REQUEST FOR PROGRAM CHANGE(S)

University of Central Oklahoma

Please note: All information contained in this form will be reviewed by persons outside of your college. Please use clear and concise language when completing this form.

Name of program-major or minor to be changed: (maximum of 30 spaces)
Existing Name:

Modern Language Education - French

Proposed Name: (if changing)(maximum of 30 spaces)
*Remember when abbreviating names, this is how they will appear on student's transcripts.

Proposed Name: (full name of program/major if longer than 30 spaces)

---

Is this a: __ Program  X Major  ____ Minor  ____ Sequence of Courses

Proposed change:
____ Name Change
____ Degree Designation
____ Admission Requirement

X Curriculum Change
____ GPA Requirement
____ Other:

Is this program: X Undergraduate  ____ Graduate

Is this a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)
X Yes  No  If yes, send copy of proposal to the Director of Teacher Education, Dr. Bryan Duke.

CTE Approval (Stamp or initial)

Modern Languages, Literatures, and Cultural Studies

Department submitting the proposal

Dr. Karen Manna  kmanna@uco.edu  5648
Person to contact with questions  email address  Ext. number

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Approved by:

Diana Pardo  9-16-20
Department Chair  Date

Dean Catherine Webster  Digitally signed by Dean Catherine Webster  Date: 2020.09.16 17:04:17 -05'00'
College Dean  (Please notify department chair when proposal is forwarded to dean.)

Rozilyn Miller  Digitally signed by Rozilyn Miller  Date: 2020.09.16 12:28:15 -05'00'
College Curriculum Committee Chair  Date
(please notify department chair when proposal is forwarded to dean.)

Academic Affairs Curriculum or Graduate Council  Date

Office of Academic Affairs  Date

Effective term for this program change
(Assigned by Academic Affairs)
1. Does this program change affect other programs or departments?
   If yes, provide name(s) of department chair(s) contacted, date(s), and results of discussion(s).
   X Yes    No

   Dr. Teresa Moinette, the Modern Languages Education major supervisor, was consulted on 1/27/20 and agrees with the addition of one required course and the removal of one elective course in the French Education program. Dr. Darla Fent-Kelly, CTE curriculum director, and Dr. Bryan Duke, Director of Teacher Education, were also contacted regarding this change on 1/27/20. (see attached)

2. Proposed curriculum change(s):
   (Please include entire major/minor as it exists and as it is proposed. Italicize and bold changes.)

   FROM

   **(Existing Catalog Requirements)**

   **Support Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 1113</td>
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</tr>
<tr>
<td>ENG 1113</td>
<td>English Composition</td>
<td></td>
</tr>
<tr>
<td>ENG 1213</td>
<td>English Composition and Research</td>
<td></td>
</tr>
<tr>
<td><strong>Major Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern Language Education - French</td>
<td></td>
<td>39-51</td>
</tr>
<tr>
<td><strong>Elementary French</strong></td>
<td></td>
<td>0-8</td>
</tr>
<tr>
<td>FRCH 1114</td>
<td>Elementary French I</td>
<td></td>
</tr>
<tr>
<td>FRCH 1224</td>
<td>Elementary French II</td>
<td></td>
</tr>
</tbody>
</table>

   A maximum of eight hours of credit for Elementary French may be earned by examination. Alternatively, two (2) years of high school French may be substituted for FRCH 1114 and another two (2) years of high school French for FRCH 1224. This fulfills the language requirement, but conveys no credit hours toward graduation. Evaluation of a student’s language skills may lead to placement in a more advanced course and waiving of prerequisite courses. Only testing through acknowledged processes (CLEP or AP, for example) conveys credit hours for prerequisite or lower level language courses.

   **Elementary Additional Language** ...................................... 0-4

   The same testing or placement conditions apply here as for Elementary French.

   **Intermediate French** ................................................. 6

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<tr>
<td>FRCH 2113</td>
<td>Intermediate French I</td>
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<tr>
<td>FRCH 2223</td>
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   | **Advanced French** |                   | 33      |

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<tr>
<td>FRCH 3103</td>
<td>Early French Culture and Civilization</td>
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<tr>
<td>FRCH 3113</td>
<td>Early Modern French Culture and Civ. Literature</td>
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</tr>
<tr>
<td>FRCH 3213</td>
<td>French Phonetics</td>
<td></td>
</tr>
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<td>Advanced French Grammar</td>
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</tr>
<tr>
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<td>Modern French Culture and Civilization</td>
<td></td>
</tr>
<tr>
<td>FRCH 4133</td>
<td>20th/21st Century French Culture and Civ Lit</td>
<td></td>
</tr>
<tr>
<td>FRCH 4910</td>
<td>Seminar in French (3 hours)</td>
<td></td>
</tr>
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   French electives (3000/4000 level courses) ........................................................................ 12
   (may include 3 hours of 2000-level elective)

   Participation in foreign study is strongly recommended for all French majors and minors.

   TO

   **(Proposed Catalog Requirements)**

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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced French</strong></td>
<td></td>
<td>33</td>
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PTE 3023 Foundations of American Education/Clinical Exp
PTE 3163 Developmental Psychology
SPED 4123 Teaching Individuals with Disabilities
IME 3312 Technology for Teachers
FLGN 4843 Methods of Teaching Foreign Language in Elementary and Secondary Schools
\*PTE 4172 Educational Assessment
\*PTE 4533 Contemporary Learning Sciences
\*PTE 4811 Contemporary Issues
\*PTE 4848 Internship/Student Teaching PK-12
\*PTE 4853 Classroom Management and Instruction

\^ Admission to Teacher Education required
#To be taken the same semester
Electives to bring total to .................................. 124

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#To be taken the same semester
Electives to bring total to .................................. 124

3. Degree Designation: None (Example, B.A. to B.F.A.)
Existing Designation: To:

4. Change(s) in Minimum GPA Requirements: None
FROM (Existing Catalog Requirements) TO (Proposed Catalog Requirements)

5. Change(s) in Admission Requirements for the Program/Major: None
FROM (Existing Catalog Requirements) TO (Proposed Catalog Requirements)

6. Other requested action:
N/A

7. Will requested change require additional funds? __ Yes ___ X No
If yes, please specify the amount of the additional costs, the source of the funds, and how they will be expended over the next three years, including new or re-allocated full or part time faculty/staff.

<table>
<thead>
<tr>
<th>Additional Funds</th>
<th>20___</th>
<th>20___</th>
<th>20___</th>
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</thead>
<tbody>
<tr>
<td>Amount of additional costs</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Source of funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How funds will be expended</td>
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8. Please provide a summary of the requested changes. (This is a listing of the changes requested) (This information will be submitted to the OSRHE)
This is a proposal to replace one of the elective courses within the French major, French Education major, and French minor. The change is required for the success of the students majoring or minoring in French who need more advanced French language skills than the intermediate courses can provide.
9. The reason(s) for this change are based on which of the following: (Check all that apply; explain and document in Question #10)

- Specialized Accreditation
- X SSCI (Self Study for Continuous Improvement)
- X Benchmark (e.g. comparison to peer institutions)
- ___ Assessment Data
- X Faculty Knowledge/Discipline Expertise
- ___ Advisory Board/Outside Professional Group
- ___ Other

10. For all items checked in Question #9, please provide a concise, yet comprehensive, statement that explains the reasons for requesting the change including any necessary documentation. (The information provided here will be submitted to the OSRHE)

This program change reflects both a new course being offered in French and an elective credit reduction. It was determined in the department's Self-Study for Continuous Improvement that the French programs require this course to ensure advanced language proficiency. The SSCI also reveals that French benchmark programs at UCO's peer institutions include this type of course after their intermediate language sequences.

CCP 9.11.20
College of Liberal Arts

Please answer these three math questions and attach this page to all new program and program change proposals for undergraduate degree programs only.

As part of the broader work of the Mathematics Success Initiative, the Math Pathways Task Force has identified four gateway mathematics courses that are suitable general education mathematics course options. These course, College Algebra/Pre-Calculus, Introduction to Statistics, Functions and Modeling, and Quantitative Reasoning, are included on the Course Equivalency Project transfer matrix and provide rigorous mathematical content that is more relevant and appropriate for specific academic majors.

Please respond to the following questions:

1. Which mathematics course is required as part of the general education requirements? If the program allows for multiple gateway mathematics course options, provide a rationale for each.

All undergraduate majors in the College of Liberal Arts (CLA) are required to successfully complete 3 credit hours of math. The UCO University Core lists twelve possible math courses:

- MATH 1113 Math for General Education
- MATH 1513 College Algebra
- *MATH 1453 College Algebra for Business
- *MATH 1593 Plane Trigonometry
- *MATH 2013 Structures of Mathematics
- *MATH 2023 Foundations of Geom & Meas
- *MATH 2053 Business Calculus
- *MATH 2153 Bio-Calculus
- *MATH 2313 Calculus I
- *MATH 2305 Accelerated Calculus 1 and 2
- *STAT2103 Intro Statistics for Sciences
- *STAT2113 Statistical Methods

Note: The asterisk before a course indicates this math course is required in a specific major.

MATH 1113 Mathematics for General Education fulfills the CLA math requirement. In order to assist students to graduate in a timely manner, CLA accepts multiple math courses for students that have changed majors or for transfer students.

2. Describe how the mathematics course was selected and how it best meets the needs of the program’s students.

MATH 1113 for General Education was selected in a collaborative decision between UCO advisors, CLA department chairs, and CLA deans. This decision was reconfirmed in Spring 2019.
Here is the course description for MATH 1113 Mathematics for General Education:

This course surveys mathematical topics that are not intended as preparation or substitution for College Algebra. The goals of this course are to develop quantitative skills necessary for students to better understand their world and to place mathematics in a context that develops their appreciation of its history, sophistication, and utility as an ongoing human activity. A broad range of topics are selected from: logic and set theory, numeration and number systems, geometry, mathematical models, probability, statistics and inference, graph theory, personal financial applications, and fair apportionment of resources. Prerequisite(s): Three units of high school mathematics or the equivalent.

This sentence from the course description best explains why this course is appropriate for CLA majors: “The goals of this course are to develop quantitative skills necessary for students to better understand their world and to place mathematics in a context that develops their appreciation of its history, sophistication, and utility as an ongoing human activity.”

3. How does this mathematics course articulate with your partner institutions?
In reviewing the Course Equivalency Project 2019-2020 information on the OSRHE website on May 30, 2019 (https://www.okhighered.org/transfer-students/2019-20/mathematics.pdf), there are 36 Oklahoma institutions in the matrix that accept MATH 1113 for General Education.
DEPARTMENT OF MODERN LANGUAGES, LITERATURES, AND
CULTURAL STUDIES
AY 2018-19

Self-Study for Continuous Improvement

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  • Full-Time Faculty by Rank and Ethnicity
  • Part-Time Faculty by Ethnicity
  • Full-Time Faculty by Rank and Gender
  • Part-Time Faculty by Gender

Appendix B: Student Characteristics ............................... 31-33
  • Majors
  • Minors
  • Annualized Degrees – Majors
Excerpt from this SSCI report for the purposes of the new French Conversation & Composition course proposal

See highlighted section below

B. Curriculum Currency

1. Compare your curriculum to the peer institution listed in section I.C.2 above. Detail the similarities and differences.

In order to analyze UCO Modern Languages Department’s curriculum for the purposes of this document, it was necessary to select a practicable number of peer institutions for comparison. Of our ten (10) peer universities, we have selected five (5) with comparable numbers of students in metropolitan areas similar to Edmond, OK. Our selection was also driven by diversity of location as the five (5) comparison universities are situated in different regions of the United States. The universities selected for this section include Texas State University (TX), Boise State University (ID), Towson State University (MD), Kennesaw State University (GA), and Youngstown State University (OH). Our analysis focuses on four main topics: 1) number of credit hours of elementary and advanced courses required for graduation, 2) availability of study abroad, 3) number of courses offered in Spanish, French, and German respectively, and 4) diversity of course content.

UCO’s credit hour requirements are comparable to those of the five (5) peer institutions. Whereas we require 14 hours of elementary language credit hours, the average of the peers is 15.1. Despite the 1.1 credit hour difference, we believe that our requirement is comparable, as 1.1 credit hours falls well short of the total hours of one elementary class (4 hours). For 3000- and 4000-level courses, Modern Languages requires 33 credit hours for graduation. Our five (5) peer institutions require on average 28.9 advanced level credit hours. We conclude that this difference of 4.1 credit hours is not significant enough to make changes to our curriculum.

In comparing the availability of study abroad programs, we note that one peer requires one semester for BA degree completion in Spanish, French, and German. Of the four remaining peers, three offer study abroad to Spain, Latin America, France, and Germany through their study abroad offices. The last university, Texas State, does not note study abroad in the program rotations and does not offer opportunities through an in-house agent; Texas State students must go through outside agencies to study abroad. UCO offers study abroad though an in-house office, the Center for Global and Cultural Competency.

The number of courses offered by UCO Modern Languages department compares favorably to our five (5) peer universities. The one major difference that we note in comparing the peer institutions’ Modern Languages curricula, however, is in French. All of our peers require two conversation and composition courses after the intermediate language courses. UCO French will review its curriculum in this area since we have observed major enrollment drops between the intermediate level and the culture/language sequence. Students of French at UCO need more experience with conversation and composition before beginning more difficult analysis courses. Some other notable differences are as follows: Texas State University offers a wide breadth of ASL courses, whereas UCO offers none.
Kennesaw State requires either an internship or a semester study abroad for the BA in Spanish, French, and German.

Regarding the diversity of course content, four (4) of the five (5) peer universities offer Business Spanish as a requirement for the Spanish BA or as an elective. Some of the peers offer other diverse courses in Spanish, such as Culture and Literature of Spanish Speaking Groups in the US and Spanish for Bilinguals, that UCO does not currently offer but would like to explore. Of the five peer institutions compared, three (3) offer a German major and one (1) offers a German Minor only. UCO’s offerings in German, while comparable to those of the peer institutions, respond with a greater extent to the needs and desires of our student body.
Hi Karen,

I will forward your curriculum proposals to the Council on Teacher Ed later in Feb/first of March (I’m just the gate-keeper – the committee members have the vote). Typically, it will be in the fall semester when they make their recommendations to Academic Affairs.

Therefore, I would strongly suggest your program to move forward in your own college with the anticipation of your proposals being approved. (If there are any concerns from CTE they will be in touch to rectify any problems.)

I hope this makes sense. Feel free to call me with any questions.

Darla

Darla Fent-Kelly, Ed.D.
Asst. Dean, College of Education And Professional Studies Professor, Department of Kinesiology and Health Studies University of Central Oklahoma
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Edmond, OK 73120
(405) 974-3599
dfent@uco.edu

Veriditas Certified Labyrinth Facilitator
The Labyrinth Society – Regional Representative Liaison