French & Italian seeks formally to create a "Summer Institute" pathway in the existing Professional French Master’s Program. The program will serve French teachers, using a part-time, Summer, hybrid (online and face-to-face) model leading to the MFS degree. Because the program relies on the courses and requirements from the existing parent MFS, a series of relatively minor modifications in course focus and timing will allow FRIT to better serve larger numbers of teachers interested in this degree.

Summer Institute students would complete the same 30 credits required for the MFS degree. However, because of students' unique calendar and needs as working teachers, two modifications will serve this audience better: (1) because the Summer internship period for this audience will necessarily be shorter, individual internship and tutorial credit will include portfolio projects focused on the teachers' created classroom projects; and (2) students would be required to complete French 821, a second language acquisition course designed for teachers of French.

Proposal Abstract/Summary:
Parent is in the Graduate School: Yes

SIS Code:

SIS Description:

Transcript Title: French Studies Summer Institute

Named Options: Sub Plan 1024: No Title Found

Does the parent program offer this as an additional major as well? No

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Bousquet, Gilles</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Deitz, Merritt S</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Debaisieux, Martine M</td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

Are all program reviews in the home academic unit up to date? Yes

Are all assessment plans in the home academic unit up to date? Yes

Are all assessment reports in the home academic unit up to date? Yes

Mode of Delivery: Face-to-Face (majority face-to-face courses)

Will this program be part of a consortial or collaborative arrangement with another college or university? No

Will instruction take place at a location geographically separate from UW-Madison? No

Parent has outside accreditation: No

Graduates of parent program seek licensure or certification after graduation. No

First term of student enrollment: Summer 2019 (1196)

When will the application for the first term of enrollment open? Spring 2019 (1194)

Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

<table>
<thead>
<tr>
<th>Start Term</th>
<th>Application Deadline MM/DD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2019 (1196)</td>
<td>Spring 2019 (1194)</td>
</tr>
</tbody>
</table>
Year of three year check-in to GFEC (3 years after first student enrollment): 2022

Year of first program review (5 years after first student enrollment): 2024

If this proposal is approved, describe the implementation plan and timeline.

Because this is a sub-program of an existing non-pooled tuition program, FRIT has the infrastructure in the Professional French Master’s Program (PFMP), with faculty, staff, courses, and procedures in place to move forward with implementation quickly. PFMP staff and faculty are ready to recruit, admit, and advise students. Recruiting will build on existing PFMP channels (regular mailings of program newsletters to roughly 600 recipients in school and university foreign language programs, presentations at professional associations like the American Council on the Teaching of Foreign Languages, advertising in teacher-focused newsletters like American Association of Teachers of French and the French Review) and will also allow for proactive new direct marketing to teachers through email, social media, cultural-and-education attached colleagues at French consultates and Quebec trade offices, and email to teacher groups. Applications are reviewed by the PFMP Admissions and Scholarships Committee (composed of the program Director and its two Faculty Co-Directors) and admitted students are informed on a rolling basis, up through April 20 of every year (for students beginning in the summer or fall) and up to November 1 for students beginning in the spring. They will begin the program in the eight-week summer session and will be advised by Ritt Deitz, Director, Professional French Masters Program. As part of administering the existing MFS, FRIT understands procedures for working with L&S and the Graduate School to administer this program.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

The named option is proposed as a pathway through requirements followed by our full-time academic cohort: two full-time semesters on campus, followed by a semester (or two) of professional internship and professional portfolio completion and oral presentation. The standard MFS is intentionally broad-based, with graduates who undertake work in several different disciplines following graduation. The proposed Summer Institute will focus the program for a specific professional community—working teachers of French at the K-12 level—who earn a master’s degree in French by working through degree requirements together as a cohort. The requirements and learning outcomes for the MFS and this named option are identical; the distinction between them is driven by the need to adjust the timing and focus of courses to serve this audience.

Why is the program being proposed? What is its purpose?

In 2015, changes in policy and practice led to a redesign of the MFS. This revision had an impact on the audience served by the program, reducing the number of teachers who had previously sought the program out. FRIT has a vital interest in the community of language instruction beyond the boundaries of the University, so the department has worked to recapture that audience. Today, with new courses that include the ability to offer sections in the Summer and online, the program again has the capacity to serve working French teachers - and to recruit that audience more intentionally than had previously been possible. The group of French teachers who have been advising the program (mostly from WI and IL) has encouraged the program to re-open a part-time version of the MFS degree. Finally, the department hopes that this change will have the additional effect of increasing enrollment in a relatively small program that has the capacity to grow, to serve the teachers who have expressed a strong interest in the program, and to serve the discipline of French language instruction.

Do current students need or want the program? Provide evidence.

This proposal arises from an interest in recapturing an audience that was lost when the program was required to undertake a redesign; prior student participation demonstrates an interest in it. Further, recent market research identified 27 programs that compete for French teachers looking for the basic elements provided by the MFS. These programs are all either
master’s degree programs for teachers of French or post-baccalaureate certificate programs serving that cohort. The programs range in price and style (i.e. face-to-face versus online or hybrid, required immersion abroad, etc.) (See attached spreadsheet of research, completed in October 2018.) Program faculty and staff are familiar with this cohort of secondary colleagues and interact with them within the field of French Studies at conferences and in editorial settings, and have fielded many inquiries about the program.

What is the market, workforce, and industry need for this program? Provide evidence.

The American Association of Teachers of French, one of the main professional associations most used by working K-12 French teachers in the United States, has roughly 10,000 members, the vast majority of whom work in the this country at the primary and secondary level. Many more working French teachers in the United States are not members of the AATF. It is noteworthy that the existing MFS program has brought students from France, Mexico, China, India, Burkina Faso, and a handful of other countries, signifying interest in our program abroad. These are not French teachers, but rising interest and enrollment in French programs in China alone suggest that the roughly 500,000 French teachers working in the world (per the French Cultural Services website at the U.S. French embassy) explain in part the existence of at least two dozen other competing master’s programs in the U.S. for this cohort. Teacher training and development programs aimed at French teachers worldwide are present in most French university schools of education and private language schools, drawing French teachers worldwide there every year in numbers sufficient to indicate a market. We are asking that Wisconsin be able to compete with proven peer institutions like Virginia, Indiana, and others, who have been drawing this market for years.

What gap in the program array is it intended to fill?

The current program is a full-time academic year program that is rendered unavailable to working teachers, who typically are in class from early in the morning to late afternoon every weekday during the school year. This new option will serve these students by allowing them to engage in face-to-face courses and interactions during three summer terms (including their required internship the final summer) and with on-line courses available to them during the school year. These changes in timing, pace, and delivery allow us to serve a group of students who cannot be served by the standard program.

Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

<table>
<thead>
<tr>
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</tr>
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<td>Bousquet, Gilles</td>
<td>French and Italian (FRIT)</td>
</tr>
<tr>
<td>Debaisieux, Martine M</td>
<td>French and Italian (FRIT)</td>
</tr>
<tr>
<td>Allen, Heather Willis</td>
<td>French and Italian (FRIT)</td>
</tr>
<tr>
<td>Tochon, Francois V</td>
<td>French and Italian (FRIT)</td>
</tr>
</tbody>
</table>

What resources are available to support faculty, staff, labs, equipment, etc.?

Existing department resources, campus classrooms, libraries, and all other resources available to students via their segregated fees, will be available, as they have been in the past, to support program activities. The existing MFS program is a non-pooled (131) program, and its budget will include both new costs and new revenues associated with this named option.

Program advisor(s) with title and departmental affiliation(s).

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</table>

Describe how student services and advising will be supported.

The PFMP Director will continue to advise all individual students academically on this track, using the existing PFMP advising formulae required by the professional nature of this program (for example, academic research on and practice of professional networking techniques as part of curriculum in French 618, Career Strategies) and of course following the principles embodied in our existing Learning Goals and Program Assessment plan. The PFMP Assistant Director will
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Resources, Budget, and Finance

Is this a revenue program? Yes

What is the tuition structure for this program?

Market-based tuition - separate proposal to be submitted

Select a tuition increment:

$800/credit

What is the rationale for selecting this tuition increment?

The MFS is an existing non-pooled tuition program. (That program will be submitting a request to raise the tuition level to this amount, from a lower level that had been grandfathered in under a previously existing arrangement.) This level is among the approved tiers available to non-pooled tuition programs offered in L&S. Though it is a higher rate than what was formerly used, it should still be within reach of the audience for the program.

Upload the proposal for market-based tuition:

Provide a summary business plan.

The existing MFS is a non-pooled revenue program administered within FRIT as the Professional French Master’s Program (PFMP). The non-pooled status of the MFS was approved when it was created, and tuition was set lower than is currently used. The PFMP, with L&S support, proposes to raise that tuition to a higher level, consistent with current practice. This named-option/program will exist within that revenue context, using the same tuition structure as the parent program, with all students enrolled in the MFS paying the same tuition.

Within that context, the PFMP proposes to recruit 5 new students per summer, achieving a steady state enrollment level of 10 Summer Institute students within the MFS. This is projected to generate roughly 46,000 in surplus by the end of FY20, including the costs forecasted for new instruction.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program.

The PFMP currently employs Riitt Deitz, PFMP Director, to administer the MFS. The addition of this program may require a modest increase in the assistant director’s appointment. Increased revenue from Summer Institute Track students should afford this increase to 100%, which will allow the Assistant Director to address any demands created by the new program.

The program has [faculty, instructors, courses]; these courses have sufficient enrollment capacity to serve these students, with no additional instructional staffing required.

Those courses requiring distance delivery for this cohort will use asynchronous learning formats, delivered online, using email, online forum, and video posting to ensure substantive and engaged student/instructor contact. This will allow the cohort—K-12 French teachers working during the school year, during the day—to complete their work in a more flexible schedule, while observing specific deadlines unique to their cohort.

Required technology comprises filming lectures or discussions, which requires hiring a student camera operator for those classes. The program has experience with this approach and has built these costs into the program budget. Uploads and instructor-student interaction require technology already possessed and used by instructors and students. Courses will use combinations of Canvas, Skype, Zoom, allowing for maximum interaction between student and instructor.

The MFS program has assessment procedures in place that will be extended to this program with no significant additional burden on the program.
What is the marketing plan?

The parent program is already actively engaged in marketing and outreach to recruit students to the program. This research includes studying competing costs, assessment of alumni working in the fields, qualitative research on topics presented by colleagues in French Studies who also advise undergraduates in French, and regular monitoring and intervention in actual application, admission, and enrollment trends. The PFMP will continue to study these features of the market and program, with a renewed focus on the specific community of K-12 French teachers, active in Wisconsin, neighboring states, across the US, and internationally. Faculty will continue to network on behalf of the program via targeted newsletter mailings, conference presentations, and general professional activity with an involvement by our "secondary colleagues" (French teachers at the K-12 level).

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the

As noted above, this program is proposed as a pathway within an existing program. Though the proposal aspires to generate new revenue within the program, the department and PFMP do not anticipate that it will require substantial new resources.

Are new Library resources needed to support this program?

No

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Students will not be funded, other than by occasional small incentive scholarships drawn, on a case-by-case basis, from revenues generated by the program as well as a limited number of small private scholarship funds. Students are informed that the program does not fund students, but that some scholarship assistance is available. Decisions about awarding these scholarships are made by the PFMP Admissions and Scholarship Committee (composed of the PFMP Director and its two Faculty Co-Directors).

Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Spring 2019 application deadline:

November 1, 2018

Fall 2019 Application Deadlines

Early acceptance deadline: January 15, 2019
Regular application deadline: April 20, 2019
Graduate School Application
French and Italian Department Application

Deadlines

Step 1: Graduate School Application
The following materials go to the Graduate School (Office of Graduate Admissions, 225 Bascom, 500 Lincoln Drive, Madison, WI 53706-1380):

Graduate School Application (online)
On the online application, you will need to list 3 people who will write letters of recommendation for you. (Remember to check the "email request" box when listing recom and style of expression in the French language. These may be professors, instructors, supervisors, or anyone who is familiar with your work and may give us a sense of your be sure to contact each recommender at least a month prior to when the letter of recommendation is needed to let them know that they will be contacted directly by the (department (mdietz@wisc.edu or ramer2@wisc.edu).

$75 Application Fee (waived for current and former TAPIF particpants)
For international students whose native language is not English: MELAB or TOEFL scores

Step 2: French Department Application Procedure
Submit the following items to the Department of French and Italian (ATTN: Graduate Admissions Coordinator, 618 Van Hise Hall, 1220 Linden Drive, UW–Madison, Madison
GRE Scores
(not required for certificate program) institution code 1846 for UW–Madison
Writing sample in French
(a graded undergraduate term paper or equivalent)
Complete official transcripts of all postsecondary study (TWO copies)
Any letters of recommendation that recommenders prefer to send as a hard copy. (A signed nonconfidenal recommendation form must accompany each letter that come Résumé (CV)
Completed Study Track Application Addendum
Statement of purpose (1 page, in French).

What is your chosen concentration area. and how do you exect it. and the PFMP in gneral. to oosition you for a more sasfying oerfessional life? Include avy relevant ex

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Appprover#
What is your chosen concentration area, and how do you expect it, and the PFMP in general, to position you for a more satisfying professional life? Include any relevant dictionaries and other resources, we trust that this statement will be written without assistance.

An oral interview in French, either in person or by telephone. (In certain cases, the oral interview will be waived.)

DEADLINES

Spring 2019 admission deadline: November 1, 2018.

Fall 2019 admission deadline: January 15, 2019 if applying to live at the French House or for early decision; April 20, 2019 for all others.

QUESTIONS?
Contact Ritt Deitz, Director: (608) 262-4090 or mdeitz@wisc.edu.

Approved Shared Content from /shared/graduate-school-admissions/

Graduate School Admissions

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School.

Guide Admissions/How to Get In tab

Spring 2019 application deadline: November 1, 2018

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<td>French and Italian Department Application</td>
</tr>
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DEADLINES

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QUESTIONS?
Contact Ritt Deitz, Director: (608) 262-4090 or mdeitz@wisc.edu.
Department faculty and staff are presenting or have presented the PFMP this year at the Association of Departments of Foreign Languages Summer Seminar, the annual meeting of the American Council on the Teaching of Foreign Languages, the Modern Language Association, Augustana College, and a local high school in the context of National French Week. Once this named option is approved, we will target prospective students through direct email to interested teachers who have already contacted the PFMP Director (just over two dozen, all actively interested in whatever program we can create), bulk mail readers of our program newsletter (roughly 400, mostly in higher education but also high school teachers), social media (Facebook, Twitter, both currently in use by the PFMP, in which the named option will be housed), our website, the French Consulate, the Quebec Delegation in Chicago, the Alliance Française network, the Milwaukee French Immersion School network, the Wisconsin Association For Language Teachers, and the Wisconsin Department of Public Instruction—all of whom we are already working on projects with as a department. Individual interested prospective students receive individual responses from the PFMP Director and are recruiting directly, invited to visit campus, speak with program students and alumni.

Project Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>5</td>
</tr>
<tr>
<td>Year 2</td>
<td>10</td>
</tr>
<tr>
<td>Year 3</td>
<td>10</td>
</tr>
</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources:

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Parent Requirements

**Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/**

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements

### MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hyb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/**

**Evening/Weekend:** These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses schedule of a specific program, contact the program.

**Online:** These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment.

**Hybrid:** These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or complete online component.

**Accelerated:** These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of an accelerated nature of a specific program, contact the program.

### CURRICULAR REQUIREMENTS

**University General Education Requirements**
Minimum Credit Requirement: 30 credits
Minimum Residence Credit Requirement: 16 credits
Minimum Graduate Coursework Requirement: Two-thirds of the degree coursework (20 of 30 total credits) must be completed in graduate-level coursework; consult Course Guide (https://registrar.wisc.edu/course-guide/).
Overall Graduate GPA Requirement: 3.00 GPA required.
Other Grade Requirements: B or better in FRENCH 615.
Assessments and Examinations: Internship, oral examination, and professional portfolio.
Language Requirements: No additional language requirements.

Required COURSES

Course Requirements: Before enrolling in their professional internship, students must complete the following 24 credits of French-language, UW–Madison coursework:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRENCH 615</td>
<td>Grammaire avancee</td>
</tr>
<tr>
<td>FRENCH 616</td>
<td>Social Responsibility in Contemporary French-Language Professional Writing</td>
</tr>
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<td>Career Strategies for the French-Speaking World</td>
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<tr>
<td>FRENCH 623</td>
<td>Communication orale en situations professionnelles</td>
</tr>
<tr>
<td>FRENCH 642</td>
<td>Culture et sociétés dans le monde francophone</td>
</tr>
<tr>
<td>FRENCH 793</td>
<td>Professional French Masters Program Internship 1</td>
</tr>
<tr>
<td>FRENCH 799</td>
<td>Independent Study (Individual Special Purposes Tutorial)</td>
</tr>
<tr>
<td>FRENCH 799</td>
<td>Independent Study (Individual Internship Issues) 2</td>
</tr>
<tr>
<td>FRENCH 901</td>
<td>Seminar-Materials and Methods of Research</td>
</tr>
</tbody>
</table>

Total Credits

1. Must take 1 credit each semester for two semesters.
2. Must take 2 credits during third semester, 3 credits during fourth semester.

Summer Institute Track

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>FRENCH 615</td>
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<tr>
<td>FRENCH 799</td>
<td>Independent Study (Portfolio)</td>
</tr>
<tr>
<td>FRENCH/ITALIAN 821</td>
<td>Issues in Methods of Teaching French and Italian (SLA Concepts)</td>
</tr>
<tr>
<td>FRENCH 901</td>
<td>Seminar-Materials and Methods of Research (Curricular Design and Assessment)</td>
</tr>
</tbody>
</table>

Total Credits

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/

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Accelerated: These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of accelerated learning.

if you have questions about the schedule of a specific program, contact the program.

### CURRICULAR REQUIREMENTS

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<th>Requirement</th>
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### Required COURSES

#### Summer Institute Track

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<tr>
<td>FRENCH 623</td>
<td>Communication orale en situations professionnelles</td>
</tr>
<tr>
<td>FRENCH 642</td>
<td>Culture et sociétés dans le monde francophone</td>
</tr>
<tr>
<td>FRENCH 793</td>
<td>Professional French Masters Program Internship</td>
</tr>
<tr>
<td>FRENCH 799</td>
<td>Independent Study (Portfolio)</td>
</tr>
<tr>
<td>FRENCH/ITALIAN 821</td>
<td>Issues in Methods of Teaching French and Italian (SLA Concepts)</td>
</tr>
<tr>
<td>FRENCH 901</td>
<td>Seminar-Materials and Methods of Research (Curricular Design and Assessment)</td>
</tr>
</tbody>
</table>

**Total Credits:** 30

### Approved Shared Content from /shared/graduate-school-policies/

**Graduate School Policies**

The Graduate School’s Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies is determined by the academic degree program can be found below.

### Major-Specific Policies

**Graduate Program Handbook**

A Graduate Program Handbook containing all of the program’s policies and requirements is forthcoming from the program.

**Prior Coursework**

**Graduate Work from Other Institutions**

Full-time academic track: Students may not count coursework from other institutions.

Summer Institute track: With program approval, MFS students in the Summer Institute are allowed to waive up to 10 credits of their required PFMP credits, to the program requirements and are taken after the student has been PFMP coursework.
UW–Madison Undergraduate

No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

UW–Madison University Special

With program approval, University Special students enrolled in the capstone certificate "French Studies" may count up to 12 credits of coursework taken while admission to a master's degree is not allowed to satisfy requirements.

Probation

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U if being suspended from the Graduate School.

- Good standing (progressing according to standards; any funding guarantee remains in place).
- Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of unsatisfactory progress).

ADVISOR / COMMITTEE

Students will work closely with the PFMP executive director.

CREDITS PER TERM ALLOWED

13 credits

Time Constraints

Students who have allowed a session to "lapse" without enrolling during that session, and without approval to take a leave of absence, must reapply to the program. Leaves of absence are viable for one semester only.

Other

PFMP and certificate students may not be simultaneously enrolled in other graduate programs, nor are they eligible for project assistantships, teaching assistantships, or graduate fellowships automatically eligible for PFMP internship travel funding in the form of a credit toward airline travel, and for selected private scholarships of roughly $1,000 each.

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/

Graduate School Policies

The Graduate School's Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyond academic degree program can be found below.

Major-Specific Policies

Graduate Program Handbook

A Graduate Program Handbook containing all of the program’s policies and requirements is forthcoming from the program.

Prior Coursework

Graduate Work from Other Institutions

- Full-time academic track: Students may not count coursework from other institutions.
- Summer Institute option: With program approval, MFS students in the Summer Institute are allowed to waive up to 10 credits of their required PFMP credits, if they satisfy program requirements and are 6 taken after the student has begun PFMP coursework.

UW–Madison Undergraduate

No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

UW–Madison University Special

With program approval, University Special students enrolled in the capstone certificate "French Studies" may count up to 12 credits of coursework taken while admission to a master’s degree is not allowed to satisfy requirements.

Probation

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U if being suspended from the Graduate School.

- Good standing (progressing according to standards; any funding guarantee remains in place).
- Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of unsatisfactory progress).
Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

**ADVISOR / COMMITTEE**

Students will work closely with the PFMP executive director.

**CREDITS PER TERM ALLOWED**

13 credits

**Time Constraints**

Students who have allowed a session to "lapse" without enrolling during that session, and without approval to take a leave of absence, must reapply to the program. Leaves of absence are viable for one semester only.

**Other**

PFMP and certificate students may not be simultaneously enrolled in other graduate programs, nor are they eligible for project assistantships, teaching assistantships, or for PFMP internship travel funding in the form of a credit toward airline travel, and for selected private scholarships of roughly $1,000 each.

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

**Program Learning Outcomes and Assessment**

<table>
<thead>
<tr>
<th>Parent Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak, read, listen and write in French at a level sufficient to work successfully among native French speakers in the student's concentration area.</td>
</tr>
<tr>
<td>Identify, select and retrieve primary and secondary sources in research projects, using techniques expected by professionals working in the student's concentration area.</td>
</tr>
<tr>
<td>Demonstrate a thorough understanding of the relationship between practices and perspectives in the cultures of the world's major French-speaking regions.</td>
</tr>
<tr>
<td>Articulate, critique, and elaborate the major professional approaches and best practices in the student's concentration area.</td>
</tr>
<tr>
<td>Demonstrate understanding of the student's concentration area in its historical and cultural context.</td>
</tr>
<tr>
<td>Successfully apply major professional approaches and best practices to professional projects in a French-speaking organizational setting outside the United States, in the student's concentration area.</td>
</tr>
<tr>
<td>Use the most appropriate methodologies for success when beginning or returning to work in the student's concentration area.</td>
</tr>
</tbody>
</table>
FR821 Project Blurb
Second Language Acquisition Concepts
(3-credit course given in the English language)

Department of French & Italian
Fall 2020

Professor: François Victor Tochon, PhD
Email: fvtochon@wisc.edu
Office: 742 Van Hise Bldg
Office Hours: upon appointment

Online course with asynchronous components on Canvas, a discussion list to discuss the readings and videos on Piazza, and synchronous meetings on www.zoom.us
Online Course Meeting Days/Time: Wed 7:00pm to 8:30pm

Credit hours: 135 hours of work including 22.5 hours of interactions, 32.5 hours of team work on projects (=13 team meetings of 2.5 hours), 30 hours of streaming videos, and 60 hours of weekly readings (4 hours per week for 15 weeks).

Course Description
This course is an introduction to the scientific research of how people learn a second language. Although the course is designed to be accessible to students from a wide variety of backgrounds, some knowledge of the linguistic structure of English will be assumed. Second language acquisition, or SLA, is a theoretical and experimental field of study that looks at the phenomenon of language development -- in this case the acquisition of a second language. The term "second" includes "foreign" and "third", "fourth" (etc.) The goal of SLA research is to expand understanding of the complex processes and mechanisms that drive language acquisition. Because language is quite complex, SLA has become a broadly-based field that now involves:

- studying the complex pragmatic interactions between learners, and between learners and native speakers;
- examining how non-native language ability develops, stabilizes, and undergoes attrition (forgetting, loss);
- carrying out an analysis and interpretation of all aspects of learner language with the help of current linguistic theory;
- developing theories that are specific to the field of SLA that aim to account for the many facets of non-native language and behavior;
- testing hypotheses to explain second language knowledge and behavior.

The goal of SLA is to understand how learners learn and it is not the same as research into language teaching. However, applied linguists whose particular interest is in facilitating the language learning process should find ways of interpreting relevant SLA research in ways that will benefit the language teacher. SLA, in this light, should become an essential point of reference for those involved in educational activities as well as researchers looking at how to facilitate the learning process.

Student Learning Outcomes
Upon completion of this course, students are expected to:
• develop an expert and personally relevant understanding of fundamentals of second language learning;
• become familiar with theories, methods, and findings in the field of SLA;
• develop your ability to read SLA research reports meaningfully;
• support you through the process of conducting and reporting on a research project that explores an SLA topic of your choice.

Required Readings

Course Materials
Article-length readings, videos and slideshows available on Canvas

Course Expectations
1. Your course grade will be a combination of criterion-referenced and individual-referenced assessment. I will be looking at your semester-long progress regarding research skills, adept academic writing, and development of discipline-specific knowledge (the individual-referenced part of the assessment), and evaluate the extent to which you have reached the learning objectives stated in this syllabus (the criterion-referenced part of the assessment). I will not compare the quality of your performance to that of other students in the class.

2. Show clear evidence of your intellectual commitment (i.e., engaged curiosity) and academic effort (i.e., hard work) during the semester, and evidence of professional growth. If you are an MA student, this may mean a changed perspective on your teaching, based on what SLA tells us our students can and cannot do when learning an L2. If you are a doctoral student, this may mean growth in your capacity to contribute original and useful research on the learning and teaching of second languages.

3. I encourage you to talk to me regularly (either email or face-to-face) for feedback on your progress in the course and to gain a sense for how what you are doing in this course relates to other courses and to your long-term goals as a teacher and/or a researcher.

Statement of Inclusivity
Pivotal to our educational mission is the need to embrace and value the diversity of the UW community. Acknowledging the uniqueness of each individual, in this course and on campus we seek to cultivate an environment that encourages freedom of expression. Because the University is a community where inquiry is nurtured and theories are tested, every individual has the right to feel safe to express ideas that differ from those held by other members of the community. However, all persons who aspire to be part of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Recognizing that the proper balance between freedom of expression and respect for others is not always apparent or easy to achieve, we must continually challenge ourselves and each other in an atmosphere of mutual concern, good will and respect. Therefore, expressions or actions that disparage an individual's or group's ethnicity, gender, religion, sexual orientation, marital status, age or disability are contrary to the mission of UW.
FRE 901: Curricular Design and Assessment

Professor: Heather Willis Allen
Contact Information: 608-520-4733, hwallen@wisc.edu
Office Hours: By appointment

COURSE DESCRIPTION & GOALS

This course will provide an overview of current best practices in curricular and assessment design for in-service K-12 French teachers. The goals of the course are to equip participants with up-to-date knowledge related to curricular and assessment design for teaching French as a foreign language and to provide meaningful opportunities to create instructional and assessment materials in a collaborative manner. The approach to curriculum and assessment emphasized in this course is multidimensional and focuses on the World-Readiness Standards for Learning Languages framework.

STUDENT LEARNING OUTCOMES

Course participants will ...

1. Demonstrate understanding of key concepts related to curricular design and assessment for K-12 French as a foreign language

2. Gain experience in designing and refining instructional and assessment tools in French

3. Identify, select, and retrieve reference materials on a key concept explored in the course and carry out a related research project

4. Reflect on their own beliefs and practices about instruction and assessment for K-12 French as a foreign language

5. Contribute actively as a member of the online community participating in this course, including sharing ideas and insights, providing constructive feedback to peers, and maximizing personal opportunities to learn and grow as a teacher

COURSE MATERIALS

Digital course packet of articles and book chapters. PROVIDED VIA COURSE CANVAS SITE

COURSE REQUIREMENTS

1. Reflective Blogging (25%): You will use blog to engage in the activities described in below. Instructions on setting up your Wordpress blog can be found on our course’s Canvas site.

Online survey (1 total): You will complete a brief online survey during the first week of the course that pertains to your teaching background and current instructional and assessment practices. The purpose of the survey is to help your professor understand you, your teaching context, and your teaching practices and challenges better.

Reading reactions (7 total): You will be read and reflect on course readings on your blog during weeks when new material is on the course calendar. Reading reactions should be a minimum of 250 words. Each post should include the following: a summary that demonstrates that you have read and understood the readings and a reaction to the readings. You may also include questions that you would like the professor to respond to as she reads your blog. Note: when making reference to specific reading passages or ideas contained in a particular reading, cite relevant information by the author’s last name and page number (e.g. Shrum & Glisan, p. 20).

Teaching reflections (5 total): You will complete written reflections pertaining to your classroom experiences related to curriculum design and assessment. Each will be a minimum of 250 words in length. These will be guided by a general question or series of questions posted for each reflection on the Canvas Site. You are welcome to post your own questions, ideas, or even problems and frustrations related to your experiences of applying what you are learning in this seminar to classroom practice.

2. Portfolio (50%): You will develop four instructional and assessment-related tools during the semester. The goal of this course component is to develop new materials for use in a French course of your choice. For each portfolio component, you will complete a series of workshop-style activities to help brainstorm and plan the content of the portfolio with help from your professor. Evaluation criteria for each portfolio component will be provided on the course Canvas site. You will be asked to complete a one-paragraph reflective statement when you turn in each portfolio component focusing on challenges experienced as you developed it and specific questions for the professor. Portfolio materials will be uploaded to the course Canvas site.

3. Research Project (25%): You will select a key concept from the topics covered weekly in this course as the subject of a written review of literature and discussion in which you analyze the topic selected. You will be guided through the process of selecting a topic, conducting a review of literature, compiling an annotated bibliography, and writing a review of literature and discussion text; one third of the grade associated with the project will be based on task completion related to the steps outlined above and two thirds of the grade will be based on the written research report. Evaluation criteria for this project will be provided on the course Canvas site.
## FLL 901 Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **Week 1:** Jan. 21-24 | **Introduction to the course**  
Read: course syllabus, purchase course materials, familiarize yourself with Canvas site (1/21)  
Complete online survey: My instructional and assessment practices (1/21) |
| **Week 2:** Jan. 27-31 | **Curricular planning using backward design**  
Read: Shrum & Glisan Ch. 3, online reading 1 (1/31)  
Complete: reading reaction 1 (1/31) |
| **Week 3:** Feb. 3-7 | **Planning instruction and assessment**  
Read: Hall Ch. 5 (2/7)  
Complete: reading reaction 2, teaching reflection 1 (2/7) |
| **Week 4:** Feb. 10-14 | **Understanding ACTFL World-Readiness Standards and goal areas and proficiency versus performance**  
Read: online readings 2 and 3 (2/14)  
Complete: reading reaction 3 (2/14) |
| **Week 5:** Feb. 17-21 | **Instructional and assessment techniques for interpretive communication**  
Read: Shrum & Glisan Ch. 6 (2/21)  
Complete: reading reaction 4 (2/21) |
| **Week 6:** Feb. 24-28 | **Instructional and assessment techniques for interpretive communication**  
Complete: Portfolio 1 workshop activities (2/28)  
Complete: **Portfolio 1—Formative assessment of reading** (2/28) |
| **Week 7:** March 2-6 | **Instructional and assessment techniques for oral and written presentational communication**  
Read: Shrum & Glisan Ch. 9 (3/6)  
Complete: reading reaction 5, teaching reflection 2 (3/6) |
| **Week 8:** March 9-13 | **Instructional and assessment techniques for oral and written presentational communication**  
Complete: Portfolio 2 workshop activities (3/13)  
Complete: **Portfolio 2—Task sheet and rubric for written presentational communication** (3/13) |
| **Week 9:** March 16-20 | **UW-MADISON SPRING BREAK**  
Complete: Select research project topic, email one paragraph summary to professor (3/20) |
| **Week 10:** March 23-27 | **Instructional and assessment techniques for oral and written interpersonal communication**  
Read: Shrum & Glisan Ch. 8 (3/27)  
Complete: reading reaction 6, teaching reflection 3 (3/27) |
| **Week 11:** March 30-April 3 | **Instructional and assessment techniques for oral and written interpersonal communication**  
Read: Portfolio 3 workshop activities (4/3)  
Complete: **Portfolio 3—Task sheet for oral interpersonal activity or assessment** (4/3) |
| **Week 12:** April 6-10 | **Designing an integrated performance assessment**  
Read: Shrum & Glisan Ch. 11, online reading 4 (4/10)  
Complete: reading reaction 7 (4/10)  
Complete: annotated bibliography for research project (4/10) |
### Spring 2020

| Week 13: April 13-17 | Designing an integrated performance assessment  
| Complete: Portfolio 4 workshop activities (4/17)  
| Complete: teaching reflection 4 (4/17) |
| Week 14: April 20-24 | Designing an integrated performance assessment  
| Complete: **Portfolio 4—Integrated Performance Assessment** (4/24) |
| Week 15: April 27-May 1 | Complete: workshop activities for research project (5/1) |
| May 8 | Complete: **Research Project** (5/8)  
<p>| Complete: teaching reflection 5 (5/8) |</p>
<table>
<thead>
<tr>
<th>Name of School</th>
<th>Master’s</th>
<th>Certificate / Other</th>
<th>Tuition Flat Rate For All</th>
<th>Tuition In-State</th>
<th>Tuition Out of State</th>
<th># of credits Required</th>
<th>Type of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Maine</td>
<td>Master of Arts in Teaching French</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Summer, face to face -Academic Yr, distance -Possible to do 30 credits in summers (12 credits x 2) and one academic year (6 credits) -Some course with approval can be transferred into Masters</td>
</tr>
<tr>
<td>University of Maine</td>
<td>Summer Institute for Teachers of French (Professional Development)</td>
<td>USD$699 includes double-occupancy at a centrally located hotel, some meals, transportation during the program, and curriculum materials.</td>
<td></td>
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<td></td>
<td>-Professional Development -Not for credit -6 days Face to Face in Quebec City</td>
</tr>
<tr>
<td>Southern Oregon University</td>
<td>Summer Language Institute – Master of Arts in French Language Teaching</td>
<td>Summer 2019 tuition TBD  Previously $350 per credit plus deposit/study abroad fee $600</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Summer, Face to Face in Angers, France -Academic Yr, distance -By attending both of the three week summer sessions you can complete the program in 2.5 summers. You can also choose one session per summer, and complete the program over five years, or any combination that adds up to a total of five sessions.</td>
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<tr>
<td>Indiana University Bloomington</td>
<td>Masters in French Instruction</td>
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<td></td>
<td>-Face to Face -2 year program -Some outside coursework could be transferred</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>Post-Baccalaureate Certificate in French Studies</td>
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<td></td>
<td>-Face to Face -2 to 4 year program -Off campus immersion option with Middlebury or similar programs</td>
</tr>
<tr>
<td>Middlebury Language Schools</td>
<td>MA in Applied Languages: French Specialization-Language Teaching (required abroad component)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>-Face to Face -6 week summer session in Vermont plus academic yr in Paris</td>
</tr>
<tr>
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</tbody>
</table>
| Middlebury Language Schools                  | MA in French Specialization-Pedagogy and Linguistics (optional abroad component) |                                            | Summer Session in Vermont, 6 weeks = $9,735 |                   |                     | 12 units of credit      | -Face to Face  
- Four 6 week summer sessions in Vermont  
- Four 6 week summer sessions in Vermont (option for 1 session in Paris)  
- One 6 week summer session in Vermont, academic yr in Paris and final summer in Vermont  
- One 6 week summer session in Vermont, accelerated academic yr in Paris |
| The University of Southern Mississippi       | Master of Arts in the Teaching of Languages (MATL)                       |                                            | $473 per credit Summer and online students are charged in-state tuition. |                   |                     | 33 semester hours      | -Fully online or in class year-round.  
- Study abroad options available |
| Boston University                            | Master of Arts in Teaching in Modern Foreign Language Education         |                                            | Full time = $52,816 / yr  
PT Day = $1,651 / cr  
PT evening = $825 / cr  
Summer = $680 / cr |                   |                     | 40 credits          | -Can be completed full-time in a calendar year or part-time for a longer duration  
- Upon completion, eligible for licensure |
| University of Virginia                      | Master of Teaching Foreign Language Emphasis-French                     |                                            | Varies  
12 months prog = $23,500  
PT = $563 / cr  
PT evening = $924 / cr | Varies  
12 months prog = $37,250  
PT = $925 / cr |                     | 30 academic credits | -Face to Face  
- One to Two years of Full Time study |
| The University of Arizona                   | M.A Program in French Secondary Teaching Certification                  |                                            | 1 unit = $837  
1 unit = $1781 |                   |                     | 54 units            | -Face to Face (abroad and online options)  
- Normally 6 courses or 18 units during each year in residence, plus one summer. |
| University of Buffalo                       | Certificate of Advanced Study (CAS) Initial, French                     |                                            | Fall/Spring FT = $5,545  
Summer = $453 / cr | Fall/Spring FT = $11,325  
(online is 1/2 above)  
Summer = $925 / cr |                     | 36 credits          | -online and on-campus (day and night) courses |
| University of Buffalo                       | Master of Education (EdM) Professional, French                          |                                            | Fall/Spring FT = $5,545  
Summer = $453 / cr | Fall/Spring FT = $11,325  
(online is 1/2 above)  
Summer = $925 / cr |                     | 33-36 credits       | -online and on-campus (day and night) courses |
| University of Buffalo                       | Master of Education (EdM) Initial/Prof, French *Combo of CAS and EdM above |                                            | Fall/Spring FT = $5,545  
Summer = $453 / cr | Fall/Spring FT = $11,325  
(online is 1/2 above)  
Summer = $925 / cr |                     | 57-60 credits       | -online and on-campus (day and night) courses |
<table>
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<tbody>
<tr>
<td>UNC Greensboro</td>
<td>Master of Education (M.Ed) in Teaching Education with a concentration in French Education (already hold licensure)</td>
<td></td>
<td>1 credit = $652.38</td>
<td>1 credit = $1714.75</td>
<td>36 credit hours</td>
<td>Face to Face and field experience</td>
<td></td>
</tr>
<tr>
<td>UNC Greensboro</td>
<td>Master of Arts in Teaching (MAT) with a concentration in French Education (Need licensure)</td>
<td></td>
<td>1 credit = $652.38</td>
<td>1 credit = $1714.75</td>
<td>39 credit hours</td>
<td>Face to Face and field experience</td>
<td></td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>World Languages and Cultures - French and Francophone Certificate of Graduate Study</td>
<td></td>
<td>1 credit = $486</td>
<td>1 credit = $853.04</td>
<td>18 credits</td>
<td>For interest to not only teachers for prof dev but also post-bac students with interest in buss/translation. Not specified how instruction is delivered.</td>
<td></td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>Masters of Arts in Teaching - Foreign Language Education French Language</td>
<td></td>
<td>$736.65 per online course $1,810.15 per blended course</td>
<td>$2,713.65 per online course $5,168.65 per blended course</td>
<td>39 hours (21 Certificate + 18 for MAT)</td>
<td>Blended: Web-based and on-campus courses</td>
<td></td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>Graduate Certificate in Foreign Language Education French Language</td>
<td></td>
<td>1 credit hour = $250.65</td>
<td>1 credit hour = $909.65</td>
<td>21 hours</td>
<td>Blended: Web-based and on-campus courses</td>
<td></td>
</tr>
<tr>
<td>NYU, Steinhardt</td>
<td>Master of Arts in Foreign Language Education, Non-Certification French Language</td>
<td></td>
<td>Per point/ unit = $1,726</td>
<td></td>
<td>30 to 34 credits</td>
<td>Full or Part-time</td>
<td></td>
</tr>
<tr>
<td>NYU</td>
<td>Certificate of Achievement in French Studies</td>
<td></td>
<td>Per point/ unit = $1,726</td>
<td></td>
<td>16 points (4 courses)</td>
<td>Must be completed in 9 months</td>
<td></td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>M.A in French Concentration-French Language Learning</td>
<td></td>
<td>Academic Yr = $12,688</td>
<td>Academic Yr = $27,412</td>
<td>32 hours</td>
<td>Face to Face</td>
<td></td>
</tr>
<tr>
<td>Middle Tennessee State University</td>
<td>Foreign Language Master of Teaching (M.A.T), non-licensure French Language</td>
<td></td>
<td>1 hour = $472</td>
<td>1 hour = $1,306</td>
<td>33 hours</td>
<td>Face to Face -Afternoon or evening classes for working teachers.</td>
<td></td>
</tr>
</tbody>
</table>

Worth Noting: Other programs offer simple professional development that would appeal to teachers who don't necessarily need the credit. Below are a few examples (there are MANY like this in the US, abroad and online only).

<table>
<thead>
<tr>
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<th># of credits Required</th>
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</tr>
</thead>
<tbody>
<tr>
<td>France Langue</td>
<td>Teacher Training Course, &quot;French as a Foreign Language&quot; (Professional Development)</td>
<td>720 euros to 740 euros</td>
<td></td>
<td></td>
<td></td>
<td>Professional Development 2 wks -Certificate of Completion</td>
<td>Face to Face in France</td>
</tr>
<tr>
<td>Institut de Touraine</td>
<td>Teacher Training Course for French Teachers (Professional Development)</td>
<td>1 to 4 wks 20 to 25 hrs /wk 310 euros to 1,320 euros depending on choice</td>
<td></td>
<td></td>
<td></td>
<td>Professional Development -Certificate of Completion</td>
<td>Face to Face in France</td>
</tr>
<tr>
<td>Alliance Francaise</td>
<td>Professional Development for French Teachers</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td>Professional Development</td>
<td>Face to Face</td>
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</tbody>
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