

# Indiana Commission for Higher Education

## Program Description—Master of Arts in French Instruction

To Be Offered by Indiana University as a Collaborative Program at Several Campuses

### 1. Characteristics of the Program

- a. Campus(es) Offering Program—Joint Degree Shared by

Indiana University Bloomington  
Indiana University East  
IUPUI  
Indiana University Northwest  
Indiana University Southeast

- b. Scope of Delivery—Statewide  
c. Mode of Delivery—100% Online  
d. Other Delivery Aspects—None  
e. Academic Unit Offering Program—varies by campus:

IU Bloomington, College of Arts and Sciences  
IU East, School of Humanities and Social Science  
IUPUI, School of Liberal Arts  
IU Northwest, College of Arts and Sciences  
IU Southeast, School of Arts and Letters

### 2. Rationale for the Program

- a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program?

**a. Program Goals:**

The IU collaborative online Master of Arts in French Instruction will provide graduate-level instruction to students interested in obtaining advanced skills and knowledge in this area. Coursework will help those students who are teaching or plan to teach French in high school and other settings to integrate new concepts and approaches into their teaching, thereby improving the quality of instruction and learning outcomes for their students. The degree will be of particular interest to dual-credit and international baccalaureate French instructors who need to earn a Master's degree in French to meet the Higher Learning Commission's instructor qualification standards in order to teach college-level French courses in high schools and community colleges.

- How is it consistent with the mission of the institution?

This Masters of Arts in French Instruction answers the charge of the [Indiana University Bicentennial](#)

[Strategic Plan](#) to provide an excellent education that promotes retention and completion through innovative online instruction that accommodates the work schedules and family demands of working Hoosiers.

With a focus on extending the reach of dual-credit and community college instruction in high-demand introductory level courses, this Master of Arts in French Instruction meets IU's charge as a public university, which the *Bicentennial Strategic Plan* explains as follows:

IU is a public university in a deep sense; it exists to benefit all the people of the state, and the world beyond, and has a charge to continue its long tradition of engagement in the economic, social, environmental, and cultural life of all Hoosiers. This charge applies to all IU campuses, and it has special significance for the regional campuses. These campuses' communities and regions rely on their respective campuses for undergraduate and professional education that addresses regional needs.

The Master of Arts in French Instruction is proposed as a collaborative degree program to be delivered by five IU campuses—Bloomington, East, Indianapolis, Northwest, and Southeast. By design, this joint program provides efficiencies of scale while maintaining the unique characteristics of the regional campuses.

- How does this program fit into the institution's strategic and/or academic plan?
- How does this program build upon the strengths of the institution?

The December 2014, [Indiana University Bicentennial Strategic Plan](#) identified the integration of new educational technologies and collaborative platforms and the development of a robust program of online education as essential tools to ensure that the university and its faculty continue to serve the citizens of the state of Indiana.

As a part of this initiative, the university developed IU Online to serve as administrative home "coordinates and catalyzes IU's efforts in this area." The plan summarizes the specific benefits as follows:

Online and hybrid delivery allow IU through IU Online to expand its offerings across campuses in a cost-effective way, through developing systems of shared online resources. IU will complete through IU Online a university-wide framework for online education, to enhance instructional quality and support, and create scalable economies in course and program delivery for all campuses.

*See Appendix 1 for web addresses to:*

- [Indiana University Bicentennial Strategic Plan](#)
- [January 2016 IU Online: A Collaborative Model for Online Education at Indiana University.](#)

b. State Rationale

- How does this program address state priorities as reflected in the ICHE's 2016 strategic plan [Reaching Higher, Delivering Value.](#)

The proposed collaborative Master of Arts in French Instruction will address each one of the four goals cited in *Reaching Higher, Delivering Value*.

- I. Completion—The collaborative Master of Arts in French Instruction is designed to improve the instruction in college-level French courses taught in Indiana community colleges and high schools as a part of dual-credit programs. These programs give students a head start on their college studies, bank credits, and prepare students for success in their first semesters of college enrollment, which is essential to timely progress to degree and on time graduation.
- II. Competency—As mentioned above the collaborative Master of Arts in French Instruction will serve instructors teaching introductory college-level French courses helping them to better educate their own students. Foreign language training has long been a hallmark of undergraduate education in Indiana and across the nation, and facility in multiple languages correlates with long-term success in a broad spectrum of careers.
- III. Career—The collaborative Master of Arts in French Instruction is tailored to the specific needs of dual-credit French instructors. It provides 30 hours of graduate level instruction in French (12 credits above the HLC minimum standard of 18), and a Master’s degree. The Higher Learning Commission uses these two criteria during university accreditation to determine if an instructor meets the minimum faculty qualification standards for college-level instruction.
- IV. Delivering Value—100% online delivery mode will allow teachers to further their education with minimal disruption to their professional and family lives. Furthermore, the courses they teach to high school students and community college students are affordable, transferable credits that students can apply towards completion of both two- and four-year college degrees.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need?

The collaborative online Master of Arts in French Instruction will provide the discipline-specific graduate coursework and Master’s degree that dual-credit and community college instructors need to meet the instructor qualification standards set by the Higher Learning Commission’s instructor qualification standards. Across the nation, state legislatures have promoted the role of dual-credit coursework as a means to improve undergraduate education by reducing time to degree. At the same time, the HLC and other regional accreditation agencies have changed their accreditation practices to ensure that the increased number of dual-credit offerings does not come with a drop in the quality of instruction. These trends will likely create steady demand for this program in the foreseeable future.

Along with Spanish and German, French is one of the more widely taught foreign languages in Indiana high schools and dual-credit offerings are increasing.

Once the Master of Arts in French Instruction is launched IU will be able to market this program to out-of-state dual-credit and community college political science teachers with the prospect for additional growth in enrollments.

ii. Preparation for Graduate Programs or Other Benefits

- Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

This Master of Arts in French Instruction is designed to serve secondary and community college instructors. It is unlikely that many of these students will opt to apply for a Ph.D. program in French, but students could use assignments, projects and papers completed in required courses to prepare and application dossier. Admission to the Master of Arts in French Instruction will not result in admission to the existing face-to-face graduate programs offered by any of the participating campuses.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

- Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor?

Growth and salary projections published by Indiana DWD, the U.S. Bureau of Labor Statistics, and the employment data analytics firm Burning Glass Technologies, all indicate that employment demand and salaries for graduates of this program will be slightly above average over that next 8 to 10 years.

DWD and Bureau of Labor Statistics data show similar growth projections at the national level. Looking ahead to 2026, the BLS projects 11% growth for instructional coordinators nationally and 12% growth in Indiana. At the national level, in 2017 elementary, middle school, and secondary teachers mean salaries ranged from \$60,950 to \$62,760 per year, and Instructional Coordinators had a mean salary of \$66,680. In Indiana, average 2017 salaries for elementary, middle school, and secondary teachers were \$50,306, \$51,407, and \$52,673, respectively. Instructional coordinators in Indiana made an average salary of \$60,705. This analysis suggests that program graduates should see a significant gain of income as a result of completing this degree.

See: Indiana Department of Workforce Development, [www.in.gov/dwd/ra](http://www.in.gov/dwd/ra). Visited 8/30/2018.

*See Appendix 2 for source data and a summary of Indiana DWD and/or U.S. Department of Labor Data*

iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

A February, 2019 search of Burning Glass Technologies' Labor Insight™ Real-time Labor Market Information tool projected 10% employment growth for K-12 teachers and 13.8% employment growth in Instructional and Curriculum design occupations in the five-state region of Indiana, Illinois, Kentucky, Michigan, Ohio. The projected mean salary for K-12

teachers in this region is \$58,832, and the projected mean salary for Instructional curriculum designers in this region is \$74,439.

*Source: Burning Glass Technologies. 2018*

v. Surveys of Employers or Students and Analyses of Job Postings

- Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

IU's Advanced College Project (ACP) speaks with Indiana district superintendents, high school principals, and current dual-credit instructors on a daily basis. According to their analysis, in the three years since the 2015 ICHE presentation, Indiana has seen a nearly 25% increase in the overall number of high school students taking dual-credit courses. In the 2017-18 academic year, nearly 100,000 Hoosiers enrolled in dual-credit courses.

In the 2012-13 academic year, 968 Indiana high school students completed French coursework for dual-credit. This number more than doubled in four years. In the 2017-18 academic year 1,935 Indiana High School students completed French courses for college-level credit with 223 teachers. ACP estimates that half of these teachers will need to complete additional graduate work to meet HLC faculty qualification standards, and these figures do not reflect additional demand from French instructors across the nation who will be attracted to this 100% online program.

ACP estimates that this Master's degree will enable teachers who have a Bachelor's degree to take a step up the career ladder if they take jobs as instructional coordinators. This could mean a pay increase of \$5,000 to \$9,000 per year, depending on the educational context and job responsibilities.

vi. Letters of Support

- Summarize, by source, the letters received in support of the program.

Campus support and terms for participation in this collaborative program are outlined in 3 Memoranda of Understanding on file in the Office of Online Education (OOE).

*See Appendix 3: Letters of Support from Mike Beam, Director, IU Advanced College Project*

### **3. Cost and Support for Program**

a. Costs

i. Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added?

The faculty and staff required to deliver the Master of Arts in French Instruction are in place. No new hires required.

*See Appendix 4: Faculty and Staff*

ii. Facilities

- Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.

No additional facilities will be required to deliver the collaborative Master of Arts in French Instruction.

iii. Other Capital Costs (e.g. Equipment)

- Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

No additional capital costs will arise from delivering this Master of Arts in French Instruction.

b. Support

i. Nature of Support (New, Existing, or Reallocated)

The OOE and the Office of Collaborative Academic Programs (OCAP) coordinate and support the delivery of IU's multi-campus online degrees. Campus-specific costs will be covered by existing resources.

ii. Special Fees above Baseline Tuition

OOE and OCAP are supported by a portion of the \$70 per credit fee tied to students pursuing 100% online degree programs. These funds support course development and a variety of student support services including success coaching and tutoring.

#### **4. Similar and Related Programs**

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Other universities offer non-degree graduate coursework to individual teachers, but this online Master of Arts in French Instruction is unique to IU.

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible.

*See: CHE Appendix A: Similar Programs at Other Institutions.*

ii. Related Programs at the Proposing Institution

- CHE staff will summarize data from the Commission’s Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution.

*See CHE Appendix B: Related Programs at the Proposing Institution,*

b. List of Similar Programs Outside Indiana

- If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:

John Carroll University  
University of Illinois at Urbana-Champaign  
University of Toledo  
University of Akron Main Campus  
Bowling Green State University-Main Campus

c. Articulation of Associate/Baccalaureate Programs

**Not Applicable.**

d. Collaboration with Similar or Related Programs on Other Campuses

- Indicate any collaborative arrangements in place to support the program.

OOE and OCAP partner with the Advanced College Project to promote and administer grants from the ICHE and the Department of Education that can provide funds to support graduate study for dual-credit and STEM instructors across the state.

The collaborative online Master of Arts in French Instruction will be listed with the other 100% online programs posted at IU Online web portal and will receive marketing and recruitment support from OOE. OOE staff and representatives will be trained to answer initial responses regarding the program and refer prospective students to the campuses for further recruitment. OOE will partner with this academic program to provide marketing and recruitment campaigns that reinforce the overall recruitment message and maximize the utilization of OOE, campus, and program resources. OOE will provide effectiveness tracking of marketing campaigns and establish Return on Investment for marketing and recruitment of IU Online students.

OOE has entered into partnership arrangements with providers on several IU campuses to provide student services to students in 100% online collaborative degrees. These services include 24/7 technical support for students via phone, email and chat. Beginning in the 2016-17 academic year, OOE launched the following student services in support of IU Online program:

- onboarding/orientation to online education at IU,
- coaching and mentoring services,

- math and writing tutoring,
- internship/ coop management, and
- career services.

In addition, OOE also plays a coordinating role in matters of student conduct, ADA compliance, and overall student advocacy for students enrolled at multiple campuses. With regard to student conduct and student grievances, OOE will facilitate conversations among campuses, and, to the extent possible, seek to resolve the issue using existing campus processes

## **5. Quality and Other Aspects of the Program**

### a. Credit Hours Required/Time To Completion

Working professionals will be able to complete the 30 credit hour Master of Arts in French Instruction in 30-36 months of consecutive part-time enrollment. Students who can take more than one course at a time may complete the credential more quickly.

- Credit hours required for the program and how long a full-time student will need to complete the program

*See Appendix 5: for a two-part curriculum map.*

### b. Program Competencies or Learning Outcomes

*Upon completion of the Master of Arts in French Instruction, students will be able to:*

1. Demonstrate proficiency in French through the ability to complete graduate coursework in French.
2. Achieve a comprehensive understanding of French as a living language and Francophone cultures.
3. An understanding of the core concepts and applications of Second Language Acquisition
4. Introduce and practice various foreign language teaching methodologies
5. Develop individual teaching styles informed by current theory and scholarship

### c. Required Coursework

#### I. 9 cr. required core course work

All students must complete the following courses, for a total of 9 credits. See the Graduate School Bulletin for descriptions of courses.

1. FRIT-F573 Methods of College French Teaching (3 cr)  
or (with prior approval of the faculty committee)  
EDUC-L520 Advanced Study in Foreign Language Teaching (3 cr)
2. FRIT-F580 Applied French –Linguistics (3 cr)



3. FRIT-F606/FREN-F606 Capstone Project in French Teaching (3 cr) (completed near conclusion of the program)

II. Two courses in French/Francophone Studies (500 level or above, 3 cr)

FRIT-F 501	Medieval French Literature (3)
FRIT-F 513	French Renaissance Prose (3)
FRIT-F 556	Le Roman aux 20 <sup>e</sup> et 21 <sup>e</sup> siecles (3)
FRIT-F 561	Studies in French Civilization (3)
FRIT-F 632	Seventeenth-Century French Drama and Performance (3)
FRIT-F 635	Studies in Eighteenth-Century French Literature (3)
FRIT-F 640	Studies in Nineteenth-Century French Literature (3)
FRIT-F 651	Studies in French Cinema (3)
FRIT-F 667	Seminar in Francophone Studies (3)
FREN-F 525	Readings in French and Francophone Cultures (3)

III. One French Linguistics course (in addition to F580) at the 500 level or above

FRIT-F 578	Contrastive Study of French and English (3)
FRIT-F 603	History of the French Language 1 (3)
FREN-F 531	Readings in French Language and Linguistics (3)

V. One course in Foreign Language Methodology, Applied Linguistics and Language Acquisition

FRIT-F 673	Topics in Learning and Teaching of French (3 cr)
FREN-542	Readings in French Pedagogy and Language Acquisition

VI. Three additional courses (9 cr) taken from any one of the above 3 categories

• **Pre-requisite coursework**

Students will be admitted directly into the collaborative IU Master of Arts in French Instruction in accordance with the admission policies and standards of their campus of enrollment.

## 6. Projected Headcount and FTE

<b>NEW ACADEMIC COLLABORATIVE DEGREE PROGRAM PROPOSAL- CAMPUS SUMMARY</b>					
<b>Institution/Location:</b>	Indiana University-IUPUI Campus				
<b>Program:</b>	Master of Arts in French Instruction				
<b>Proposed CIP Code:</b>	16.0901				
<b>Base Budget Year:</b>	2019-20				
	Year 1	Year 2	Year 3	Year 4	Year 5-8
	<u>2019- 20</u>	<u>2020- 21</u>	<u>2021- 22</u>	<u>2022- 23</u>	<u>2023- 24</u>
Enrollment Projections (Headcount)					
Full-time Students	-	-	-	-	-
Part-time Students	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>8</u>
	2	4	6	8	8
Enrollment Projections (FTE)*					
Full-time Students	-	-	-	-	-
Part-time Students	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>4</u>
	1	2	3	4	4
*Sum of rounded detail may not equal rounded totals.					
Degree Completion Projection	-	-	2	4	8
CHE Code:					
Campus Code:					
County Code:					
Degree Level:					
CIP Code:					

<b>NEW ACADEMIC COLLABORATIVE DEGREE PROGRAM PROPOSAL AGGREGATE SUMMARY</b>					
<b>Institution/Location:</b>	Indiana University--Collaborative (BL, EA, IN, NW, and SE)				
<b>Program:</b>	Master of Arts in French Instruction				
<b>Proposed CIP Code:</b>	16.0901				
<b>Base Budget Year:</b>	2019-20				
	Year 1	Year 2	Year 3	Year 4	Year 5-8

	<u>2019-</u> <u>20</u>	<u>2020-</u> <u>21</u>	<u>2021-</u> <u>22</u>	<u>2022-</u> <u>23</u>	<u>2023-</u> <u>24</u>
Enrollment Projections (Headcount)					
Full-time Students	-	-	-	-	-
Part-time Students	<u>14</u>	<u>28</u>	<u>42</u>	<u>56</u>	<u>56</u>
	14	28	42	56	56
Enrollment Projections (FTE)*					
Full-time Students	-	-	-	-	-
Part-time Students	<u>7</u>	<u>14</u>	<u>21</u>	<u>28</u>	<u>28</u>
	7	14	21	28	28
*Sum of rounded detail may not equal rounded totals.					
Degree Completion Projection	-	-	14	28	56
CHE Code:					
Campus Code:					
County Code:					
Degree Level:					
CIP Code:					

Appendix 1

The [Indiana University Bicentennial Strategic Plan](https://strategicplan.iu.edu/plan/education.html) can be accessed at <https://strategicplan.iu.edu/plan/education.html>

The IU policy paper on online collaborative programs, “[January 2016 IU Online: A Collaborative Model for Online Education at Indiana University](https://uaa.iu.edu/academic/ooe/docs/ooe_model.pdf)” can be viewed at [https://uaa.iu.edu/academic/ooe/docs/ooe\\_model.pdf](https://uaa.iu.edu/academic/ooe/docs/ooe_model.pdf).

Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data—Cite visited February 25, 2019.

## Indiana DWD Employment Projections: High School Teachers

25-2031 Secondary School Teachers, Except Special and Career/Technic	Indiana	U.S.
<a href="#">2016 Employment</a>	18,313	1,018,700
<a href="#">2026 projection</a>	19,501	76,800
<a href="#">Percent Change</a>	6.5%	8.0%
<a href="#">Annual Wage 2017</a>	\$52,673	\$59,170

Source: Indiana Department of Workforce Development, [www.in.gov/dwd/ra](http://www.in.gov/dwd/ra)

This table was produced by Indiana Department of Workforce Development - Research and Analysis : 2/26/2019 10:24:50 AM

*Appendix 3-Letters of Support—IU Advanced College Project*

January 24, 2019

To: Hitesh Kathuria, Assistant VP and Director of the Office of Collaborative Academic Programs  
Re: Master of Arts in French Instruction

Dear Hitesh,

Recent clarifications to faculty credentialing expectations, as outlined in the Higher Learning Commission's Assumed Practices, jeopardize Indiana's efforts to make dual credit coursework widely and equitably available. Indiana has invested deeply into strengthening and expanding access to quality dual credit opportunities for students in every high school. The majority of high school teachers currently trained to offer dual credit courses do not possess all necessary academic qualifications (hundreds of teachers lack graduate degrees or graduate courses in the discipline). Without intervention, it is clear that many schools will no longer be able to provide dual credit opportunities; the deadline for compliance with HLC expectations is September 1, 2022 for dual credit instructors and September 1, 2017 for all other faculty.

Most teachers do not have access locally to a college or university with significant graduate course offerings. In cases where location is not a barrier, on-campus course offerings are problematic due to the limited availability of the K-12 teacher during typical class hours. Online opportunities for both individual courses as well as degree programs are the only option for working teachers. In particular, courses in English and the Social Sciences are among the most widely offered dual credit courses.

Delivery of Master of Arts in French Instruction will provide access to teachers in all areas of the state, in a format conducive to participation, and in two high-impact disciplines. The ACP program provides courses to more than 15,000 students in 170 high schools in the state, collaborating with more than 550 teachers. ACP teachers are extremely interested in enrolling in the necessary coursework and IU is developing enrollment plans with each ACP teacher who does not currently meet HLC expectations. The proposed MA degree will allow ACP to retain significant numbers of teachers and provide them with a viable and meaningful pathway toward compliance.

I fully support the development of these degrees and am happy to provide additional information if desired.

With regards,

*Michael Beam*

Mike Beam

Coordinator, Precollege and Dual Credit Programs University Academic Affairs

Appendix 3: Master of Arts in French Instruction Degree Map

<b>IU Collaborative Master of Arts in French Instruction—30 credits overall</b>		
<b>Requirements</b>		<b>Notes</b>
<b>I. 9 cr. Required core course work-- All students must complete the following courses, for a total of 9-credits. See the Graduate School Bulletin for descriptions of courses.</b>		
FRIT-F573	Methods of College French Teaching (3 cr)	One of F573 or F580 must be taken in the first year as available.
FRIT-F580	Applied French -Linguistics (3 cr)	One of F573 or F580 must be taken in the first year as available.
FRIT-F606/ FREN-F606	Capstone Project in French Teaching (3 cr)	F606 must be taken in the final semester of the program in preparation for graduation. Online students will complete the requirement near completion of the MAFI for purposes of assessment. Study abroad or linguistic-cultural immersion experiences (strongly recommended but not required).
<b>II. Two courses in French/Francophone Studies (500 level or above, 6 cr total/ 3 cr each)</b>		<b>Notes</b>
FRIT-F632	Seventeenth-Century French Drama and Performance (3)	
FRIT-F556	Le Roman Aux 20 <sup>e</sup> et 21 <sup>e</sup> Siecles (3)	
FRIT-F635	Studies in Eighteenth-Century French Literature (3)	
FRIT-F640	Studies in Nineteenth-Century French Literature (3)	
FRIT-F651	Studies in French Cinema (3)	
FRIT-F667	Seminar in Francophone Studies (3)	
FREN-F525	Readings in French and Francophone Cultures (3)	New course numbers reserved
<b>III. One French Linguistics 500 level or above course (in addition to F580)</b>		<b>Notes</b>
FRIT-F578	Contrastive Study of French and English (3)	
FRIT-F603	History of the French Language 1 (3)	
FREN-F531	Readings in French Language and Linguistics (3)	OCAP to get new course number
<b>IV. One course in Foreign Language Methodology, Applied Linguistics and Language Acquisition</b>		<b>Notes</b>
FRIT-F673	Topics in Learning and Teaching of French (3 cr)	
FREN-542	Readings in French Pedagogy and Language Acquisition	(OCAP to get new course number)
<b>V. 3 additional course (9 cr) taken from any one of the above 3 categories (II, III &amp; IV).</b>		

*CHE Appendix A: Similar Programs at Other Institutions.*

*CHE Appendix B: Related Programs at the Proposing Institution.*