

Fiscal Unit/Academic Org	French & Italian - D0545
Administering College/Academic Group	Arts and Sciences
Co-administering College/Academic Group	
Semester Conversion Designation	New Program/Plan
Proposed Program/Plan Name	Combined BA/MA in French and Francophone Studies
Type of Program/Plan	Combined program (e.g. BS/MS, Ph.D./MD)
Program/Plan Code Abbreviation	FR B/M
Proposed Degree Title	

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				60	
Required credit hours offered by the unit	Minimum			51	
	Maximum			80	
Required credit hours offered outside of the unit	Minimum			0	
	Maximum			9	
Required prerequisite credit hours not included above	Minimum			15	
	Maximum			15	

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

- 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
- Students have the intercultural competency skills necessary (such as respect, curiosity, cultural and linguistic knowledge, and adaptability) to behave and communicate effectively and appropriately with people of different cultures.
- Students understand and analyze French and Francophone cultural productions from the following three perspectives:
 - Historical and cultural
 - Linguistic and stylistic
 - Theoretical
- Students conceive, create, and potentially publish original and significant research in their chosen fields of French and Francophone Studies.
- Students present their research orally in a clear, concise, and engaging fashion.
- Students achieve at least the “Advanced Mid” level on the STAMP proficiency examination in reading, listening, writing and speaking French

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

A full assessment plan has been submitting using the survey form

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- Combined BA and MA in French and Francophone Studies.docx: complete proposal

(Program Proposal. Owner: Willging,Jennifer)

- Unit letter for BA MA in FR.docx: letter from chair

(Letter from Program-offering Unit. Owner: Willging,Jennifer)

Comments

- Proposal includes rationale, summary, BA and MA requirements, sample plan, advising sheet, and BA and MA assessments plans. *(by Willging,Jennifer on 10/02/2019 08:18 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging,Jennifer	10/02/2019 08:19 AM	Submitted for Approval
Approved	Renga,Dana	10/02/2019 08:19 AM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	10/02/2019 10:21 AM	Ad-Hoc Approval
Approved	Heysel,Garett Robert	10/02/2019 10:21 AM	College Approval



1 October 2019

To the members of the Curriculum Committee:

The Department of French and Italian would like to propose a new Combined BA/MA degree in French and Francophone Studies. The multiple aims of this program are: to offer our undergraduate French majors the opportunity to complete two degrees in only 5 years; to prepare these students for the job market or for excellent PhD programs; to retain our best undergraduate majors through the MA; to increase the overall number of students in our upper-level (5000 and above) courses; and to create a revenue-generating program for the department. You will find in the attached proposal all the required documents.

Sincerely,

Dana Renga
Associate Professor of Italian
Chair, Department of French and Italian

**Combined BA and MA degree
in French and Francophone Studies
Proposal (rev. 17 October 2019)**

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 their French courses. 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, meaning students will be self-funded except in extraordinary circumstances. However, they will be eligible for Departmental scholarships at the undergraduate and graduate levels (study abroad scholarships and Bulatkin travel funds). Students will also be eligible 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 earned at 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.**

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

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	<u>3</u>
	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

I. Literature and Culture

1. Middle Ages and Renaissance

Course number: _____

2. Modernity and Enlightenment
Course number: _____

3. Revolution and Beyond
Course number: _____

4. Francophone Studies
Course number: _____

II. Film and Visual Culture
Course number: _____

III. Language, Linguistics, and Second Language Acquisition
Course number: _____

IV. 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

A. 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
<p>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.</p>	<p>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)</p> <p>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)</p> <p>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)</p> <p>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.</p>
<p>2. Language Proficiency –</p>	<p>Direct – STAMP test. A sample (3-5) of graduating seniors will complete the test on line.</p>

<p>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.</p>	<p>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)</p> <p>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)</p> <p>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.</p>
<p>3. 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.</p>	<p>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)</p> <p>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)</p> <p>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)</p> <p>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’</p>

	growth in the outcome areas included in the assessment plan.
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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 express 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 an 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: