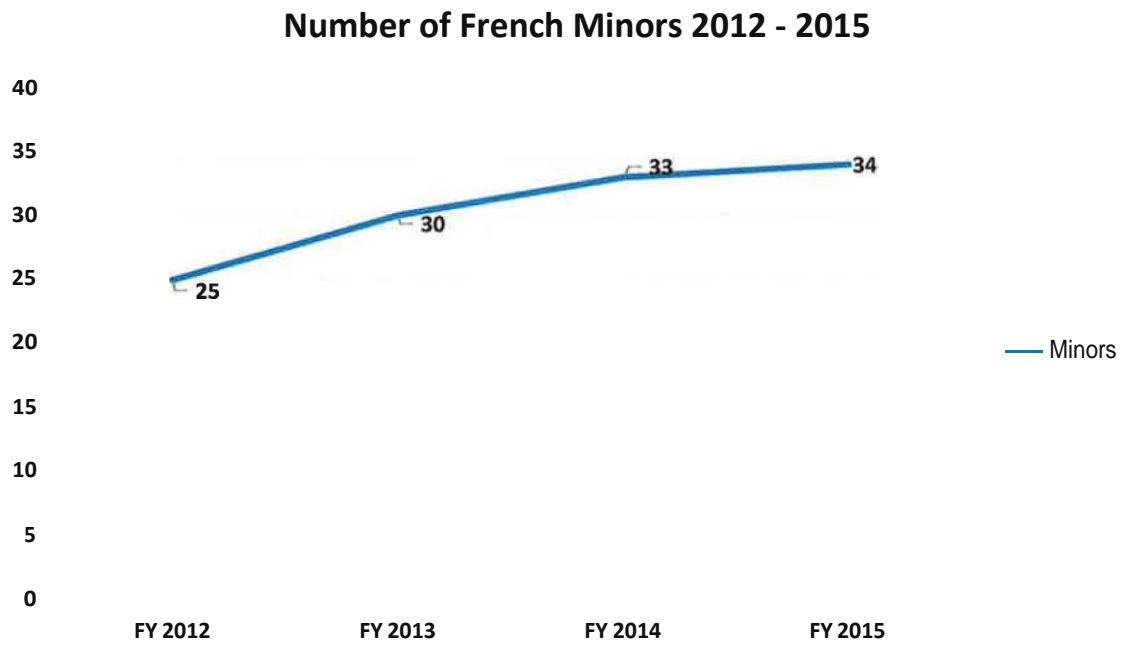
B. Student Demand - Provide short- and long-term evidence of demand for the program.

The Modern Language Association of America (MLA) data on foreign languages courses in American universities showed that in 2017, approximately 300,000 university students chose to study French as a foreign language, second only to Spanish courses.

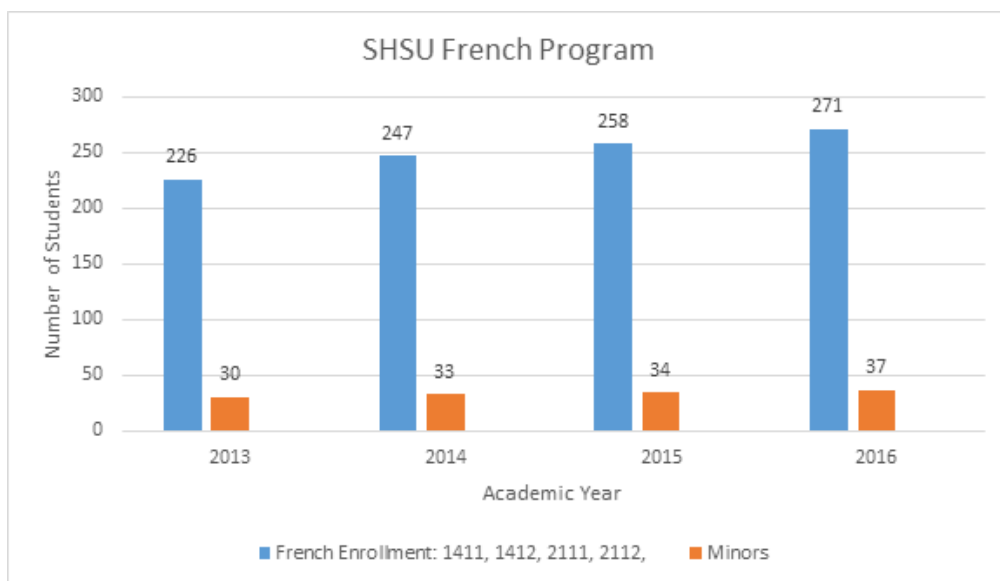
Unlike the former SHSU French degree, which focused primarily on the development of reading knowledge and literary awareness in French, the current proposal responds to the current demand for language courses that promote the development of oral proficiency skills in order to meet the professional language needs of an increasing globalized world. In 2016, the Department of World Languages and Cultures conducted a survey of 251 students from various disciplines currently enrolled in at least one foreign language course at SHSU. Twenty-nine percent (73/251) showed interest in completing a major in French if it were offered at SHSU, and of these, 31% (23 /73) wished to pursue a double major in French and another discipline, particularly in Spanish and Bilingual Healthcare. The Department also polled students enrolled in French classes at SHSU. Of the 22 surveys, 12 students expressed an interest in the major in French. Results of the survey provides evidence of the current interest in the degree at SHSU. According to SHSU Academic Affairs, Texas State University and neighboring universities (e.g., University of Houston, Texas A & M) that currently offer a French major show strong enrollments, graduating between 15-25 students per year.

In fact, a steadily-increasing student demand for the major in French at SHSU can be evidenced from the following facts and trends in recent years. Between 2012 and 2015 (the last year for which data is available), there was a steady increase in declared French minors (see Graph 1). During this same time, a total of 41 French courses were offered at SHSU, with 918 enrollees in these courses (see Graph 2).

Graph 1



Graph 2

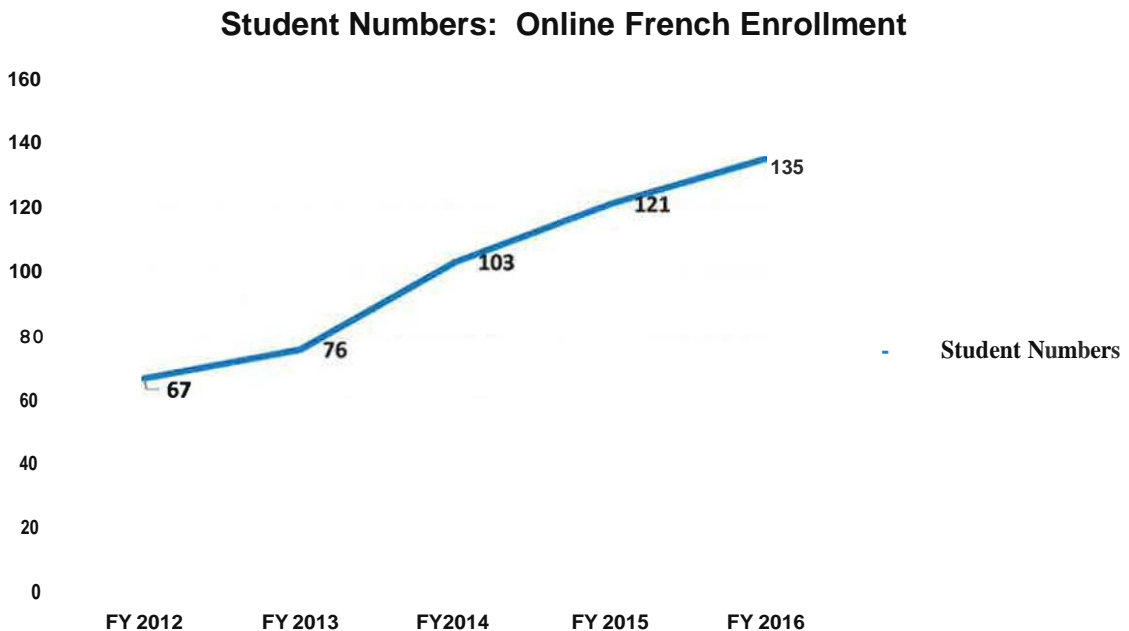


The program has also immensely benefitted from course offerings via distance learning for students outside SHSU. In recent years, more than half of the total student enrollment in French in a given semester is found to be in online courses (see Graph 3).

Interestingly, a comparative study of two universities neighboring SHSU that currently offer the French BA, the University of Houston and Texas A&M University, reveals that neither institution offers an online component of the BA in French degree. With a unique online component of French courses via distance-learning at all levels of French, the proposed BA in French at SHSU; therefore, will reach out to and will attract students from a much wider regional and even international pool of students.

The number and success of students in the SHSU online courses illustrates a demand for and likely success in offering courses and degrees via this venue.

Graph 3



In addition, the Department of World Languages and Cultures offers summer study abroad courses in France and Quebec that stimulate student interest in minoring and potentially majoring in French. Since 2010, study abroad has shown constant enrollment (see Graph 4). Course offerings in all levels of French in the study abroad program have also facilitated language requirement completion of the lower division courses. In fact, in a recent department study of Quebec Study Abroad (French, 2016), students' French skills improved dramatically during the program, allowing them, in some cases, to complete the equivalent of two SHSU domestic courses over a summer study period. Students also showed increased willingness to communicate in French across a variety of situations, increased awareness of Francophone culture, and reported greater motivation to continue studying French as a minor. The existence of study abroad programs will serve as both a recruitment tool for the major and an important pedagogical tool for increasing the proficiency and cultural awareness of graduates.

C. Enrollment Projections – Use this table to show the estimated cumulative headcount

Year	1	2	3	4	5
Headcount	20	35	50	60	60
FTSE	16	28	40	48	48
New students	0	16	17	13	21
Attrition (from prev yr)	0	1	2	3	3
Graduates (previous yr)	0	0	0	0	18

Given the documented interest in the program, the department anticipates admitting perhaps as many as 20 students in the fall to the French major over a five-year period. During this time, it expected that there will be a minimal attrition rate of 5 majors each year or a total of 20 majors over four years. Taking into consideration fall admissions and attrition over the five-year period, as well as a graduating cohort of approximately 18 students at the end of year 4, the department expects enrollment to reach an approximate headcount of 60 students by year 5. It also expects to reach at FTSE of 48 by year five.

II. Quality

A. Degree Requirements – Use this table to show the degree requirements of the program.
(Modify the table as needed; if necessary, replace the table for more than one option.)

Category	Semester Credit Hours	Clock Hours
Degree Specific: General Education Core Curriculum (bachelor's degree only)	42	
Degree Specific Requirement (Fine Arts, Philosophy; not in the core)	9	
Required Minor	18	
Required Courses (Major Core)	14	
Prescribed Electives (Major)	27	
Free Electives (Major)	10	
Other (Specify, e.g., internships, clinical work)	(if not included above)	
TOTAL	120	

Note: A Bachelor degree should not exceed 120 Semester Credit Hours (SCH) per Board rule 5.44 (a) (3). Those that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 120-hour limit.

- . Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. (Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)

Prefix and Number	Required Courses {Major Core}	SCH
FREN 1411	Elementary French I	4
FREN 1412	Elementary French II	4
FREN 2311	Intermediate French I	3
FREN 2312	Intermediate French II	3
	Required Courses (Major)	
*FREN 3362	Survey of French Literature I	3
*FREN 3363	Survey of French Literature II	3
FREN 3365	French Grammar and Stylistics	3
FREN 3367	French Phonetics and Conversation	3
FREN 3380	French Culture and Civilization	3
FREN 4377	French for Business Communication	3
FREN 4379	Introduction to Francophone Literature	3
*FREN 4380	French in North America	3
*FREN 4381	Translation and Interpretation	3

Prefix and Number	Elective Courses	SCH
FREN 4364	Mod French Usage and Conversation	3
*FREN 4382	French for Healthcare	3
FREN 4075	Individual Readings in French	1-3
FREN 4370	Selected Topics in French Culture, Literature and Language	3

- C. Faculty- Use these tables to provide information about Core and Support faculty. Add an asterisk(*) before the name of the individual who will have direct administrative responsibilities for the program.

The French program currently has two tenured professors consisting of one full-time associate professor (Dr. Edwin) and one half-time professor (Dr. French, department chair), specializing in the areas of French culture, literature and linguistics. The program also has an assistant professor (Dr. Bouamer), specializing in French civilization, and a full-time lecturer (Dr. Girard). As such, the current group of faculty can easily ensure that the proposed upper-level (3000 and 4000) courses will not always be given by the same professor and that the courses in the curriculum will be delivered with varying perspectives.

Name of <u>Core</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	%Time Assigned To Program
*French, Leif Professor {Chair of Department}	PhD in French Laval University	FREN 1411,1412,2311, 2312,3365,3367,3380, 4075,4377,4380,4382, 4364,4381	50%
Edwin, Shirin Associate Professor	PhD in French Vanderbilt University	FREN 1411,1412,2311, 2312,3362,3363,3365, 3380 4075, 4377,4364, 4379W,4382	100%
Siham Bouamer Assistant Professor	PhD in French Washington University, St. Louis	FREN 1411,1412,2311, 2312,3362,3363,3365, 3380 4075,4377,4379W, 4381,4382	100%

Name of <u>Support</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	%Time Assigned To Program
Robin Girard	PhD in French Washington University, St. Louis	FREN 1411, 1412, 2311, 2312, 1411 (lab), 1412 (Lab), 3363, 3362, 4379, 4380,4382	100%

- D. Students - Describe general recruitment efforts and admission requirements. In accordance with the institution's Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

In accordance with SHSU admission policies (Texas Education Code (TEC) 51.803-51.809 (State of Texas Uniform Admission Policy)), Sam Houston State University will accept applications for the BA in French from students of accredited secondary schools and students transferring from accredited colleges without regard to race, color, national origin, religion, sex, disability, or age.

As is the case with all BA programs at SHSU, recruitment for the French major will mainly be handled by admissions counselors from the Office of Undergraduate Admissions who travel throughout Texas continually from September through February of each academic year to recruit new students to Sam Houston State University. Sam Houston also employs several regional counselors that recruit in the Houston, Dallas/Fort Worth, and San Antonio regions, in-house counselors that recruit in the other parts of Texas but call the university home base, and transfer counselors who specialize in the specific needs of transfer and underrepresented populations.

Furthermore, the Department of World Languages and Cultures implements a well-organized and systematic recruitment initiative led by professors at a host of events such as on-campus career fairs, majors and minors fairs, open houses, campus visits, new student orientations, and parents weekend. In addition, the department faculty regularly respond to invitations by area high schools to showcase the degree offerings at high school college fairs in order to attract talented students to study foreign languages at SHSU.

E. Marketable Skills

Increasingly, as a result of globalization, foreign language majors must not only be able read in a target language, but more importantly, must also know how to actually use it proficiently in a variety of communicative settings. Consequently, a unique focus of this major is the emphasis placed on the development of oral proficiency skills, which will enable students to gain direct access to a number of high-demand industries and professions requiring oral fluency skills in French.

Graduates who are equipped with such skills can therefore potentially find full-time employment with major airlines (e.g., United Airlines, Air Canada, Delta Airlines, Air France, Air Maroc, etc.) in the Houston area and elsewhere, all of which contact SHSU on a regular basis for recruitment purposes. Moreover, individuals with competent French communication skills are in high demand with US Border Patrol Services along the US/Canada border and Doctors Without Borders who are increasingly deployed to French-speaking Africa and the French Caribbean. Within Texas and surrounding southern states, (Louisiana, Oklahoma, Arkansas), the newly established Québec Trade Office in Houston is now working closely with numerous partners in such high-tech sectors as aerospace, bio-medical, digital media, cleantech and agro-food, which requires individuals seeking employment in these areas to demonstrate high levels of French oral proficiency. Finally, in Texas and across the United

States, the popularity of language immersion programs in elementary and secondary schools has led, in particular, to a critical need for French teachers with competent levels of oral fluency skill who can engage in instruction conducted entirely in French.

- F. Library - Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

The Newton Gresham Library already provides ample support to the existing courses listed under 11.b Curriculum of the New Program Request Form. Additionally, regarding the new courses listed under 11.b Curriculum, which would be added if this program were approved, the library collection evaluations conducted for the individual course proposals indicated that the Library would be able to support those new courses as well. The Library has an ample collection on French literature and literary criticism; although the bulk of this collection is older, especially focused on nineteenth century French literature; newer works in French are being added regularly, including works by authors from Quebec, Africa, and other Francophone countries. The Library also provides an ample body of works on French language, culture, and history. Although much of the relevant French collection is in print, the Library provides access to over 300,000 electronic books, many of which will address relevant topics in this program. The Newton Gresham Library maintains subscriptions to over 250 electronic databases which index and abstract, with many providing full-text access to articles published in scholarly peer reviewed journals, trade publications, magazines, and newspapers. Some of the most relevant databases include: Factiva (for international news publications), JSTOR, Periodicals Archive Online, MLA International Bibliography, Literature Criticism Online, Literary Reference Center, and more. Online streaming videos on relevant language, literature, and history topics are available in the databases Films on Demand and Academic Video Online. The Library provides students, both on-campus and online, with real time access to a librarian; using live chat, texting, email, or telephone, a librarian can answer questions, demonstrate how to successfully search a database, and help develop a research strategy, or suggest appropriate resources on a given topic. Students at The Woodlands Center have the support of a full-time Librarian and access to all the library resources available in the Newton Gresham Library. Additionally, librarians can be "embedded" in online courses to act as a collaborator in support of students and faculty. Current holdings in the library are adequate for this program, though additional holdings will be added, as deemed necessary or as new titles become available, according to the availability of funds.

- G. Facilities and Equipment- Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

The SHSU campus and current resources for distance learning of French are adequately equipped to absorb the instructional presence and requests of the proposed major. Many of the courses currently being taught in the French program successfully and satisfactorily use the campus and online resources for instruction. A positive shift in enrollment is anticipated as students currently in the French minor will have the opportunity to continue their study of French language, culture, and literature at a more advanced and sustained level of undergraduate scholarship to proactively meet the rising demand for professionals who are bilingual in French and English.

- H. Accreditation - If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

There is currently no national accrediting body for French majors. However, the BA in French is strictly governed by the accreditation guidelines set forth by SHSU and the Southern Association of Colleges and Schools (SACS). Graduates from this program might also seek certification through the Texas Education Agency in order to teach in the public school systems.

- I. Evaluation - Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

The quality and effectiveness of the proposed program will be evaluated by implementing the guidelines from the American Council on the Teaching of Foreign Languages (ACTFL), a national council on best practices for teaching and assessing language learning, though not an official accrediting body. French majors' learning outcomes will be assessed in reading, writing and speaking at two points during the program, once half way through the BA and again at the end of the BA. This pre-program and post-program completion assessment procedure ensures that the quality of learning outcomes can be tracked over time. It also permits, if needed, timely curricular adjustments so graduates may reach the proposed level of the national standard in the target language upon graduation.

Signature Page

1. Adequacy of Funding and Notification of Other Institutions - The chief executive officer shall sign the following statements:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

I certify that my institution has notified all public institutions within 50 miles of the teaching site of our intention to offer the program at least 30 days prior to submitting this request. I also certify that if any objections were received, those objections were resolved prior to the submission of this request.

Chief Executive Officer

Date

2. Board of Regents or Designee Approval -A member of the Board of Regents or designee shall sign the following statement:

On behalf of the Board of Regents, I approve the program.

Board of Regents (Designee)

Date of Approval