

French Minor Program Review

Submitted September 2014

Program Review Panel

Dr. Debra Courtright-Nash, **Department Chair**, Languages and Literature

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Dr. Dan Adsmond, **Individual with special interest in the program**
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Daniel DeRegnier, **Faculty member outside the College of Arts and
Sciences:** (Professor, Allied Health)

Dr. Daniel Noren, Languages and Literature, **Program Coordinator**

September 4, 2014

To: Academic Program Review Committee

From: Daniel Noren, DML (Doctor of Modern Languages), Professor of French, Department of Languages and Literature, Distinguished Professor Award, 2000, Ferris State International Teacher of the Year Award, 2003, President, Michigan Chapter of the AATF (American Association of Teachers of French), Vice-President, MIWLA (Michigan World Languages Association), Coordinator of the Ferris French Minor

Subject: French Minor Program Review

The French Minor provides an important opportunity for students earning majors in other programs to develop additional marketable skills—the ability to speak, write and read French. With the changing global economy, having the ability to communicate in any given world language can be crucial to those in customer service, in retail environments, in health care, in law enforcement and in education.

Further, the courses that emphasize culture support Ferris State University’s goal of promoting diversity as they help prepare students for living in a diverse society, for further educational opportunities, and for travel abroad.

In keeping with our vision statement, the program offers “a student-centered” learning opportunity that is both “career- and life-enhancing.” The classes are small, and students receive individualized attention from devoted faculty members.

Section 1 : Program Overview

The French minor at Ferris State University was approved for implementation in the fall of 2005. It is staffed by two tenure-track/tenured faculty members, Dr. Daniel Noren, and Dr. Eric Warner and Mrs. Margaret Keating (adjunct faculty).

Until 2005, Noren had been offering an informal (i.e., unofficial) certificate of completion for work (classes and independent studies) he believed constituted the equivalent of a minor. The certificate, however, did not appear on students' transcripts or on their records—except as course work. Thus, implementation of the minor allows students to earn official credit for the minor and to apply that course work towards the completion of their degrees.

The minor is a straight-forward program of 19 hours that allows students to develop proficiency in reading, speaking, and writing the French language. Because the program is small, there are few electives, and all students earning the minor generally take the same set of courses. Students may take FREN 290/297/390 to supplement their studies.

At this time, the minor has graduated 61 students.

A. PROGRAM GOALS:

- To provide students with oral, written, aural, and reading skills at the intermediate level as defined by the American Council of Teachers of Foreign Languages (ACTFL),
- To provide students a broad understanding of Francophone culture as it appears around the world,
- To introduce students to Francophone history and geography,
- To introduce students to Francophone literary texts,
- To inspire students to further appreciate and study Francophone language and culture.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

Distinctive features of the program

The French minor allows students to add a foreign language minor to their credentials and encourages them to explore other cultures, both in France itself and in the many Francophone countries in Africa and the Caribbean.

The program's ability to attract quality students

Because we do not offer a major in French, students do not come to Ferris to study the language. Quality students come from those already attending Ferris to study in other areas. Anecdotal evidence suggests many fall into it. Students who take French for general education or to complete the 12 hour language requirement for programs in Arts and Sciences find they enjoy the language and recognize the good teaching of the faculty.

Others who hope to work abroad or in international arenas, or who plan to attend graduate school (where demonstrated language proficiency is often required) opt to continue their course work and earn the minor in order to build their professional credentials.

Institutions that are the main competitors for prospective students in this program

For comparison, we examined our closest institutions: Central Michigan University, Grand Valley University, and Western Michigan University.

The French minor does not really compete with programs at our sister institutions. Central Michigan University, Grand Valley State University and Western Michigan University all offer not only French minors but also majors. A student wishing to major in French would either not enter Ferris in the first place or would have to transfer.

Ferris' French minor fills a vital and distinctive function as an additional qualification for students in programs, for instance, in business or the humanities. As such, it fulfills a valuable service function.

Comparison of the programs

The programs listed above are all more extensive than the FSU program, requiring from 16-20 credits at the 300- or 400-level, while FSU requires 8 credits at the 200-level and 11 upper-level credits.

Because those universities all have majors, student numbers allow them to offer a wider range of courses than we can. While we might wish to increase the number of upper level credits required for a French minor at Ferris, requiring a higher number of credits here would eliminate the possibility of a minor for many students for two reasons: 1) Ferris' majors often require more credits than majors at other institutions and 2) the majority of students of French at Ferris begin at the 100-level, rather than coming in with a considerable background in the language. Thus, they would have difficulty completing the minor, if they did not declare it in their first year (even first semester) of college. Since it is often in the introductory courses that students discover a whole new interest, the number of courses allows them to complete a French minor without disrupting the completion of their major programs.

Conclusions drawn from the comparisons that would help to improve the program at Ferris

Our program would be able to provide students with better preparation by offering a more extensive selection of advanced electives focusing on French literature, Francophone literature and culture, film, etc. if a larger number of students were available and if class size were not a pressing issue.

With current budgetary pressures, being permitted to run small classes seems unlikely.

C. PROGRAM RELEVANCE:

In keeping with Ferris State University's traditional mission of career-oriented education, the French minor serves those who need a second language for professional obligations in business, industry, or health-related professions. Further, in keeping with the growth of

other traditional Arts and Sciences programs, the French minor is valuable accompaniment for students needing language skills for travel or for graduate school. As a French Minor is a common minor at universities, it enhances our attempts to provide liberal arts opportunities and skills in career based curricula. Further, students are also regularly provided study abroad options, which aid in their growth and development as global citizens.

D. PROGRAM VALUE:

Student surveys indicate that the program offers a valuable educational opportunity to Ferris students. The students find the minor helpful in at least two ways. First, students appreciate and value that the minor teaches them about Francophone culture. This allows students to become better rounded and prepares them for travel abroad, sometimes years later. Second, students see the minor as providing a skill valuable in seeking employment. Having the ability to speak a second language, they believe will make them more attractive to employers and open doors to positions that would otherwise remain closed.

Section 2: Collection of Perceptions

The survey instruments used to collect the data below can be found in Appendix B.

A. GRADUATE FOLLOW UP SURVEY:

The department sent out surveys to all graduates of the program.

Student comments:

What areas of the French Minor need improvement?

In the higher level French cultural classes, there were many students who just wanted the culture part but not the language part. I think if more courses about French culture and film were offered, perhaps it could interest more people into studying the language as well.

What else would you like to say about the French Minor?

- Professor Noren really impacted my life. He is an amazing teacher & person. Merci Beaucoup!

- Studying French @ FSU has changed my life in more ways than one. It opened the door to me to love to study other languages, and because of that, I took other foreign language classes @ FSU the same time as studying French. It also opened the door for me to take a chance of a lifetime and through FSU and having studied French, I participated in the FSU study abroad in France. It opened my eyes to a whole new world of exciting adventures, expanding my worldly knowledge, and increasing my French vocabulary. Getting firsthand experience of the French and their culture was great, and to bring it back with me to share in my French classes was awesome. I always looked forward to going to French class each week, and if they offered a bachelors in French there is no doubt in my mind if I would of taken it. I would have been the first to sign up. Professor Noren was the best and my favorite professor @ FSU and he did and still continues to do a great job teaching the French courses. Bonne Chance!

- Very helpful for traveling abroad. I visited after 2.5 yrs of graduating and still remembered it all.

I absolutely loved your book! It was fascinating, interesting and so entertaining. What a fun way to learn about the French culture! Thanks for sharing! -Julie Moonie

This has been a wonderful class. Positive, fun, and always interesting. Thank you for the feedback on homework assignments and the variety of teaching methods (u-tube, power points, French Adventures novel, etc.). This has been a very positive first online semester. I appreciate your efforts and only regret that my schedule will not allow me to enjoy France in May.
Jessica Reus

This course was wonderful. The teacher made everything interesting and kept adding assignments that were relevant to the topic.

I enjoyed (for the first time ever) doing a powerpoint presentation with one of my fellow students. It really made it feel like a classroom experience.

easy to navigate and I learned so much.

Loved Prof. Noren-a true educator who is passionate about his subject. Positive and informative class.

Bonjour Professor Noren!

I am attaching my document that contains my final exam replies. I just want to thank you for a great semester! I TRULY ENJOYED THIS CLASS, and have recommended it to others at FSU. I feel bad that my distance made it difficult to join in any of the extra-curricular activities throughout the semester. This was a great class, and I really feel as if I have learned a lot about France and their culture! Objectives achieved :)

Have a wonderful Christmas season!!

Joanna Matthews

After reading through the assignment I may be interested in attending the trip if it is still available. I must say before taking this class I had very little knowledge of France and of the culture. I honestly took the class just to pick up a few credits online. I now find myself very interested and considering this. However I cannot speak French..... at all. I still enjoy the culture and history though, any information would be greatly appreciated.

Monsieur Noren, I have thoroughly enjoyed learning about France and because of this class I have a burning desire to visit there.

I have two children in college and was joking with them about going to study abroad with the trip you have planned and they jokingly said I would be the "Den Mother".

What would you think of having a Den Mother on the trip? LOL

Thanks once for sharing your expertise in this course.

Arlene Cook

Learning about French culture is not something that I envisioned would be interesting but I had to do it as a requirement. I am very surprised as to how interesting and fun this class has been and how much I learned from your teachings. Your French Adventures stories were great, along with the peer-teaching assignments to allow for students like me to explore all the wonderful things about French culture.

Alicia Cisneros

Thank You Prof Noren

I was concerned at first as I never took French as a language. I enjoyed the class and really gained a new perspective.

Thank You.

Merry Christmas and Happy New Year!

Carol

Bonjour le professeur!

I was a student in your fall French 331 in Traverse City. I enjoyed our class very much, and suggested that my younger brother, who is also at FSU, take this class. He got to see some of our assignments and thought it seemed like a really interesting class as well. Online, it appears that both versions of FREN 331 (both fully online) are full. He is going to try and register for FREN 331 VL2 just in case someone drops the class or does not meet payment. I know he would love the class, and I just thought I would drop a quick email to see if there was any way you had any pull in getting him in your class. Like me, he has little current experience with the French culture, and would be a "sponge" to soak up all the awesome information that you have to share. Merci!

Joanna Matthews.

P.S. Do you know if your book, "French Adventures" is available anywhere?? I would love to purchase a copy to enjoy and savor the French class.

Please let me take a moment to say thank you for doing such a great job.

I have enjoyed this class very much. In fact I have been sharing my information that I've picked up with everyone at work. You grade quickly, and I really appreciate that having more than one class to keep up with.

Thanks again,

Thom

Dear Professor Noren,

When I first began this class, my preconceived notions about the French were that they drank wine and ate cheese. While that is not entirely untrue, this French 331 course has taught me an immense amount of information regarding the country of France, along with its culture, beliefs, attitudes, and general lifestyle of the French inhabitants. Throughout this class, my knowledge base has expanded significantly, and I have come to appreciate the great influence that the country of France has taken part in when it comes to the advancement of the world (and specifically, America).

Professor Noren, This class has been very fun and interesting! I learned a lot of information that I hope to use in the future. You are a great teacher and I just want to thank you for putting your time and energy into this class. I appreciate it! Tori

Prof Noren,

I wish nothing more than to come and meet you face to face, unfortunately I have work and family obligations that do not allow me to travel that far (I live in Kalamazoo). Again I can not thank you for a more amazing, enlightening semester. If you are ever in the south west portion of Michigan I would love to have lunch. I will also be in Big Rapids with my husband on August 17th for my MSN orientation. Regards, Corinne Bradley

Unsolicited e-mail, just received from student on 09/02/14:

From: Allison Hoekwater [alleywater@gmail.com]
Sent: Tuesday, September 2, 2014 7:22 PM
To: Daniel E Noren
Subject: Bonjour!

Bonjour Mr. Noren,

I was in your French classes way back in 2009-20011. I made some beef bourguignon for a couple of the movie parties. I just wanted to check in and see how you were doing!

I also wanted to let you know how much my French minor has helped me throughout my career. I have two jobs sense graduating. Both have involved languages. My current position is at Mango Languages, we are an online program teaching over 50 languages for library users. Part of working at Mango is learning a new language. I am continuing to work on my French and must complete 1.5 hours a week in language learning.

So this is just a simple email to say thank you for all that you do in the lives of thousands!
Au revoir,

Allison Hoekwater

B. EMPLOYER FOLLOWUP SURVEY:

This minor is not designed to translate directly into a specific job path for students. Thus, an employer survey was not conducted.

C. GRADUATE EXIT SURVEY:

As is the case with other minors without majors attached, the department does not conduct exit surveys with students completing the French minor.

D. STUDENT PROGRAM EVALUATION:

We surveyed students in all French courses offered at Ferris for their perceptions of the program.

French Minor APR – Current Students Surveys on following pages:

<p style="text-align: center;">Survey Instrument for Evaluation of the Ferris French Minor / Current and Graduating Students</p>

1. The Ferris French Minor is a good choice / fit for my current major.

Strongly Agree:	6
Agree:	7
No Opinion:	9
Disagree:	2
Strongly Disagree:	
NA:	15

- 2. I attribute certain aspects of my worldview and understanding of our global community to the influences of the French course / courses or French Minor sequence that I have taken at Ferris State University.**

Strongly Agree: 10
Agree: 17
No Opinion: 10
Disagree: 2
Strongly Disagree:

- 3. The extra-curricular events and activities, which make up an integral part of taking French courses here leading to the French Minor, have helped me develop a sense of inter-connectedness and feelings of good will with and for the Ferris community.**

Strongly Agree: 10
Agree: 12
No Opinion: 16
Disagree: 1
Strongly Disagree:

- 4. The many extra-curricular events and activities have increased my appreciation for the French culture and language.**

Strongly Agree: 13
Agree: 13
No Opinion: 11
Disagree: 2
Strongly Disagree:

- 5. I have decided to pursue graduate studies, and a French Minor will be beneficial to me in this endeavor, and being accepted into a graduate program.**

Strongly Agree: 8
Agree: 6
No Opinion: 7
Disagree:
Strongly Disagree: 2
NA: 16

6. How has the French Minor (French course / courses) benefitted you: (select all or one of the following)

- a. useful to international travel I have done -10
- b. made it possible for me to now plan and actually have the confidence to voyage to France or a francophone country, or region; i.e. Quebec, the Caribbean, and French-Speaking African countries -24
- c. instilled in me the necessary confidence to pursue the study, acquisition, and appreciation of a second world language at some point in the future -17
- d. has / have enhanced my life and broadened my horizons -18
- e. helping me to learn to think in innovative and creative ways -17
- f. inspired me to continue pursuing French-related events and interests; i.e., viewing French films, and other examples of cultural regalia -19
- g. other -4
- h. all of the above -6

7. The professor(s) I have / have had in the French Minor Program (French course / courses) make me / have made me feel important, and take / have taken a personal interest in my current and future successes.

Strongly Agree: 24
Agree: 15
No Opinion: 2
Disagree:
Strongly Disagree:

8. From my current vantage point, I would recommend the French Minor sequence (a French course / courses) to other Ferris students.

Strongly Agree: 16
Agree: 18
No Opinion: 6
Disagree:
Strongly Disagree:

9. What areas of the French Minor sequence need improvement?

- I wish Madame Hill was still here because FREN 101 was very easy with her, but once I moved on to different professors (201 with M Keating) I felt lost because she didn't know where we left off-maybe have all French professors on the same page.

- It has been quite fun and I enjoy coming everyday
- Needs more movie activities
- The French 201 course I took with Madame Keating was very similar to 102 that I also took and I wish we would have learned more rather than just reviewed
- Organization between the successive classes
- I think when we learn verbs, we should learn all of the tenses rather than learning a few and then moving on, then doing a few more
- Helping the new people understand French, speak French before you understand French
- French is a four credit class; therefore, it should be more days a week
- Add something a bit more interactive
- More instructors available to teach French 201
- Some sort of French RSO/Community
- Maybe “fieldtrips” to French like “areas”, food/restaurants that serve close to the real French food.
- Students should have a day of only speaking French in class, than English all the time so they can learn better.
- More conversation
- More class offerings
- More exams and quizzes would positively affect retention and overall knowledge
- The lower level classes are very mediocre. I took 201 last semester and really didn't learn as much as I wanted to. Eric Warner is the best teacher I have had in this minor. He expects us to speak French more than English unlike many other teachers. I think he should be given the opportunity to decide his own curriculum and such.
- I do not see anything that needs to be improved for the French minor.
- Perhaps incorporating a required study abroad program over summer. Study abroad experience and being immersed into the culture are the fastest ways to learn about foreign people and their language.

10. What else would you like to say about the French Minor?

- I am fortunate to have chosen this minor, and I have been performing well, never taken a foreign language before.
- I think it is a great learning experience thus far. I think we should learn more about France than just Quebec
- Madame Keating was a wonderful professor
- I took French to fill a credit and I have continued studying outside of class materials now
- Margaret Keating is amazing and helpful. I learning more in 1 semester than my 3.5 years in high school.
- Keating is amazing!

- It's a great class. Anyone who wants to learn French should sign up
- Madame Keating makes French enjoyable. We learn so much from her. She helps us all enjoy French more.
- It is a really great minor
- It is an excellent way to learn an important language in today's world.

E. FACULTY PERCEPTIONS:

Surveys were given to faculty within the department of Languages and Literature. The return rate was not particularly good, as only five were returned. The survey instrument appears in Appendix B. The poor response rate may indicate a lack of awareness of the program within the department.

Key

A-Excellent (top 5-10%)

B-Good (top 1/3)

C-Acceptable (middle third)

D-Below Expectations (bottom 1/3)

E-Poor (seriously inadequate)

Questions and Answers:

1. Administrators involved in developing and revising the plan for this program seek and respond to faculty input.

-4 A's

2. Written goals for this program state realistic outcomes

-4 A's

3. The curriculum is designed to meet the needs of graduates

-5 A's

4. I am involved in program evaluation

-3 A's

5. Administrative support for the program is

-3 A's, 2 B's

6. Library support for the program is

-2 A's, 1 B, 1 C

- 7. I receive adequate support for the professional development**
-3 A's, 1 B
- 8. The advisory committee for the program is**
-2 A's, 1 B
- 9. Provision for students with disabilities is**
-4 A's
- 10. Secretarial support for the program is**
-5 A's
- 11. Instructional support for the program is**
-4 A's
- 12. The number of faculty assigned to the program is**
-4 A's, 1 B
-need more support for Dan's excellent work. Nell would be a great permanent asset.
- 13. The quality of the faculty assigned to the program is**
-1 A+, 4 A's

Faculty Comments

-Very good

F. ADVISORY COMMITTEE PERCEPTIONS:

The French Minor does not have an advisory committee.

Section 3: Program Profile:

A. PROFILE OF STUDENTS:

Creating a profile of students in the French Minor is difficult for the simple reason that they come from diverse areas of the university. One might expect them to be Arts and Sciences students, and some are. But many are not. What follows is a breakdown of the majors of current students who have chosen a French Minor:

- Chemistry
- Music Industry Management (2)
- Marketing
- Biotechnology
- Business Administration
- Communication
- New Media—Printing
- Respiratory Care
- Applied Biology
- Pre-Nursing
- Recreation and Leadership Management
- International Business
- Professional Golf Management

Interestingly six of these students bypassed, at a minimum, FREN 101 due to previous courses in the language. As the number of Michigan high school students taking languages increases (due to new graduation requirements), I think this is a trend we will see continue.

B. ENROLLMENT:

Since the creation of the minor, the program has graduated 61 students. Another 12 remain declared minors. Given enrollments at the 300-level for fall 2014, it seems likely that additional students are pursuing the minor without a formal declaration.

Tracking enrollment based on class numbers presents challenges, since the populations of FREN 101, 102, and 201 necessarily include students taking General Education courses,

rather than completing the minor. Thus, numbers in FREN 202 (offering in Spring) and 301 (offered in fall) may provide the best way to gauge health of the program. The table below indicates regular academic year enrollments for those two courses. If 301 is used as the gauge, the numbers indicate a 60% increase in enrollments in upper-division courses for the minor.

French Minor

French Consistently Serves Arts and Sciences BA Students

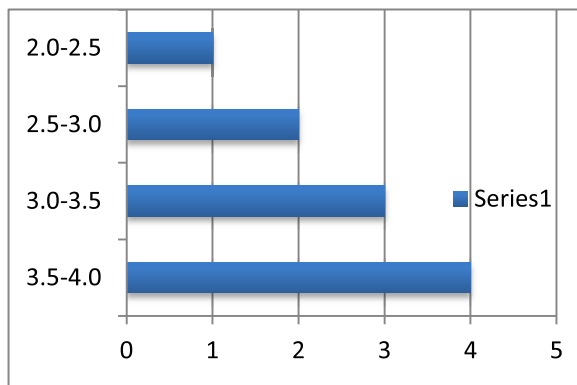
Years	2010	2011	2012	2013	2014
Total FTE	12	11	10	11	10
AS	8	8	8	9	8
BU	2	2	1	2	1
ED					1
2	2	1	1		

Currently a Ferris State University BA requires completion of the equivalent of three semesters equivalent of a foreign language. Since this requirement makes it feasible for B.A. students in French to achieve a minor with few additional courses, it is not surprising, given the foreign language requirement or expectation of many graduate programs in Arts and Sciences areas, that students in Arts and Sciences programs seek a minor in French.

The number of students in programs located in other colleges varies from semester to semester. However, given the nature of the global economy and the extensive number of francophone countries and communities, there is room to increase recruitment among programs in other colleges who might be well served by familiarity with a foreign language and a minor in French. For example, students in the area of hospitality management or sports management who would be interested in positions in Canada, along the border with Canada, or in Francophone countries would benefit from a French minor. A more aggressive campaign of recruiting students from Colleges other than Arts and Sciences would benefit the enrollment in the French minor.

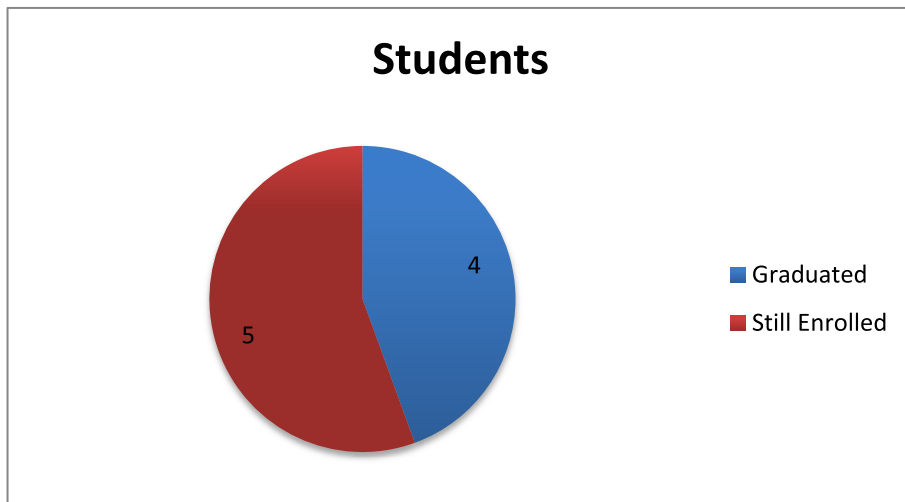
French Minors are successful students

The Average GPA of the 2014 French Minor cohort is 3.25.



Retention is also positive.

Of the 2010 cohort of French minors, one transcript was not available. Of the remaining transcript, 4 out of 9 students graduated with a Bachelor. The remaining 5 of 9 are still enrolled at FSU. A 100% retention within a cohort is impressive.



C. PROGRAM CAPACITY:

The program is near the limits of capacity with current faculty. Continued growth at the rate of 60% every two years would require an additional faculty member within 4-6 years.

D. RETENTION AND GRADUATION:

The program has graduated 61 minors. Because of the relative youth of the minor, the small size of the program, and its status as a minor, attrition rates are not available.

The primary approach to student retention is to promote good advising and good teaching. Anecdotal evidence, student evaluations of faculty and graduation surveys indicate that students respond positively to the program and its faculty.

E. ACCESS:

One of the challenges of running any small program is managing the rotation of courses so students can complete the program in a timely fashion. Because of the overlap between General Education and the 200-level courses required for the minor, offering 201 and 202 on a regular basis presents fewer challenges. Upper Division courses, i.e. 301, 302, 331, have been offered regularly.

One of the advantages of a small program is that we can be and are responsive to student needs. When we need to alter the traditional schedule of offerings to accommodate students' graduation dates or to offer independent study opportunities, we do so. For instance in the spring of 2008, it became apparent that a number of students needed and wanted to take FREN 201. Typically, that course is offered only in the fall. However, this group of students needed general education courses for graduation or did not want to wait until fall of 08 to enroll. We were able to identify enough students to offer the course out of sequence and, thus, meet students' needs. A substantial list of independent studies offered by Noren is available in his vitae.

F. CURRICULUM:

Building on General Education courses FREN 101 and 102, the curriculum includes eight hours of intermediate French and eight hours of Advanced French. Students must also take a French Culture course, 331.

The curriculum does not include electives, although students may complete course work through independent studies.

The check sheet for the minor follows in Appendix C.

G. QUALITY OF INSTRUCTION:

Quality of instruction may be measured in both direct and indirect ways.

We currently measure this, for the most part, in indirect ways, such as student evaluations of courses and student surveys conducted for this program review indicate that students believe they are receiving excellent instruction.

When asked about the strengths of the program, students pointed to the faculty:

“The professors,” wrote one student. Another said, “Good teachers. Fun classes. . . .”

Other comments follow:

- Great course, and learned a lot just about the culture and appreciation of the language!

Thanks!

- Best classes at Ferris.

- Professor Noren really impacted my life. He is an amazing teacher & person. Merci Beaucoup!

- Dan Noren & Madame Hill, are both great teachers. Always brighten the day!

H. COMPOSITION AND QUALITY OF FACULTY:

The quality of the French faculty is high. The current French faculty members are Dan Noren (tenured) Eric Warner, tenure-track, and Margaret Keating (adjunct). We have only included Dan Noren’s vita, in Appendix A, since he is the coordinator of the program. Noren holds a Doctor of Modern Languages as his highest degree; French, first language, Spanish, second language. Warner holds the Ph.D in Spanish, while Keating holds the B.A. in French from Western University (one of the best programs in the state). All are fluent French speakers.

Noren’s credentials are more traditional than Warner’s or Keating’s. Keating does not have an advanced degree in French, but lived and studied in France for an entire year. Her experience teaching high school (30 years), her time abroad, and her continuing professional development provide her with credentials appropriate for teaching introductory courses.

I. SERVICE TO NON-MAJORS:

Any French course at the 100- or 200-level, as well as 331, can be used to earn General Education credit for Cultural Enrichment and Global Consciousness. Thus the 200-level courses that meet the needs of those pursuing a minor in French also serve the needs of students taking the course for General Education, as well. In addition to learning a language, those general education students learn about Francophone cultures around the world, including in the Caribbean, in France and in Africa. Their appreciation for global cultures and cultural differences is expanded.

Study abroad courses in Martinique and France, open to any major, have also provided a particularly powerful experiential learning opportunity to explore another culture, to try new foods, to view art and architecture, to utilize language skills, and to interact with people from diverse backgrounds.

J. DEGREE PROGRAM COST AND PRODUCTIVITY DATA:

Specific cost data on this program is not available. However, productivity data suggest that the relatively small investment of time to support the minor (as opposed to General Education) is well spent. The program utilizes existing space and equipment. The minor does not require labs, space or materials that are costly, and the minor overlaps with General Education (Cultural Enrichment and Global Consciousness), thus dispersing some of the costs into General Education

K. ASSESSMENT AND EVALUATION:

In the Fall of 2008, the faculty created agreed upon outcomes for all French courses offered at FSU. Those outcomes are placed on syllabi and used to guide instruction.

The department has also acquired a computer program—F-Cape--that will facilitate additional assessment of students in French classes. It will be used to pre- and post-test students in all French courses and to assess the progress of students in the program. That data will be used to revise the curriculum.

ADMINISTRATIVE EFFECTIVENESS:

Adequacy of administrative and clerical support for the program

The administrative support has been excellent. Previous department heads, Dr. Reinhold Hill, and Dr. Genevieve West, and Dr. Doug Haneline all worked with the program coordinator to insure the best possible offering of courses under the class size restraints. Enrollments in French classes (as is also true for Spanish and German) are high in the earliest courses in the sequence and then smaller in the upper-level courses. The department heads have worked to take into consideration the larger lower-level enrollments and balance them with the smaller upper-level groups. The department's practice of making sure that the French classes are held in smart rooms is also very helpful.

Clerical assistance through Melissa Wilkinson, Debra Vance and previously Gayle Driggers, has been uniformly excellent.

Ability of students to take courses they need in a timely manner

In order to maintain numbers, most upper-level courses are taught on-sequence (the 201's and 301's are taught in the fall; 202's and 302's in the spring). This sometimes presents a problem for students with lockstep check sheets in their majors. Dr. Noren is very accommodating in offering special studies options for these students. He also offers the French culture course (331) online, opening it up to off-campus students in other fields.

Section 4: Facilities and equipment:

The French Minor is housed within the Department of Languages and Literature in the Arts and Sciences Commons. The minor utilizes those faculty and administrative offices, as well as copy facilities and other instructional and research resources from the department.

Files for the program are housed in Dr. Noren's office and the main Languages and Literature office in Arts and Sciences Commons.

The minor does not require additional space at this time.

A. INSTRUCTIONAL ENVIRONMENT:

Generally, courses with the FREN prefix are taught in the Starr Building, primarily 216 and 220. In the Department of Languages and Literature, language classes are “roomed” first, meaning they are assigned rooms prior to other disciplines. This allows language classes to be assigned to “Smart” rooms where technology (DVD players, the internet, and visual media) permits faculty to use additional instructional resources, particularly to allow students to hear native speakers.

B. COMPUTER ACCESS AND AVAILABILITY:

The French minor has no dedicated computers.

Faculty utilize existing resources in their offices, FLITE, the Starr classrooms, and computer labs for their needs. The introduction of the F-Cape will additionally utilize computer labs in Starr and Arts and Sciences Commons for pre- and post-testing and assessment.

At this time, no additional computer access is required.

C. OTHER INSTRUCTIONAL TECHNOLOGY:

Current FSU resources provide adequate technology for instruction in the traditional classroom. Courses taught for the minor do not require additional technological resources.

D. LIBRARY RESOURCES:

No study of library resources was undertaken for this self-study. French faculty perceptions, however, are that library resources are adequate. One Languages and Literature faculty member—unidentified—indicated on the faculty perception survey that he/she believes library resources are inadequate. The basis for that perception remains unclear. No other survey indicated that perception.

Section 5: Conclusions

A. RELATIONSHIP TO FSU MISSION:

The French minor aligns well with Ferris State University's mission. The minor helps to prepare students for "successful careers" by offering a distinctive minor that distinguishes students in their job searches and provides skills upon which they can build in their careers. The minor also provides the foundation for "lifelong learning." They may build upon those skills professionally or through the pursuit of additional course work in French.

The minor also offers the "broad-based" education promoted in our mission statement. Students learn about Francophone cultures around the world, view Francophone film, and acquire a second language. All of those activities help students discover a world beyond Michigan. Traditionally, degrees in the liberal arts have helped students to broaden their horizons, to better understand the world in which they live, and to understand their place in that world. The French minor provides students all of those opportunities.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS:

The French minor is distinctive at Ferris in that it is one of only two language minors offered by the university. Visibility is difficult to gauge. Little promotion outside of the classroom (i.e., recruiting minors from lower division students enrolled for General Education credit) and Ferris' World Languages Day has been done. Clearly, in order for the number of minors to grow in a national climate of declining enrollment in French courses, more promotional work will be necessary. Publicizing the program to incoming students in the College of Business, the College of Technology, and the College of Arts and Sciences holds the best promise for increasing enrollments. Students in these areas are most likely find the French Minor helpful in their future endeavors—both in their search for employment and in their daily work lives. Developing the web site and a promotional brochure to emphasize links between the minor and career options would be helpful.

B. PROGRAM VALUE:

The French minor has proven a valuable educational experience for Ferris students. With the size of our program, we cannot offer the depth or breadth of classes to which students have access while earning a minor at Grand Valley State University, Central Michigan University, or Western Michigan. Nevertheless, our students, by virtue of small classes, individualized attention, devoted faculty, independent study, and study abroad do earn a minor with a solid foundation.

D. ENROLLMENT:

Efforts to grow the program and increase visibility offer hope of growing enrollments in upper-level courses. Even without such efforts, enrollments in FREN 301 have increased 60% since the minor was introduced. The program must, however, compete with rising enrollments in Spanish, both at Ferris and across the nation.

E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS:

Because this is a traditional minor, it is not designed to lead directly to employment. Rather, the minor is a helpful addition to students who study in other areas. It may, however, assist students seeking a graduate degree or those who will work with French speakers. The minor does not typically lead to fluency, but it does provide students exposure to cultures and issues in the Francophone world, the foundation for further study, proficiency suitable for travel abroad, and functional literacy in the target language.

F. QUALITY OF CURRICULUM AND INSTRUCTION:

In comparison to programs at other institutions in our area, the curriculum is limited in terms of the number of upper-division courses available to students. The program does, however, partially make up for this with study-abroad programs to France, Martinique and now Guadeloupe. It also has a partnership with France, at the *Université de Troyes*, where currently a French minor student is spending the entire academic year.

G. COMPOSITION AND QUALITY OF THE FACULTY:

The composition and quality of the faculty is appropriate for the current size of the program.

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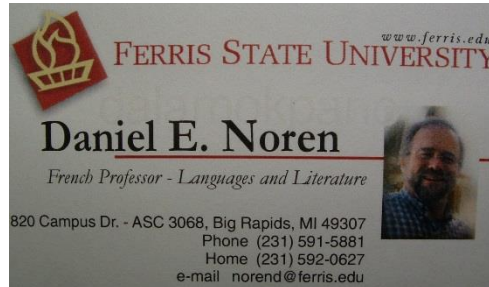
Appendix A

Curriculum Vitae

DANIEL E. NOREN

January, 2014

Professor of French
Department of Languages and Literature
Ferris State University



Education

July 8, 1999-----Dissertation Defense at Middlebury, L'Enseignement de l'Oraliture Francophone dans la Diaspora (The Teaching of Francophone Oral Litterature in the Diaspora), 512 pages. Awarded the *Doctor of Modern Languages* Degree, **DML**, First language French, second language Spanish, at the graduation ceremony on August 13, 1999, Middlebury College, Vermont, U.S.A.

July, 1984-----**M.A.** (Maîtrise) in French, University of Wisconsin, Madison, Wisconsin, U.S. A.

June 1982-----**B.A.** in French, North Park University, Chicago, Illinois

Promotions/Awards

Sabbatical Leave, Guadeloupe, winter semester, 2014

Promotion/ **Merit Increase**, April, 2011

Sabbatical Leave, Cameroon, academic year, 2006-2007

Promotion/ **Merit Increase**, April, 2006

Ferris State University, **International Educator of the Year Award**, May, 2003

Ferris State University **Distinguished Teacher Award**, May, 2000

Promoted to **Full Professor**. April, 2000

Sabbatical Leave, Martinique, academic year, 1996-1997

Promoted to **Associate Professor**. April, 1995

The **Tenure Committee** voted affirmatively for my tenure at Ferris State University. November, 1993

Promoted to **Assistant Professor**. June, 1989

Hired at Ferris State College, at the level of **Instructor**. August, 1985

Membership in Professional Organizations

Member of local chapter of **Phi Delta Kappa Education Fraternity** for 16 years, positions held as **Historian, Secretary, Public Relations, and Program Chair and Historian, 1994-2010**

Elected President of the Michigan Chapter of the of **AATF** (American Association of Teachers of French) in **May of 2011**

Member of MFLA, **Michigan Foreign Language Association**, now MIWLA, **Michigan World Language Association, 1997 to 2012**

Member and recently elected president of the Michigan Chapter of **AATF, American Association of Teachers of French, since 1998**

Member of ACTFL, **American Council on the Teaching of Foreign Languages, 1996 – to 2012**

Member of **Michigan Academy**, off and on since 1987 to present.

Continuing Education Credits

Grader for **AP French Exams, 5 CE credits**, Cincinnati, Ohio, **June 12 to June 19, 2013**

Grader for **AP French Exams, 5 CE credits**, Cincinnati, Ohio, **June 10 to June 18, 2012**

Grader for **AP French Exams, 5 CE credits**, Cincinnati, Ohio, **June 11 to June 19, 2011**

Grader for **AP French Exams, 5 CE credits**, Cincinnati, Ohio, **June 10 to June 18, 2010**

Grader for **AP French Exams, 5 CE credits**, Louisville, Kentucky, **June 4 to June 12, 2009**

Grader for **AP French Exams, 5 CE credits**, Louisville, Kentucky, **June 12 to June 20, 2008**

Grader for **AP French Exams, 5 CE credits**, Louisville, Kentucky, **June 13 to June 21, 2007**

Service to Ferris State University

I have identified the following **fifteen** categories of dedicated service, going beyond and above regular teaching responsibilities; and thus noteworthy as meritorious work and service to Ferris State University.

- ✚ *Originating and Conducting Study-Abroad Programs*
 - ✚ *Teaching of Independent Studies*
 - ✚ *Advisor to French Minor students*
 - ✚ *Curriculum Development*
- ✚ *Advisor and Consultant to the Office of International Education*
- ✚ *FCTL (Faculty Center for Teaching and Learning) Advisory Group with Todd Stanislov*
 - ✚ *Secretary of the Campus Ministry Committee*
 - ✚ *Guest Lecturer in Ferris Courses outside of my Discipline*
 - ✚ *Mentoring Faculty*
 - ✚ *Committee Participation*
- ✚ *Writing letters of recommendation for students*
- ✚ *Administering Proficiency Exams for Students*
- ✚ *Extra-Curricular Activities promoting French language and Global Acquisition*
 - ✚ *Presenting at Foreign Language Conferences*
- ✚ *Sponsoring, cooking for, and running the French Table at the annual Ferris International Festival, every year, since 1989.*

Committee Participation

2004 – 2005

FSU International Advisory Committee, position held, **Chair**
(until November 1st, 2004, guiding the committee through a problematic transitional period)

Cultural Enrichment Committee,

Curriculum Committee , Department of Languages and Literature
position held , **Co-Chair** with Robert Vonderosten

Foreign Languages Committee, Department of Languages and Literature

2005– 2006

Tenure Review Committee, Department of Languages and Literature

Library/Historical/Archival Committee

Faculty Planning Committee, Department of Languages and Literature

Cultural Enrichment Committee

Member of the *Management Committee and the Board of Directors for Ferris Ministry*, position held, **Secretary**

Foreign Languages Committee, Department of Languages and Literature

2006– 2007

Sabbatical Leave

2007– 2008

School-Wide Committees:

Global Consciousness Committee, Chair

Honors Program Committee, School of Arts and Sciences

Cultural Enrichment Committee

Global Education Initiative Committee (FCTL, Todd Stanislov)

Faculty member of the *Management Committee and the Board of Directors for Ferris Campus Ministry*, position held, **Secretary**

Department of Languages and Literature Committees:

Tenure Review Committee, Department of Languages and Literature

Faculty Development Committee, Department of Languages and Literature

Languages and Literature Search Committee for the new Spanish Professor

Foreign Languages Committee, Department of Languages and Literature

2008– 2009

School-Wide Committees:

Global Consciousness Committee, Chair

Honors Program Committee, School of Arts and Sciences

Cultural Enrichment Committee

Global Education Initiative Committee (FCTL, Todd Stanislov)

Faculty member of the *Management Committee and the Board of Directors for Ferris Campus Ministry*, position held, **Secretary**

Department of Languages and Literature Committees:

Tenure Review Committee,

On-Line Teaching Committee

Faculty Development Committee

Foreign Languages Committee

2009 – 2010

School-Wide Committees:

Global Consciousness Committee, Chair

Honors Program Committee

Cultural Enrichment Committee

Global Education Initiative Committee (FCTL, Todd Stanislov)

Faculty member of the *Management Committee and the Board of Directors for Ferris Campus Ministry*, position held, **Secretary**

Department of Languages and Literature Committees:

Tenure Review Committee,

On-Line Teaching Committee

Foreign Languages Committee

2010 – 2011

School-Wide Committees:

Global Consciousness Committee, Chair

Honors Program Committee

Global Education Initiative Committee (FCTL, Todd Stanislov)

Faculty member of the *Management Committee and the Board of Directors for Ferris Campus Ministry*, position held, **Secretary**

Department of Languages and Literature Committees:

Tenure Review Committee,

Foreign Languages Committee

2011 – 2012

School-Wide Committees:

Honors Program Committee

Global Education Initiative Committee (FCTL, Todd Stanislov)

Faculty member of the *Management Committee and the Board of Directors for Ferris Campus Ministry*, position held, **Secretary**

College of Arts and Sciences Committees:

Sabbatical Leave Committee, College of Arts and Sciences

Diversity Committee, College of Arts and Sciences

Department of Languages and Literature Committees:

*Faculty Development Committee,
Foreign Languages Committee*

2012 – 2013

School-Wide Committees:

Honors Program Committee

Global Education Initiative Committee (FCTL, Todd Stanislov)

Faculty member of the *Management Committee and the Board of Directors for Ferris Campus Ministry*, position held, **Secretary**

College of Arts and Sciences Committees:

Promotion Committee, College of Arts and Sciences

Chair, Diversity Committee, College of Arts and Sciences

Department of Languages and Literature Committees:

Faculty Development Committee,

Foreign Languages Committee

Tenure Review Committee

2013 – 2014

School-Wide Committees:

Honors Program Committee

Global Education Initiative Committee (FCTL, Todd Stanislov)

College of Arts and Sciences Committees:

Promotion Committee, College of Arts and Sciences

Chair, Diversity Committee, College of Arts and Sciences

Department of Languages and Literature Committees:

Foreign Languages Committee

Tenure Review Committee

Service to Ferris State University, Contd.

Originating and Conducting Study Abroad Programs

Directed and guided a group of 10 students on the *Ferris State University Study Abroad Program to France, May 18 to June 2, 2013*

Directed and guided a group of 8 students on the *Ferris State University Study Abroad Program to France, May 6 to May 19, 2012*

Directed and guided a group of 9 students on the *Ferris State University Study Abroad Program to France, May 10 to May 21, 2009*

Directed and guided a group of 11 students on the **5th** *Ferris State University Study Abroad Program to Martinique, May 19 to June 4th, 2006*

Directed and guided a group of 12 students on the *Ferris Study Abroad Program in France, with home stays in Avignon, May 23 – June 6, 2005*

Directed and guided a group of 5 students on the *Ferris Study Abroad Program in France and Switzerland*, **May 10 – May 25, 2003**

Directed and guided, along with Professor Fred Heck, a group of 13 students and faculty on the *Ferris Study Abroad Program to Martinique*, **Spring Break, March 9 to March 19, 2003**

Directed and guided a group of 10 students and faculty on the *Ferris Study Abroad Program to France and Switzerland*, **May 7 to May 24, 2002**

Directed and guided a group of 11 Ferris alumni on a *Tour of France* through the Ferris Alumni Office, **June 6 to June 17, 2002**

Directed and guided a group of 12 students on the *Ferris Study Abroad Program in Martinique*, **May 10 - May 26, 2001**

Directed and guided a group of 15 students on the *Ferris Study Abroad Program in Martinique*, **May 7– May 26, 2000**

Service to Ferris State University, Contd.

Teaching of Independent Studies

(taught on a volunteer basis, no remuneration from Ferris)

French 331 I conducted a French 331, a three-credit course, as an independent study for one student Spring Semester, 2011. She is pursuing the French Minor, but was unable to take this course as a regular class last summer. **Fall, 2011**

French 280 Conducted a French 280, a three-credit course, as an independent study for one student Fall Semester. She is pursuing the French Minor, but was unable to take this course as a regular class. **Fall, 2010**

French 201 I conducted French 201, a four-credit course, as an independent study for one student Summer Semester. She is a very gifted individual who is pursuing the French Minor, but was unable to take it as a regular class. **Summer, 2010**

French 102 I conducted French 102, a four-credit course, as an independent study for one student Fall Semester. She is a very gifted individual who is pursuing the French Minor, but was unable to take it as a regular class. **Fall, 2009**

French 102 I conducted French 102, a four-credit course, as an independent study for one student Fall Semester. She is a very gifted individual who is pursuing the French Minor, but was unable to take it as a regular class. **Fall, 2009**

French 390 I conducted French 390, a one-credit course, as an independent study for one student Summer Semester, for Bridget McPherson, who was finishing up the French Minor, and needed to take at least a one-credit course in order to participate in the program to France in May. **Summer, 2009**

French 301 I conducted French 301, a four-credit course, as an independent study for one student this semester, Tructam Tram. She is a very gifted individual who is pursuing the French Minor, but was unable to take it as a regular class. **Fall, 2007**

French 102 I conducted French 102, a four-credit course, as an independent study for one student, Anelise Dantas-Wecker. She is a very gifted individual who wanted to pursue the French Minor, but couldn't fit the regular French 102 class into her schedule. **Winter, 2006**

French 297, French Film I conducted this three-credit course for Melanie Kloian, **Winter Semester, 2006**

French 297, French Film I conducted this three-credit course for one Ferris State University student, Jessica Byers. **Fall, 2005**

French 297, French and American Cultural Misunderstandings I conducted this one-credit course for a student participating in my study abroad program to France, May-June 2005, so she could complete her French minor requirements. **May 22-June 6, 2005**

Curriculum Development

Synopsis of curriculum development: I have proposed and passed **seven** * new courses over the past ten years.

Literature of the French World, French 280, focus on francophone texts from Louisiana, which was to be taught Spring Semester, 2010, in conjunction with the proposed Louisiana Study-Away program.

French 390 Survey of Francophone Literature, in French, a course that is serving as an alternate for French 301, every other year. Approved Fall Semester, 2008, being taught for the first time during Fall Semester, 2009

Literature of the French World, French 280, Honors, a hybrid iteration of the former course, taught for the first time **Fall Semester, 2007**, and taught every semester since then (two courses per semester in a couple instances).

Literature of the French World, French 280, passed as a permanent course in **January, 2005**.

And taught for the first time through UCEL as a “mixed-delivery” course in Traverse City, **Fall Semester, 2006**

French 301 and ***French 302*** passed as permanent courses in **2004**. I began first working at developing the **French 300** courses in 1990, hoping, even back then to eventually establish a French Minor at Ferris. I even purchased an entire set of instructional French Literature videos, covering the Middle Ages through the 20th Century. Personal funds were used to purchase these videos at the cost of \$525.00. I failed in getting enough students for the third-year program, so taught independent studies to numerous students (between 50 and 60 students) from 1990 to 2002

French Literature and Film Developed and taught this pilot course two times during the Study abroad programs to Martinique from **May 6 to May 27, 2000** (course taught after my last promotion) and **May of 2002**.

* ***Italian 100*** (Now under Language 107 designation), **Winter, 2003** and ***Japanese 100***, (also under Language 107), **Winter, 2004** It may seem strange that I am taking credit for the creation of these two language classes. Here is my reasoning: they are both based on the ***French 100 for Business and Travel*** class that I first proposed and passed in 1998. Moreover, I prompted and helped both of the instructors of the now designated ***Italian 107, Russian 107*** and ***Japanese 107*** (When Mimi Doyle taught this course for the first time Winter Semester of 2003) at Ferris in their proposals by supplying them with my template and course outcomes statement from ***French 100*** and giving them additional advice in their proposals; spending many hours with them and helping them and advising them on the research of instructional materials for their classes.

French 390 Special French culture class (focus on the Provence region of France), researched, proposed, and passed by the Curriculum Committee. I taught this course for the Study-Abroad program to France, Summer, 2001, and 2002.

French 331, The French Culture and Civilization course was approved as a permanent course offering in October, 2002. I taught this class in France during Summer Semester, 2003, and as an internet course Summer Semester, 2004, and Summer Semester, 2005.

Papers and Presentations at Conferences

Presented at the **Michigan Academy**, *Metamorphosis of the Trickster Figure from Africa to the French Antilles*, March 20, 2014

I attended and presented at the NCHC (National Collegiate Honor's Council) conference in New Orleans on, *The Creolization of the American University Campus: Teaching a "Foreign Language" to a "Foreigner:" Building the Necessary Cultural and Social Scaffolds to Nurture a Language Acquisition Playing Field.*

October 18 -19, 2013

I attended the annual **MiWLA** (Michigan World Languages Association) conference in Lansing, and conducted two presentation: *Cultivating Fun French : Five-Minute Fun Activities to Brighten and Enliven the classroom Arena*, and co-presented on *Appreciating Haitian Culture* at the annual AATF session at MiWLA.

October 17 - 18, 2013

Presented at the **Michigan Academy**, *Approaches to Teaching Camara Laye's, L'Enfant Noir*
March 22, 2013

I attended the annual **MiWLA** (Michigan World Languages Association) conference in Lansing, and conducted two presentation: *Using Contemporary French Music in the Acquisition of French*, and co-presented at the *AATF Session* during the annual AATF session.

October 18 - 19, 2012

I presented at one of the concurrent sessions at the annual **SOTL** (Scholarship on Teaching and Learning) conference at Eastern University in Ypsilanti: *The Challenges of Teaching a "Foreign*

Language” to a “Foreigner:” Building the Necessary Cultural and Social Scaffolds to Nurture a Language Acquisition Playing Field.

May 20 - 22, 2012

Equity Conference, Saginaw Valley State University, where I presented; *The Challenges of Teaching a “Foreign Language” to a “Foreigner:” Building the Necessary Cultural and Social Scaffolds to Nurture a Language Acquisition Playing Field.*

April, 2012

I attended the annual **MiWLA** (Michigan World Languages Association) conference in Lansing, and conducted **one presentation**: *Using Contemporary French Music in the Acquisition of French*, during the annual AATF session.

October 20 - 21, 2011

I presented at one of the concurrent sessions at the annual **SOTL** (Scholarship on Teaching and Learning) conference at Eastern University in Ypsilanti: *Promoting Extra-Curricular Activities in the Retention of First-Year Students*

May 17, 2011

I attended the annual **MiWLA** (Michigan World Languages Association) conference in Lansing, and conducted **two presentations**: *Teaching la Francophonie: Cameroon*, and *Teaching la Francophonie: Martinique*

October 21 - 22, 2010

Was awarded a Timme Grant to present at the annual conference of the **AATF** (*American Association of Teachers of French*) in Philadelphia: **Teaching La Francophonie from a Global Perspective**, **July 3 – July 7, 2010**

Presented at the **Michigan Academy**, *Hybrid Francophone Oral Traditions: the Metamorphosis of “Oraliture” when traversing the Atlantic and Taking Root in the French Antilles*, March 26, 2010

Presented at the **Central States Conference on the Teaching of Foreign Languages**, *Teaching French from a Global Perspective: Focus on Francophone West Africa*, March 7, 2010

Presented at Western University's **Southwest Michigan French and Francophone Studies Roundtable**, *In Pursuit of Global Consciousness: Teaching Beyond the Borders of Hexagonal France*, November 6, 2009

Presented at the **MIWLA** (Michigan World Language Association) conference in Lansing, *Teaching French from an African Perspective*, October 16, 2009 ,

Conducted a Round Table at the **Lilly Conference** on College and University Teaching in Traverse City on, *Teaching with a Global Perspective*, September 25, 2009

Senior Enrichment Day I conducted two, one-hour presentations: *Basic Survival French for Senior Citizens when Traveling to France*, and *Kenya, The Land of Eden* to this group detailing video and pictures from my trips to France and Kenya in May of 2008 and 2009, Big Rapids High School, **10:00-11:00, 1:00-2:00, June 16, 2009**

Ferris Faculty Conference; *Globalizing Ourselves; Globalizing our Students*, April 1st, 2009

I presented at the **Michigan Academy** Conference at Wayne State on, *Teaching Francophonia, Focus on Cameroon* , March 20, 2009

Conducted a three-hour workshop, *Teaching French from an African Perspective*, at the MIWLA, **Michigan World Language Association** conference in Lansing, October 24, 2008

Presented at the **Lilly Conference** on College and University Teaching in Traverse City on, *The First Four Weeks in the Hybrid Classroom: Creating a Real and Virtual Community* , September 19, 2008

Senior Enrichment Day I conducted two, one-hour presentations on *Kenya, The Land of Eden* to this group detailing video and pictures from my trip to Kenya this past May. Big Rapids High School, **10:00-12:00, June 15, 2008**

FCTL Conference at Ferris, I gave a presentation to Ferris professors entitled, *The First Four Weeks in the Hybrid Classroom, Developing a Real and Virtual Community*, April 12, 2008

Department of Languages and Literature Colloquium Series I gave a presentation to Ferris professors entitled, *Teaching French as an African Language*, detailing my current development of a curriculum that is more diverse in its scope than the traditional French curriculum, incorporating French-African material from my recent sabbatical in Cameroon, STR-131, **11:00-12:00, November 8, 2007**

Phi Delta Kappa I gave a presentation to Ferris professors and local educators entitled, *Developing a More Diverse Curriculum*, detailing my current development of a curriculum that is more diverse in its scope than the traditional French curriculum, incorporating French-African material from my recent sabbatical in Cameroon, Osburndale Restaurant, Big Rapids, **7:00-8:00, October 23, 2007**

AATF (American Association of Teachers of French) of Ohio I conducted a **four-hour workshop** to this group about my recent experiences in Cameroon, giving them three DVDs with activities packets, and working with them and demonstrating the teaching of these materials. Mohican Resort, Mohican National Park, Ohio, **1:00-5:00, September 21 -23, 2007**

AATF (American Association of Teachers of French) Annual Meeting I conducted a three-hour workshop to this group about my recent experiences in Cameroon, giving them three DVDs with activities packets, and working with them and demonstrating the teaching of these materials. Baton Rouge, Louisiana, **1:00-4:00, July 15, 2007**

Senior Enrichment Day I conducted two, one-hour presentations on *Kenya, The Land of Eden* to this group detailing video and pictures from my trip to Kenya this past May. Big Rapids High School, **10:00-12:00, June 14, 2007**

Publications

I have had two critical reviews of scholarly African texts published in *The Lion and the Unicorn* (The John Hopkins University Press) 2008, and 2009

Over the past five years, I have self-published two books, and five educational DVDs for use in courses taught at Ferris that I have designed, which are unique to our Francophone-acquisition needs here at Ferris State University; *Teaching about the Diverse and Rich culture of Cameroon* (former French colony, from my sabbatical there in 2006-2007, in English and in French), *Francophone Oral Traditions* (in English and in French), and *Parlons Français* (Summer, 2010) interviews with Ferris students and teaching basic French; currently being used in French 101, and French 301. It was used during Summer Semester in French 202.

Videos Teaching Francophone Studies, two videos from approximately 30 hours of footage shot in Martinique during my sabbatical leave. The Television Production Lab of FSU assisted me in producing these videos. Francophone studies and Oral Literature of Martinique with a comparative study of African oral traditions are the principal themes. These videos are being used in my classes at Ferris. The original videos were produced in 1997, and I helped direct the production of a **revised edition of these videos in 2001**.

Le Français Pour Tous, French textbook/workbook combination, 212 pages in length, that I have created for my French 101 classes, 600 copies of which were produced at Craftsmen Press of Big Rapids (out of pocket expense), published, January 2001

French Adventures (218 pages), French culture book that I began writing and working on while in France during the summer of 2001, and primarily focuses on my four-month *au pair* experience and observations gained by living with and working for a French family in 1982. It has been one of our **French 331** texts for the past three years, published in **August, 2002** (A copy of this book can be found at the very back of my portfolio.)

Le Français Pour Tous, Second Edition, French textbook/workbook combination, 159 pages in length, that was created for the French 101 classes at Ferris, **revised and now co-authored** with Professor Nell Hill, **August 2005**

The History of Oral Traditions in Central Africa, Admittedly a somewhat presumptuous title, given that the text is only 80 pages in length. I self-published this reader for the professors here at Ferris who teach **World Literature, African Literature, Native American Literature** (some interesting correlations) and **World Sociology**; after having been guest speaker many times in their classes. At this point I am the only one who is currently using this book with my **French 280** course that is being taught in Traverse City to the group of Maritime Academy students. One of the areas of interest that this book addresses is the deleterious effects of French Colonial Administration polices in Central Africa, as well as Francophone Oral Literature, a hybrid literature that came about because of the clashing of two very disparate cultures and civilizations. It was published in April, **2003**

Appendix B

Survey Instruments

Survey Instrument for Evaluation of the Ferris French Minor / Current and Graduating Students

- 11. The Ferris French Minor is a good choice / fit for my current major.**
- 12. I attribute certain aspects of my worldview and understanding of our global community to the influences of the French course / courses or French Minor sequence that I have taken at Ferris State University.**
- 13. The extra-curricular events and activities, which make up an integral part of taking French courses here leading to the French Minor, have helped me develop a sense of inter-connectedness and feelings of good will with and for the Ferris community.**
- 14. The many extra-curricular events and activities have increased my appreciation for the French culture and language.**
- 15. I have decided to pursue graduate studies, and a French Minor will be beneficial to me in this endeavor, and being accepted into a graduate program.**
- 16. How has the French Minor (French course / courses) benefitted you: (select all or one of the following)**
- 17. The professor(s) I have / have had in the French Minor Program (French course / courses) make me / have made me feel important, and take / have taken a personal interest in my current and future successes.**
- :**
- 18. From my current vantage point, I would recommend the French Minor sequence (a French course / courses) to other Ferris students.**

19. What areas of the French Minor sequence need improvement?

20. What else would you like to say about the French Minor?

Survey Instrument for Faculty Evaluation of the Ferris French Minor

Key

- A-Excellent (top 5-10%)
- B-Good (top 1/3)
- C-Acceptable (middle third)
- D-Below Expectations (bottom 1/3)
- E-Poor (seriously inadequate)

Questions and Answers:

- 21. Administrators involved in developing and revising the plan for this program seek and respond to faculty input.**
- 22. Written goals for this program state realistic outcomes**
- 23. The curriculum is designed to meet the needs of graduates**
- 24. I am involved in program evaluation**
- 25. Administrative support for the program is**
- 26. Library support for the program is**
- 27. I receive adequate support for the professional development**
- 28. The advisory committee for the program is**
- 29. Provision for students with disabilities is**

- 30. Secretarial support for the program is**
- 31. Instructional support for the program is**
- 32. The number of faculty assigned to the program is**
- 33. The quality of the faculty assigned to the program is**

Faculty Comments

Appendix C

Program Check Sheet

FRENCH MINOR

FERRIS STATE UNIVERSITY - COLLEGE OF ARTS AND SCIENCES

ADVISOR: Dr. Daniel Noren

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Why Choose the French Minor?

A demonstrated fluency in a second language is an asset in any career, whether it is education, health care, business, governmental service, technology, or other fields. The French minor allows students to develop their skills in written and conversational French and also to study the cultures of France and other countries around the world where French is spoken. Study-abroad programs allow students to engage in first-hand experience in study in France, Martinique, Quebec and francophone Africa.

The study of French has already inspired many students to action, enhancing and changing lives in very positive ways. Students from Ferris have gained experience teaching English in France, living with French families while earning a salary. Others have taken appointments with the Peace Corp. while others have set up internships for their majors in French speaking countries, giving them international exposure as they enter the work force.

While all careers are enhanced by knowledge of a second or third language, specific majors at Ferris lend themselves to this intercultural awareness including:

Pharmacy, International Business, Hospitality Management, Criminal Justice, Social Work, Plastics Engineering, Teacher Education, Public Relations, Public Administration, Health Care, HVAC, and building trades.

Admission Requirements

This French minor is open to any student admitted to Ferris State and pursuing a baccalaureate degree. The minor is designed to complement any Ferris major program. Students should choose courses carefully to avoid excessive overlap with their major or second minor. Students may use only one-third of the credits in a minor that overlap with the student's major. For example: If a minor is 18 credits, 6 credits may be applied to the minor that are also used in the major. Students may apply 6 credit hours of overlap between minors.

Graduation Requirements

An academic minor may only be awarded upon completion of a baccalaureate degree at Ferris State. This minor requires a minimum of 19 credits with a minimum 2.0 grade average in these courses. Also, 50% of the credits for a minor must be taught by Ferris State University.

Required Courses

FREN 201	Intermediate French 1	
FREN 202	Intermediate French 2	
FREN 301	Advanced French 1	(FREN 202)
FREN 302	Advanced French 2	(FREN 301)
FREN 331	French Culture	

MINOR IN FRENCH

NAME _____ STUDENT NUMBER _____

STUDENT'S COLLEGE: _____ B.S./B.A. PROGRAM: _____

Procedures for declaring a minor: The student will meet with the minor advisor to create a plan for completion of the minor, sign Section A and receive a copy of the form. The minor advisor will route the form through the department office and the Dean's Office. The student is not enrolled in the minor until the Dean's Office submits the form to Records.

Procedures upon completion of a minor: The student will notify the minor advisor when requirements are complete. The department and the advisor will verify that the student has completed the minor, sign Section B and forward the form with copies of any approved substitutions or exceptions forms to the Dean's Office for signature. The Dean's Office will send a copy to Records for posting the completion of the minor.

SECTION A DECLARATION OF MINOR	General Requirements:			
	1) At least 50% of the credits of the minor must be numbered 300 or higher			
	2) At least 50% of the credits of the minor must be Ferris State University credits			
	3) This minor requires a minimum of <u>19</u> credits			
	4) This minor requires a minimum GPA of <u>2.0</u> in these courses.			
	5) Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree.			
	6) A maximum of 1/3 of the minor credits may overlap the student's major*.			
	7) Students may apply 6 credit hours of overlap between minors**.			
	Required Courses	Credit Hours	Grade	Semester Completed
	FREN 201	4		
FREN 202	4			
FREN 301	4			
FREN 302	4			
FREN 331	3			
Signatures			Date	
Student				
Advisor				
Department				

SECTION B MINOR COMPLETE	Routing (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE MINOR)		Date
	Department		
	CAS Dean	<input type="checkbox"/> MyDegree Verified	
	Registrar		

DECLARATION SENT TO RECORDS _____

COMPLETION SENT TO RECORDS _____

*Approved by the Academic Senate, March 13, 2001
** Approved by the Academic Senate, April 19, 2001

Comparison of French Minors

Universities	Required Credits	Percentage 300 level or above	Electives
Ferris State University	19 credits	57%	No
Grand Valley State University	22 credits	82%	Yes
Central Michigan University	21 credits	100%	Yes – includes study abroad expectation
Saginaw Valley State University	18 credits	56%	Yes
Western Michigan University	24 credits	67%	Yes

Ferris State University's French minor is consistent with Saginaw Valley State University in both the credits required and the percentage of course work over the 300 level. It requires only 2 credits fewer than those required by Central Michigan University. Ferris's French minor is well suited to the needs of our students. It provides a structure that allows those completing the foreign language for the B.A. to reasonably complete the minor. It also allowed other students to complete a French minor consistent with the credit demands of other programs and the university expectation of a reasonable credit load to expedite graduation. Unlike other institutions with a higher number of required credits and a greater percentage over 50%, Ferris State University does not have a French major to provide reasonably enrolled upper level courses or electives. The French minor then offers a minor reasonably approximate to similar institutions which students can reasonably complete with a consolidated curriculum that ensures better productivity for the university.

RESPONDENTS: 7 of 7

Q1

The French Minor has been influential in my career path.

	Answer Choices –	Responses –
–		14.29%
Strongly Agree		1
–		14.29%
Agree		1
–		14.29%
No Opinion		1
–		28.57%
Disagree		2
–		28.57%
Strongly Disagree		2
Total		7

Q2

The French Minor has enhanced my life and

	Answer Choices –	Responses –
–		42.86%
Strongly Agree		3
–		57.14%
Agree		4
–		0.00%
No Opinion		0
–		0.00%
Disagree		0
–		0.00%
Strongly Disagree		0
Total		7

Q3

I attribute certain aspects of my worldview and understanding of our global community to the influences of the French Minor sequence.

	Answer Choices –	Responses –
–		28.57%
Strongly Agree		2

	Answer Choices –	Responses –
–		42.86%
Agree		3
–		28.57%
No Opinion		2
–		0.00%
Disagree		0
–		0.00%
Strongly Disagree		0
Total		7

Q4

In my current employment, I am drawing on my acquired knowledge and experience (especially those who participated in one or more of the Ferris Study-Abroad programs) from the French Minor.

	Answer Choices –	Responses –
–		14.29%
Strongly Agree		1
–		0.00%
Agree		0
–		28.57%
No Opinion		2
–		28.57%
Disagree		2
–		28.57%
Strongly Disagree		2
Total		7
		Comments(4)

Q5

I have decided to pursue graduate studies, and the French Minor has proven to be/will be beneficial to me in this endeavor.

	Answer Choices –	Responses –
–		0.00%
Strongly Agree		0
–		42.86%
Agree		3
–		28.57%
No Opinion		2
–		14.29%
Disagree		1

	Answer Choices –	Responses –
–		
Strongly Disagree		14.29%
		1
Total		7

Q6

The French Minor has benefitted me in international travel.

	Answer Choices –	Responses –
–		
Strongly Agree		28.57%
		2
–		
Agree		28.57%
		2
–		
No Opinion		28.57%
		2
–		
Disagree		14.29%
		1
–		
Strongly Disagree		0.00%
		0
Total		7

Q7

The French Minor Program has instilled in me the necessary confidence to pursue the study, acquisition, and appreciation of a second world language at some point in the future, if I should so choose.

	Answer Choices –	Responses –
–		
Strongly Agree		71.43%
		5
–		
Agree		28.57%
		2
–		
No Opinion		0.00%
		0
–		
Disagree		0.00%
		0
–		
Strongly Disagree		0.00%
		0
Total		7

Q8

From my present vantage point, I would recommend the French Minor to current Ferris students.

Answer Choices –	Responses –
– Strongly Agree	42.86% 3
– Agree	28.57% 2
– No Opinion	14.29% 1
– Disagree	14.29% 1
– Strongly Disagree	0.00% 0
Total	7

Q9
What areas of the French Minor need improvement?

- Answered: 3
- Skipped: 4

Showing 3 responses

More focus on conversation building over writing the language. It is more likely to have more verbal interactions than written.

4/3/2014 10:16 AM [View respondent's answers](#)

The quality of the higher level French classes is subpar. It is a lot of repetition of what was taught in the 100 and 200 level classes, which isn't necessarily a bad thing, but the 300 classes do not challenge students. I have also always would have liked for more of an emphasis on vocabulary. Furthermore, the cultural classes were a complete joke. In Spanish classes at the same level, we were studying 16th century literature, history, and film theory. In the French cultural classes, my entire workload for the week would include watching four YouTube videos about French subjects--in English.

4/3/2014 9:07 AM [View respondent's answers](#)

Better track of courses. Too big of gap between language courses when i attended.

4/2/2014 4:37 PM [View respondent's answers](#)

Q10
[Export](#)
What else would you like to say about the French Minor?

- Answered: 4
- Skipped: 3

Showing 4 responses

Professor Noren is an amazing Professor!

4/3/2014 1:40 PM [View respondent's answers](#)

All the current positions I have held since graduation from Ferris have utilized my French minor.

4/3/2014 10:16 AM [View respondent's answers](#)

I always appreciated the atmosphere of the French comment on campus, and the extra events and opportunities to go on trips, watch French films, and experience cultural activities--it's something that the Spanish program could definitely improve on. However, the academic standards of the French program have been extremely disappointing.

4/3/2014 9:07 AM [View respondent's answers](#)

Should I have a piece of paper that says I completed the French Minor because I dont so I've been very hesitant to include it on applications...please contact me Anthony Howard (ayehoward@gmail.com)

4/2/2014 4:37 PM [View respondent's answers](#)

French Minor

French Consistently Serves Arts and Sciences BA Students

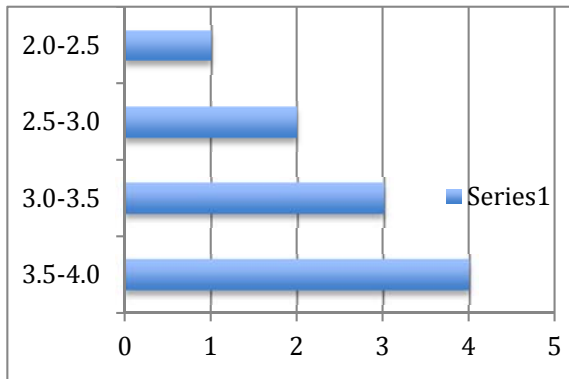
Years	2010	2011	2012	2013	2014
Total FTE	12	11	10	11	10
AS	8	8	8	9	8
BU	2	2	1	2	1
ED					1
2	2	1	1		

Currently a Ferris State University BA requires completion of the equivalent of three semesters equivalent of a foreign language. Since this requirement makes it feasible for B.A. students in French to achieve a minor with few additional courses, it is not surprising, given the foreign language requirement or expectation of many graduate programs in Arts and Sciences areas, that students in Arts and Sciences programs seek a minor in French.

The number of students in programs located in other colleges varies from semester to semester. However, given the nature of the global economy and the extensive number of francophone countries and communities, there is room to increase recruitment among programs in other colleges who might be well served by familiarity with a foreign language and a minor in French. For example, students in the area of hospitality management or sports management who would be interested in positions in Canada, along the border with Canada, or in Francophone countries would benefit from a French minor. A more aggressive campaign of recruiting students from Colleges other than Arts and Sciences would benefit the enrollment in the French minor.

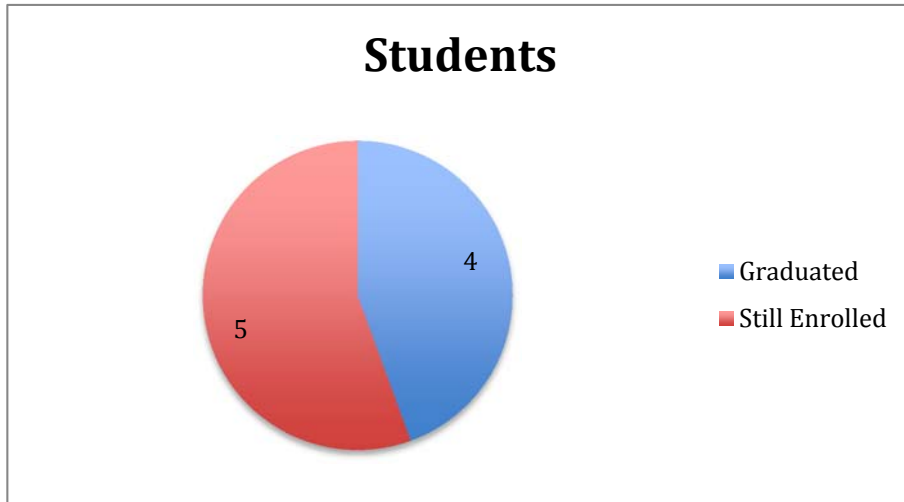
French Minors are successful students

The Average GPA of the 2014 French Minor cohort is 3.25.



Retention is also positive.

Of the 2010 cohort of French minors, one transcript was not available. Of the remaining transcript, 4 out of 9 students graduated with a Bachelor. The remaining 5 of 9 are still enrolled at FSU. A 100% retention within a cohort is impressive.



Survey Instrument for Evaluation of the Ferris French Minor / Current and Graduating Students

1. The Ferris French Minor is a good choice / fit for my current major.

Strongly Agree:	6
Agree:	7
No Opinion:	9
Disagree:	2
Strongly Disagree:	
NA:	15

2. I attribute certain aspects of my worldview and understanding of our global community to the influences of the French course / courses or French Minor sequence that I have taken at Ferris State University.

Strongly Agree:	10
Agree:	17
No Opinion:	10
Disagree:	2
Strongly Disagree:	

3. The extra-curricular events and activities, which make up an integral part of taking French courses here leading to the French Minor, have helped me develop a sense of inter-connectedness and feelings of good will with and for the Ferris community.

Strongly Agree:	10
Agree:	12
No Opinion:	16
Disagree:	1
Strongly Disagree:	

4. The many extra-curricular events and activities have increased my appreciation for the French culture and language.

Strongly Agree:	13
Agree:	13
No Opinion:	11
Disagree:	2
Strongly Disagree:	

5. I have decided to pursue graduate studies, and a French Minor will be beneficial to me in this endeavor, and being accepted into a graduate program.

Strongly Agree:	8
Agree:	6
No Opinion:	7
Disagree:	
Strongly Disagree:	2
NA:	16

6. How has the French Minor (French course / courses) benefitted you: (select all or one of the following)

- a. useful to international travel I have done -10
- b. made it possible for me to now plan and actually have the confidence to voyage to France or a francophone country, or region; i.e. Quebec, the Caribbean, and French-Speaking African countries -24
- c. instilled in me the necessary confidence to pursue the study, acquisition, and appreciation of a second world language at some point in the future -17
- d. has / have enhanced my life and broadened my horizons -18
- e. helping me to learn to think in innovative and creative ways -17
- f. inspired me to continue pursuing French-related events and interests; i.e., viewing French films, and other examples of cultural regalia -19
- g. other -4
- h. all of the above -6

7. The professor(s) I have / have had in the French Minor Program (French course / courses) make me / have made me feel important, and take / have taken a personal interest in my current and future successes.

Strongly Agree:	24
Agree:	15
No Opinion:	2
Disagree:	
Strongly Disagree:	

8. From my current vantage point, I would recommend the French Minor sequence (a French course / courses) to other Ferris students.

Strongly Agree: 16
Agree: 18
No Opinion: 6
Disagree:
Strongly Disagree:

9. What areas of the French Minor sequence need improvement?

- I wish Madame Hill was still here because FREN 101 was very easy with her, but once I moved on to different professors (201 with M Keating) I felt lost because she didn't know where we left off-maybe have all French professors on the same page.
- It has been quite fun and I enjoy coming everyday
- Needs more movie activities
- The French 201 course I took with Madame Keating was very similar to 102 that I also took and I wish we would have learned more rather than just reviewed
- Organization between the successive classes
- I think when we learn verbs, we should learn all of the tenses rather than learning a few and then moving on, then doing a few more
- Helping the new people understand French, speak French before you understand French
- French is a four credit class; therefore, it should be more days a week
- Add something a bit more interactive
- More instructors available to teach French 201
- Some sort of French RSO/Community
- Maybe "fieldtrips" to French like "areas", food/restaurants that serve close to the real French food.
- Students should have a day of only speaking French in class, than English all the time so they can learn better.
- More conversation
- More class offerings
- More exams and quizzes would positively affect retention and overall knowledge
- The lower level classes are very mediocre. I took 201 last semester and really didn't learn as much as I wanted to. Eric Warner is the best teacher I have had in this minor. He expects us to speak French more than English unlike many other teachers. I think he should be given the opportunity to decide his own curriculum and such.
- I do not see anything that needs to be improved for the French minor.
- Perhaps incorporating a required study abroad program over summer. Study abroad experience and being immersed into the culture are the fastest ways to learn about foreign people and their language.

10. What else would you like to say about the French Minor?

- I am fortunate to have chosen this minor, and I have been performing well, never taken a foreign language before.
- I think it is a great learning experience thus far. I think we should learn more about France than just Quebec
- Madame Keating was a wonderful professor
- I took French to fill a credit and I have continued studying outside of class materials now
- Margaret Keating is amazing and helpful. I learning more in 1 semester than my 3.5 years in high school.
- Keating is amazing!
- It's a great class. Anyone who wants to learn French should sign up
- Madame Keating makes French enjoyable. We learn so much from her. She helps us all enjoy French more.
- It is a really great minor
- It is an excellent way to learn an important language in today's world.