

Glassboro State College Senate Curriculum Committee

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Approval Form

Proposal Title: Minor Curricular Change: French Major

Sponsor(s) Dr. Spencer, Dr. Nien Dept.: Foreign Languages Ext. 6021
Dr. Freiburger & Literatures Dept.

Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change
(please name deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>10-10-91</u> <small>Date</small></p> <p><input type="checkbox"/> Not Approved</p> <p>_____ <small>Dept. CC Chairperson</small></p> <p><input type="checkbox"/> Reviewed _____ <small>Date</small></p> <p>_____ <small>Dept. Chairperson</small></p>	<p>Step 2 (Receipt)</p> <p><input checked="" type="checkbox"/> SCC# <u>91-92-20</u></p> <p>Proposal Received _____ <small>Date</small></p> <p><u>Deanna Hathaway</u> <small>SCC Chairperson</small></p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>Nov. 7, 1991</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p>_____ <small>School Curr. Comm. Chairperson</small></p>
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Step 4 (Academic Dean) **Comments:**

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed 11/1/91
Date

Signature, Dean of School

Step 5 (SCC)

Open Hearing 1/29/92 Approved by Senate Curriculum Committee 1/29/92
Date Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate 2/21/92 Approved Not Approved
Date

Notification to Executive Vice-President/Provost 2/21/92 Deanna Hathaway
Date Signature, SCC Chairperson

Step 7 (Executive V.P./Provost)

Received _____

Date

If no, reasons are as follows:

Approved Yes No

Student credit hours _____

Faculty load hours _____

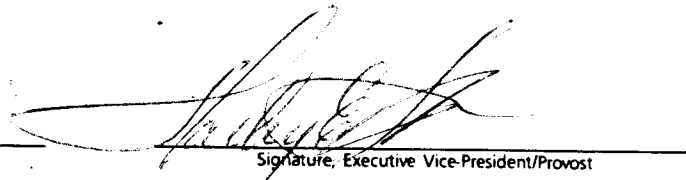
Equalized credit hours _____

Official copy and approval sheet filed

APR.

3 1992

Date



Signature, Executive Vice-President/Provost

Registrar

Approved course description received _____

Date

Hegis Taxonomy and Course Number assigned _____

Signature, Registrar

Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)



Foreign Languages and Literatures Department

Glassboro, New Jersey 08028-1770 (609) 863-6021

To: Dr. Donna Hathaway, Chair, Curriculum Committee 10/2/91
From: Erika Freiberger
Re: French Major

I am herewith submitting a proposal for **Minor Curricular Changes** for the **French major** to you which we would like to see implemented next fall. It is to the advantage of the institution to go along with the changes we are proposing. The proposed changes will make the current major more cost efficient and marketable. At the same time we are aiming at maintaining high academic standards. We hope that this model will also draw more students into the program and will convince the Curriculum Committee, the administration, as well as the Board of Trustees that it is worthwhile keeping the French major.

Even though the Strategic Planning Committee recommended a phase-out of the French major, your committee may want to reconsider this adverse recommendation. You are no doubt aware that there are now some people on this campus who consider it most important to **internationalize and overcome provincialism**. The French major played a pioneering role during years of deep provincialism at this college. It provided multicultural education long before this term became fashionable.

Nationally, enrollments in foreign languages are up by 30-90% . Even though there has been a nationwide decline in French enrollments by 1%, French is still the second most important language studied in America, after Spanish. There are still many more students out there studying French and there is still a consistent need to educate teachers of French and a rising need to prepare students for doing business in French. Next year the trade barriers will fall in Europe and France still has a lot of clout in this European market of 350 million people.

Since we will continue to offer the French major for a few more years to permit students who are in the program now to finish, we have developed some revisions which will make the program more economical and more marketable. Also, we are trying to show that we can continue offering

the French major with just one faculty line or less. The program is not extravagant in terms of its cost but it offers something very special which only the best colleges in this country offer: small classes, excellent instruction and excellent students.

During our Program Review in 1989 our consultants had recommended that we lower the requirements to 33 hours, including a course in English. **We are proposing a scaled down French major with a minimum of 30 hours all in French and an additional 6 hours as electives in the FLL Dept. Enclosed please find our proposal for a Minor Curricular Change.**

Also, we had submitted a proposal for a Minor Curricular Change for the Spanish Major during the summer and have not had any acknowledgement from you or anyone else since then. Please note that both of these proposals are in compliance with our Program Review of 1989.

We would appreciate a brief note of acknowledgment from you. If there are any questions, we would be glad to speak before your committee. Thank you for your attention in this matter.

cc: FLL Faculty
Drs. Bartelt, Flack, James



Minor Curricular Change: French Major

I. Details: a. Change Requested:

Change required credit hours from 39 to 36, with a minimum of 30 s.h. in French and 6 s.h. electives in the FLL Department. Combine Survey of French Literature I and II into a one semester course (3s.h.) "Introduction to French Literature".

Sponsor: Dr. Sonia Spencer, Dr. Gert Niers and Dr. Erika Freiburger

2. Rationale: a. Statement of need for such a change:

During our Program Review in 1989, our consultants recommended that we lower the requirements to 33 hours, including a course in English. Due to the small number of students in the program and also due to a shrinkage in staff, the proposed changes would make the French major more economical for the college but still maintain its high quality and improve its attractiveness by offering more electives in the FLL Department. The proposed changes will enable the college to maintain the French major with one faculty line.

b. Statements of curricular effect:

The proposed changes will accommodate the changes in the General Education model which will require an additional 3 s.h. in the Communications bank. By lowering the major requirement by 3 s.h., the student can still graduate with the previously required 123 s.h. By reducing the required s.h. in the French language to 30, students can take other courses in the FLL Dept. 30s.h. is required by the State for those who are seeking Certification in French. The proposed model will accommodate Certification students.

3. Results of Consultation:

a. All members of the FLL Department were consulted.

Consultants of the Program Review in 1989 were Dr. Zipser and Dr. Braun (Univ. of Dela.). Dr. Bartelt and Dr. Flack were consulted.

b. Attached: Evidence of consultation.

4/10/89

Please circulate to : J. Pujals ✓
E. Pujals ✓
T. Harburt ✓
M. Ciavarella ✓
Memorandum to Secretary



GLASSBORO STATE COLLEGE

Dean of Academic Administration

Glassboro, New Jersey 08028-1701 (609) 863-5337

April 5, 1989

Dr. Minna Doskow, Dean
School of Liberal Arts and Sciences
Glassboro State College

Dear Dr. Doskow:

Enclosed is a copy of the report from Drs. Zipser, Braun and Calvano, who served as consultants for the review of the undergraduate programs in French and Spanish. I would hope that the departmental response to this report could be prepared by mid-May. I will then arrange a meeting for preliminary discussion of the development of a Memorandum of Understanding. Hopefully, this meeting can be arranged for the latter part of May.

I sincerely appreciate the work of the Department of Foreign Languages and Literatures in preparing the self-study and the cooperation we received when making the arrangements for the consultant's visit to campus.

Sincerely yours,

A handwritten signature in cursive script that reads "Kenneth R. Clay".

Kenneth R. Clay
Dean of Academic Administration

KRC:jmp

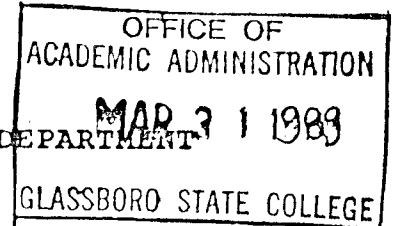
Enclosures

cc: Dr. Freiburger ✓
Dr. Tinsley

REVIEW OF FOREIGN LANGUAGES AND LITERATURES DEPARTMENT

GLASSBORO STATE COLLEGE

SPRING SEMESTER, 1989



INTRODUCTION

On January 30 and 31, 1989, Dr. William Calvano (Professor of Spanish, Temple University), Dr. Theodore Braun, (Professor of French and Comparative Literature, University of Delaware) and Dr. Richard Zipser (Professor of German, University of Delaware) visited Glassboro State College to conduct an academic program review of its Foreign Languages and Literatures Department. We proceeded together through a series of meetings with Deans Minna Doskow and Kenneth Clay, Executive Vice President and Provost Adrian Tinsley, Foreign Languages and Literatures Chairperson Erika Freiburger, all faculty members in the Department, and students who are currently majoring in Spanish and French. In preparation for our visit, we read a copy of the Departmental Self-Study and various other materials containing information about the College (the 1985-88 Undergraduate Catalog, the General Education Proposal, etc.). Also of value to us were the informal conversations we had with several members of the faculty during the course of our two-day visit.

Our consultant team finds that the program in Foreign Languages and Literatures is basically sound and is fulfilling its goals. We believe, however, that some new goals should be added to the present ones, in an effort to make the program attractive to a larger number of students and less insular within the College. In the ensuing sections of this report, we will discuss some of the problem areas we perceived, recommend some practical solutions to them and, in the process, try to open some of the many windows of opportunity we found at Glassboro State.

EXPECTATIONS OF THE REVIEW PROCESS

A. Goals

The goals of the review process are clearly stated, and seem to have been understood by the faculty of the Department of Foreign Languages and Literatures, all the more so in that this is a group of people who have, for the most part, worked together for some 20 years. Furthermore, the faculty have defined the goals of their French and Spanish programs very clearly--effective communication in speaking, listening, writing, and reading. They intend to train people thoroughly for teaching, business, or government-oriented professions. Within the constraints of real-life undergraduate instruction, these goals are attainable, and--judging from responses to questionnaires from their recent graduates--the

students feel they have been well trained. It seems to the evaluating team that while the goals themselves are sensible, viable and feasible, the means of achieving them and the application of them to the students' overall curricula need to be updated.

The faculty has a record that, overall, seems well attuned to the realities of their 12-credit-hour teaching load and to the mission the department sees itself engaged in. Some faculty members, especially in Spanish and German/Russian, are active in research and publication; most are very active in professional societies, attending and organizing conferences, reading papers, and engaging themselves in other aspects of professional life; some have continued their studies, taking a score or more of courses beyond their highest degree; all spend a good deal of time in class preparation and with their students. Some of the staff have an interest not only in the language laboratory but also in the latest developments in technological aids to language instruction (e.g., computer software, videotapes and interactive videodiscs); some have developed an outreach to faculty from other departments in the College with whom new programs can perhaps be forged in the future. These activities are consistent with the goals as currently interpreted, and form a foundation for building new programs for the future. However, in our view, the course offerings would have to be rethought if the Department were to broaden its mission. Indeed, even without a broadening of the mission, some changes in course offerings would be desirable.

The College has expanded its horizons beyond teacher-training to a far greater extent than has the Department of Foreign Languages and Literatures. One of the department's tasks in the next five years will be to find a way to maintain its very appreciable strengths while seeking ways to effect a renewal and an expansion of its mission. It has been serving its students well; it must look for ways to serve more students even better. We hope that our analysis of the program, offered in the spirit of making a good thing even better and including suggestions for preparing it for the twenty-first century, will be taken by the Department and the administration alike as a positive and constructive statement.

B. Program Structure and Reputation

The French and Spanish major programs are both viable and vital, although the French program is at present suffering from somewhat low enrollments. These programs are very coherent and have significant internal and professional integrity, but would benefit from some changes, which we suggest below. The current faculty members, who will be

flexibility to these major programs, it would eliminate the need for signing waivers of requirements.

3. If the major and minor programs in Spanish are to remain healthy throughout the 1990's, it is essential that at least one additional faculty member be hired to teach Spanish in the near future. We therefore recommend that the line taken from the Department following a retirement in Spanish one year ago be returned. We believe that the Department must and can broaden its mission, but it cannot be expected to do this effectively unless the size of the staff is equal to the demands that are made upon it--and these are bound to increase in the coming years.
4. When Mr. Jones retires in 1990, he must be replaced as quickly as possible. This would enable the Department to keep the French major. Given the importance that is now being placed on foreign-language study throughout the United States, we believe that it would be a serious mistake for Glassboro to offer a major in Spanish only.
5. With the addition of a full-time faculty member, it would be possible to upgrade the present concentration in German to the status of major. We recommend that consideration be given to adding a line in German when the new one-year foreign language requirement goes into effect.
6. At present, 39 semester hours are required for the major in both French and Spanish. Intermediate French/Spanish II counts for credit toward the major, but courses in translation do not. We believe that the number of required language/literature/civilization courses at the 200, 300, and 400 levels, which are taught in the foreign language, need not be more than ten (30 semester hours). One additional course, which would be taught in English and count for credit toward each major offered by the Department, could serve as a common elective. The topic of such a course might be: Problems in Literary Translation; Phonetics; European Literature and Film (using various languages and literatures). If this recommendation is adopted, the French and Spanish majors would be required to take ten courses taught in the foreign language and one departmental course taught in English, making a total of 33 semester hours. The present requirement of 39 semester hours could easily be preserved, if that is deemed necessary, by permitting students to count both Intermediate French/Spanish I and II for credit toward the major or by permitting them to count Intermediate French/Spanish II only and requiring two departmental courses taught in English rather than one.

7. If the requirements for the major in French or Spanish were geared to level and type of course (rather than to specific courses that students cannot always take in the proper sequence, as is now the case), the program would become more flexible and in our view more attractive to students. The basic requirements for such a program might look like this:

400 level (one literature course)
 400 level (one language or literature course)
 300 level (one literature course)
 300 level (one literature course)
 300 level (one language or civilization course)
 200/300/400 level (five courses in all, at least one of which should be in linguistics)

To prevent students from taking courses for which they are not yet prepared, all 300- and 400-level courses should have prerequisites (e.g., two 200-level courses needed to take a 300-level course; two 300-level courses needed to take a 400-level course), although these should not be too rigid.

CONCLUSION

Based on all that we saw and heard, we believe that Glassboro State College can take pride in its Foreign Languages and Literatures Department. The staff is well trained and talented, extremely dedicated to its students, and seriously devoted to its course offerings at all levels. Each faculty member obviously enjoys teaching at Glassboro and views this as a socially important endeavor, one worth sacrifices of time, money, and professional recognition. The present academic program of the Department is a solid one, and it would compare well with similar programs at colleges with which Glassboro likes to compare itself. If this report helps to make a strong faculty and program even stronger, then our consultant team will have achieved its goal.

March 24, 1989



GLASSBORO STATE COLLEGE

Foreign Languages and Literatures Department

Glassboro, New Jersey 08028-1770 (609) 863-6021

To: FLL FACULTY

From: ERIKA

RE: French Major - Minor Curricular Change to Be Submitted to Curric.
Committee

10/3/91

Enclosed please find a draft of the changes I would like to submit to the Curriculum Committee. Please comment and let me know if you approve or want any changes. I would like to send this off by the end of next week. I'll be leaving for Moscow Oct. 16 and will be back Oct. 28. I have requested a hearing from the Curr. Committee on October 31. I hope you will come if you are free (they will inform me about the time later on) and defend the French major.

OK

To: Erika Freiberger

From:

Date:

Barry Masuda

Comments re: Minor Changes French Major



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To: Erika Freiberger

From: Josefina A. Pujals

Date: 10-8-91

A handwritten signature in dark ink, appearing to be 'JP' or similar initials.

Comments re: Minor Changes French Major

I agree with your recommendations.



GLASSBORO STATE COLLEGE

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To: Erika Freiberger

From: Enrique J. Pujals

Date: 10-8-91

Comments re: Minor Changes French Major

I agree with your recommendations.

A handwritten signature in cursive script, appearing to read 'Enrique J. Pujals'.



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To: Erika Freiberger

From: *M. Ciavarella*

Date: *10/8/91*

Comments re: Minor Changes French Major

O.K. M.C.



GLASSBORO STATE COLLEGE

Foreign Languages and Literatures Department
Glassboro, New Jersey 08028-1770 (609) 863-6021

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To: Erika Freiberger

From: *Francis*

Date: *10/8/91*

Comments re: Minor Changes French Major

OK
Francis