**Combined BA and MA degree**

**in French and Francophone Studies**

**Proposal (rev. 4 February, 2020)**

**Rationale**

To offer our undergraduates the opportunity to complete two degrees in French in only 5 years, preparing them for the job market or for top-notch PhD or professional degree programs. We aim to attract more attention to our undergraduate and graduate programs, retain our best undergraduate majors through the MA, increase the overall number of students in our upper-level (5000 and above) courses, and create a revenue-generating program for the department.

**Admissions Criteria** (as per section 8.1 of the Graduate School Handbook)

In their junior year, French majors apply to the program through the Graduate School. They must submit the same credentials required of other Graduate School applicants (all undergraduate transcripts, letters of recommendation, and letter of intent) and fill out a Combined Degree Program form. By the time students begin the program, they will normally have earned at least of 91 undergraduate credit hours and have at least a 3.5 cumulative GPA in all previous undergraduate work. Among those 91 hours they will normally have earned at least 12 hours toward the French major (that is, hours at the 3000-level and/or above. Prerequisites for the major are FR1101, 1102, 1103, and 2101 or the equivalent).

**Advising**

A Graduate Faculty member is appointed to advise the student. This may be the Graduate Chair or another Graduate Studies Committee member. The advisor must designate courses to be completed for graduate credit only, for undergrad credit only, and the courses that can count for both programs.

**Funding**

As per Graduate College rules, students enrolled in combined BA/MA programs may hold GA appointments that do **not** involve teaching of other students. Our department, however, plans to continue funding only direct-admit doctoral students and so has no plans to offer Graduate Assistantships to students enrolled in the BA/MA combined program. The program will therefore be self-funded. BA/MA students will be eligible, however, for Departmental scholarships at the undergraduate and graduate levels (we offer a number of study abroad and research scholarships). Students will also be eligible to apply for A&H Graduate Research Small Grants and University Fellowships available to Masters students.

**Study Abroad and Teaching Exchanges**

Students in the program will be encouraged to participate in study abroad programs at the undergraduate level, graduate level, or both. Students may also apply and earn credit for OIA’s Teaching Internship in France program. Students may be considered for French and Italian’s graduate teaching exchange program in Rennes or other programs, though PhD students will be given priority.

**Combined Program Requirements**

Students must complete all requirements for the BA in French and all the requirements for the MA in French (see requirements for each program below). Up to 9 hours of graduate coursework may overlap, counting for both degrees.

**Sample Program**

Students entering the program (normally at the beginning of their 4th year) should normally have already earnedat least 91 credit hours total toward their BA and at least 12 credit hours toward the French major (courses beyond French 2101, our gateway prerequisite to the minor or major). In the sample program below, **hours in blue count toward the undergraduate French major only; hours in green, toward both the major and the MA; and hours in orange, toward the MA only**. With the assistance of the Graduate Chair, students beginning the combined BA/MA program must fill out a form indicating the courses they plan to count toward the BA only, those they will count toward both degrees, and those they will count toward the MA only. This form is available at the Graduate School website.

*Semester One (4th year):*

FR 3000- or 4000-level course (3)

FR 4100 (3)

FR 5000-level course (3)

GE or elective course at undergrad-level (3)

GE or elective course at undergrad-level (3)

*Semester Two (4th year):*

FR 4000-level course (3)

FR 5000 level course (3)

FR 5000-level course (3)

GE or elective course at undergrad level (3)

GE or elective course at undergrad level (3)

*Semester Three (5th year*) (all courses in 5th year count toward MA only

FR 5000-level course (3)

FR 7301 Teaching French (3)\*

FR 7601 Intro to Research and Criticism in FRIT (3)

FR 8000-level course (3)

*Semester Four (5th year):*

FR 5000-level course (3)

FR 8000-level course (3)

Approved 5000- to 8000-level course outside FRIT (3)

FR 8998 Examination Prep for Qualifying Paper (our current requirement for the MA) (3)

9 hours count toward the undergraduate major only

9 hours can be counted toward both the major and the MA

24 hours count toward the MA only

Total credit hours for major: 30

Total credit hours for MA: 33

\*Most students who take 7301 are serving as Graduate Teaching Associates, and some of the course assignments relate directly to that experience. Since the Combined BA/MA students will not have GTAships, such assignments will (and have been in the past) adapted for students not currently teaching. The two faculty members who currently teach this course are willing and able to make these adaptations.

**French BA Requirements**

The following courses are *prerequisites* to the French major: 1101, 1102, 1103, and 2101.

No more than one half of the semester credit hours required for the major (15) can be credit hours transferred to Ohio State from another institution and/or credit by examination. (In other words, at least 15 of the major hours must be credit from completed OSU coursework, which includes credit earned from OSU-sponsored study abroad programs.)

3101; 4100; and 8 other French courses at the 3000 level and above, at least 2 of which must be at the 4000 level or above, and 1 more of which must be at the 5000 level. In other words, students must complete, at a minimum:

* 3101 and 4100
* 5 additional courses at the 3000 level or above (one of these may be replaced by an approved course in English)
* 3 additional courses at the 4000 level or above, at least 1 of which must be at the 5000-level

**French MA Requirements**

The majority of graduate courses in French fall under the following categories:

I. Literature and Culture

1. Middle Ages and Renaissance
2. Modernity and Enlightenment
3. Revolution and Beyond
4. Francophone Studies

II. Film and Visual Culture  
III. Language, Linguistics, and Second Language Acquisition  
IV. Theory and Practice

The course load for graduate students who do not have a Graduate Teaching Associateship (which include those in the Combined BA/MA program) is four courses per semester, or 12 hours. Graduate students may, however, with the permission of the Graduate Advisor, register for up to 18 hours per semester, although it is recommended they take no more than 12 hours per semester. The minimum number of credit hours per semester for which a M.A. student must register to maintain full-time status is 8. A minimum of 30 graduate credit hours are required for the M.A. in French and Francophone Studies and must be distributed in the following way:

|  |  |
| --- | --- |
| **Course** | **Credit hours required** |
| 7301 Teaching French at the College Level or equivalent | 3 |
| 7601 Introduction to Research and Criticism in FRIT or equivalent | 3 |
| At least 1 course in each of 5 of the following 7 categories: I 1; I 2; I 3; I 4; II; III; IV | 15 |
| At least 2 elective courses | 6 |
| 8998 Examination Preparation | 3 |
|  | 30 |

Up to 6 of these 30 hours may be taken outside the Department of French and Italian, with the approval of the Graduate Advisor.

**COMBINED BA/MA IN FRENCH STUDIES ADVISING FORM**

Student’s name: ID#

E-mail Address: Ph. no.

If you have a second major please list it:

If you have a minor or minors please list it/them:

**1. Course requirements for the undergraduate major in French**

Please note that no more than 15 transfer credit hours are allowed to count toward the major. Students may count one 2000- to 5000-level FR course taught in English toward the major.

Prerequisites (15 hours) (check when completed, or the equivalent, e.g. OSU placement examination, Advanced Placement credit, transfer credit, etc.):

French 1101 French 1102 French 1103 French 2101

**Part A:**

Required Courses (6 hours): sem. and yr. taken hours grade

French 3101 (French Grammar Review)

French 4100 (Advanced French Grammar)

Choose an additional five FR courses at the 3000- to 5000-levels. One of these may be replaced by a FR course taught in English at the 2000- to 5000-level. (15 hours)

Course number

**Part B:**

Advanced UG Course requirements:

4000- or 5000-level course

4000- or 5000-level course

5000-level course

**Total** number of courses \_\_\_\_\_X 3 credit hours: \_\_\_\_\_\_\_\_\_\_\_ (must equal at least 30 hours, of which up to 9 5000-level hours may also be counted toward the MA*.* Mark such courses with an asterisk).

Name and signature of College BA Advisor:

Date:

Name and signature of French Faculty Advisor:

Date:

**2. Course requirements for the MA in French :**

**Part A:**

Required courses Sem. and yr. taken Hours Grade

**Core Courses** (required)

7301 Teaching FRIT \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

7601 Intro to Lit and Cult Theory \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

8998 Exam Prep \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

**Part B:**

At least 7 additional courses (21 hours) at the 5000- to 8000-levels (up to 9 5000-level hours already counted toward the undergraduate French major may also be counted toward the MA). With the Graduate Advisor’s approval, up to 2 of these 7 courses may be offered by (a) different department(s).

At least one course in each of **5** of the following 7 categories: I 1; I 2; I 3; I 4; II; III; IV

1. Literature and Culture
2. Middle Ages and Renaissance

Course number:\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

1. Modernity and Enlightenment

Course number:\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

1. Revolution and Beyond

Course number:\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

1. Francophone Studies

Course number:\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

1. Film and Visual Culture

Course number:\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

1. Language, Linguistics, and Second Language Acquisition

Course number:\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

1. Theory

Course number:\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

At least 2 additional graduate courses in any category:

Course number

Course number

**Total** number of courses \_\_\_\_ \_X 3 credit hours: \_\_\_\_\_\_\_\_ \_\_(must equal at least 30 credit hours).

Name and signature of MA Advisor:

Date:

Name and signature of Graduate Chair in FRIT:

Date:

**BA in French assessment plan**

1. **Means/Methods of Assessment**

Direct measures:

1) Writing assignment – Student essays. Papers by graduating seniors in a 5000-level course will be collected and evaluated annually.

2) STAMP (STAndards-based Measurement of Proficiency) online proficiency examination (administered by Avant Assessment <https://avantassessment.com/about> .

3) Responses by senior majors to interview questions during an annual Intercultural Competence workshop.

Indirect Measures:

1) Student exit survey. Departmental graduating major exit survey (every year)

2) Syllabus review (every year)

3) Focus Group (every three years)

|  |  |
| --- | --- |
| ***OUTCOMES*** | ***ASSESSMENT METHODS*** |
| 1. **Critical Analysis –** Students demonstrate the ability to critically read and analyze texts, to interpret cultural products and events within relevant contexts, and to express ideas and perspectives clearly and persuasively without cultural bias or stereotypes. | **Direct –** **Analytical essay in French from a 4000- or 5000-level course.** A sample of graduating seniors will submit an essay from their final course at the 4000 or 5000 level. The paper will be evaluated using the rubric attached below. (Every year. See Appendix 1 for grading rubric)  **Indirect – Exit Survey.** Graduating seniors will be invited to complete an anonymous online exit survey, attached below, including questions meant to elicit their perceptions of their ability to analyze and interpret text, cultural products, and events. (Every year. See Appendix 2 for exit survey)  **Indirect – Syllabus review**. Syllabi will be collected from courses at the 4000-level and above and will be evaluated to determine that critical analysis outcomes are addressed. (Every year)  **Indirect – Focus Group**. Every three years, French majors will be invited to attend a focus group to give feedback on their experience in the department and to comment on how the department supported students’ growth in the outcome areas included in the assessment plan. |
| 1. **Language Proficiency –** Students will demonstrate at least an Advanced Low level of proficiency in reading and at least an Intermediate High level in writing, listening, and speaking French. We strive for Advanced Low in all four skills, but we recognize that a more realistic outcome in writing, listening, and speaking is Intermediate High. | **Direct – STAMP test.** A sample (3-5) of graduating seniors will complete the test on line.  **Indirect – Exit Survey.** Graduating seniors will be invited to complete an anonymous online exit survey, attached below, including questions meant to elicit their perceptions of their proficiency in reading, writing, listening, and speaking French. (Every year. See Appendix 2 for exit survey)  **Indirect – Syllabus review**. Syllabi will be collected from courses at the 4000-level and above and will be evaluated to determine that outcomes in the area of linguistic proficiency are addressed. (Every year)  **Indirect – Focus Group**. Every three years, French majors will be invited to attend a focus group to give feedback on their experience in the department and to comment on how the department supported students’ growth in the outcome areas included in the assessment plan. |
| 1. **Intercultural Competence –** Students have the attitudes (respect, openness, curiosity), knowledge (of self, culture, sociolinguistic issues) skills (listen, observe, interpret, analyze, evaluate, and relate), and qualities (adaptability, flexibility, empathy and cultural decentering) in order to behave and communicate effectively and appropriately to achieve their goals to some degree in any context. | **Direct – Intercultural Competence Workshop.** In the Spring semester of their final year, graduating seniors will participate in an Intercultural competence workshop. Their ability to recognize cultural differences and similarities, and to approach unfamiliar people and situations, will be measured by the results of a pre-workshop questionnaire, and a post-workshop activity. (Every year)  **Indirect – Exit Survey.** Graduating seniors will be invited to complete an anonymous online exit survey, which includes questions meant to elicit their perceptions of their ability to recognize cultural differences and similarities, and to approach unfamiliar people and situations. (Every year. See Appendix 2 for exit survey)  **Indirect – Syllabus review**. Syllabi will be collected from courses at the 4000-level and above and will be evaluated to determine that cultural competence outcomes are addressed. (Every year)  **Indirect – Focus Group**. Every three years, French majors will be invited to attend a focus group to give feedback on their experience in the department and to comment on how the department supported students’ growth in the outcome areas included in the assessment plan. |

APPENDIX 1: Rubric for the evaluation of student essays.

**Goal 1 Critical Analysis –** Students demonstrate the ability to critically read and analyze texts, to interpret cultural products and events within relevant contexts, and to express ideas and perspectives clearly and persuasively without cultural bias or stereotypes.

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| Student shows excellent ability to analyze texts or cultural products, offers ample textual evidence to support the analysis, develops the analysis logically and persuasively without cultural bias or stereotypes | Student shows good ability to analyze texts or cultural products. Textual evidence offered supports the analysis, but is less ample. The student’s argument is developed logically but may not be fully persuasive. Cultural biases and stereotypes are not present. | Student shows somewhat limited ability to analyze texts or cultural products. Some textual evidence is offered in the analysis, but may not entirely support the student’s argument. The student’s argument is coherent, but not always logical and/or persuasive. Some cultural biases and stereotypes may be present, but the student’s analysis does not rely heavily on them. | Student shows very limited ability to analyze texts or cultural products. Little or no textual evidence is offered in the analysis, and evidence offered may not support the student’s argument. The student’s argument is incoherent or not logically consistent. Student does not expresses his ideas clearly or persuasively, and may rely heavily on cultural biases and stereotypes. |

An average score of 3.2/4 on all essays evaluated will be considered confirmation that this goal has been met.

**MA in French assessment plan**

**Goal 1:** Students understand and analyze French and Francophone cultural productions from the following three perspectives:

* + Historical and cultural
  + Linguistic and stylistic
  + Theoretical

Direct measure: written and oral Masters examination

Indirect measure: student exit survey (see below)

**Goal 2:**

Students conceive, create, and potentially publish original and significant research in their chosen fields of French and Francophone Studies.

Direct measure: During Spring semester of their 5th (last) year in the program, students will submit a revised version of a research paper (15-20 pages) they have written for one of their seminars to the Graduate Studies Committee, who will evaluate it using the following rubric:

**Rubric for evaluation of submitted research paper:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 excellent | 3 good | 2 fair | 1 poor |
| Presentation and clarity. The student ensured that the committee member can read the text without difficulty and that the  paper is clear, ‘user friendly,’ and well-organized. |  |  |  |  |
| Statement of research question. The student clearly articulated the research question. |  |  |  |  |
| The student ensured that the arguments in the body of the paper adequately respond to the research question |  |  |  |  |
| Methodology. The student clearly states the methodology and the methodology allows the research questions to be answered adequately. |  |  |  |  |
| Coherence. The student ensured an intellectual unity to the essay. |  |  |  |  |
| Originality and creativity. The student produced an original essay and can work independently. |  |  |  |  |

**Goal 3:** Students present their research orally in a clear, concise, and engaging fashion.

Direct measure: Students will present a condensed (20-minute) version of their research paper to the department’s faculty and graduate students. All audience members will complete the following rubric, which will be tabulated by the Graduate Studies Committee:

**Rubric for evaluation of oral presentation of research:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 excellent | 3 good | 2 fair | 1 poor |
| Presentation and clarity. The student ensured that the committee member can read the text without difficulty and that the paper is clear, ‘user friendly,’ and well-organized. |  |  |  |  |
| Statement of research question. The student clearly articulated the research question. |  |  |  |  |
| The student ensured that the arguments in the body of the paper adequately respond to the research question |  |  |  |  |
| Methodology. The student clearly states the methodology and the methodology allows the research questions to be answered adequately. |  |  |  |  |
| Coherence. The student ensured an intellectual unity to the essay. |  |  |  |  |
| Originality and creativity. The student produced and original essay and can work independently. |  |  |  |  |
| The student engages the audience during the QP presentation, reading the paper in an animated fashion and using presentation to optimal effect |  |  |  |  |
| The student completed the presentation in the time allotted without rushing or leaving out key elements. |  |  |  |  |

**Goal 4:** Students achieve at least the “Advanced Mid” level on the STAMP proficiency examination in reading, listening, writing and speaking French.

Direct measure: STAMP on-line proficiency examination <https://avantassessment.com/stamp>

Indirect measure: exit survey

**Timeline/Use of Data**: The Graduate Studies Committee will review data on a three-year rotation which will begin the spring semester that the first students complete their degree. The Graduate Studies Chair will then report the data to TracDat. Should more than 10% of students not meet expectations, we will further discuss ways in which we can improve the graduate course curriculum, the advising process, and examination preparation.

**Department of French and Italian**

**Exit Survey for Graduating Students in the BA/MA program in French**

Please complete this survey anonymously and return it to 200 Hagerty Hall. The information in this questionnaire will help the department improve its Combined Degree program. We appreciate your feedback!

I expect to graduate: Autumn \_\_\_\_ Spring \_\_\_\_ Summer \_\_\_\_

My GPA is: \_\_\_\_

Please indicate the extent to which you agree or disagree with the following statements by writing the appropriate number next to each question.

5=strongly agree 4= agree 3=neutral 2= disagree 1= strongly disagree

**Program**

\_\_\_\_ 1. I was satisfied with the advising I received in my Combined BA/MA in French Program.

\_\_\_\_ 2. I was satisfied with the types and varieties of courses that were part of my undergraduate major.

\_\_\_\_ 3. I was satisfied with the types and varieties of courses that were part of my MA degree.

\_\_\_\_ 4. I was satisfied with the quality of instruction in my courses in the Department of French and Italian.

\_\_\_\_ 5. I was satisfied with the quality of instruction in my courses outside of the Department of French and Italian (if applicable).

Additional comments:

**Language skills**

\_\_\_\_ 1. (speaking) I am able to handle with ease and confidence a large number of communicative tasks. I can participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance. I can narrate and describe in the major time frames of past, present, and future

\_\_\_\_ 2. (writing) I am able to meet a range of work and/or academic writing needs. I can narrate and describe with detail in all major time frames with good control of aspect. Most often, I can express my thoughts clearly and support them with some elaboration in writing.

\_\_\_\_ 3. (listening) I am able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. I understand the main facts and many supporting details of oral discourses. I can derive meaning both from situational and subject-matter knowledge and from my overall facility with the language itself.

\_\_\_\_ 4. (reading) I am able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. I can understand the main ideas, facts, and many supporting details of a variety of texts in French. I can derive meaning both from situational and subject-matter knowledge and from my knowledge of the language itself.

Additional comments:

**French and Francophone Studies**

\_\_\_\_ 1. I am able to understand and analyze French and Francophone cultural productions from a number of perspectives (historical, stylistic, theoretical, etc.).

\_\_\_\_ 2. My coursework has enhanced and refined my global awareness and my understanding of the importance of interacting effectively with people of other cultures.

\_\_\_\_ 4. My coursework has enabled me to conduct original research in French.

\_\_\_\_ 5. I have been sufficiently prepared to continue further graduate study at the PhD level in French and/or find other career options in education, business, global NGOs, etc.

Additional comments: