### PROPOSAL – 1

### NEW DEGREE PROGRAM

 1. **PROPOSED PROGRAM TITLE**

Bachelor of Arts in Arabic

 2. **CIP CODE REQUESTED**

Link for CIP Codes:  <http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>.

 16.1101 Arabic Language and Literature

 3. **PROPOSED STARTING DATE**

Fall 2019

 4. **CONTACT PERSON**

 Name (Provost/Academic Affairs Officer): Dr. Terry Martin

 Title: Senior Vice Provost for Academic Affairs

 Name of Institution: University of Arkansas

 E-mail Address: tmartin@uark.edu

 Phone Number: 479-575-2151

 Name (Program Contact Person): Dr. Adnan Haydar

 Title: Professor, Arabic and Comparative Literature

 E-mail Address: ahaydar@uark.edu

 Phone Number: 479-575-5155

 5. **PROGRAM SUMMARY**

Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

 List degree programs or emphasis areas currently offered at the institution that support the proposed program.

 The Arabic Program is requesting the addition of an Arabic major. The Bachelor of Arts in Arabic will require a total of 120 credit hours. These hours are broken down into 35 hours for the University Core, 42 credit hours in departmental and major courses (of which at least 27 credit hours are 3000-level or higher), and 43 credit hours in general electives (of which at least 13 credit hours are 3000-level or higher to count towards the 30- and 40-hour rules under the Fulbright College of Arts and Sciences Graduation Requirements. No additional faculty or library or other resources will be required.

The addition of Arabic as a stand-alone first major is a natural fit for students wishing to add Middle East Studies (MEST) as a second-major. It is an option whose time, though possibly long overdue, has finally come, considering the fact that all of the faculty, research, and lab facilities required to support a BA program in Arabic are already in place. The MEST endowment supports Arabic faculty, covering 100% of their travel, library acquisitions, and other research needs, as well as 100% of salaries for the two Assistant Professors and 67% of the salary of the Full Professor currently on staff. Additional support comes from MEST for Graduate Assistants who provide assistance in the Arabic classroom, during extra-curricular activities, office hours, drop-in tutoring. Also, MEST has included a request for a full-time Arabic Instructor as part of its future hiring plan. In other words, NO NEW FUNDING IS NEEDED. The addition of the Arabic major is merely MAKING BETTER USE OF ALREADY AVAILABLE RESOURCES. Facilities and equipment are addressed in Item #9 below.

Our ultimate goal in offering the Arabic major is to help students achieve high levels of fluency in Arabic language, literature, and culture while developing tools to think about and engage critically with the Arab world. Arabic majors will have the opportunity to combine their Arabic language study with Middle East Studies and International and Global Studies, further strengthening and broadening their language and culture studies. Arabic majors opting to elect a MEST co-major qualify for a variety of scholarship opportunities from MEST. Further, the major prepares students to do graduate work in fields such as comparative literature, literary and non-literary translation, anthropology, geography, history, political science, international relations, economics, and gender studies. Graduates majoring in Arabic will be highly qualified for many job opportunities in the United States and the Arab World, with organizations such as the Arab American Chamber of Commerce, the various Arab embassies and consulates, international banks, American foreign relations and desk jobs within the U.S. government, as well as in the world of business or the oil industry.

 6. **NEED FOR THE PROGRAM**

 (Submit Employer Needs Survey Forms)

 Provide survey data. Submit numbers that show job availability, corporate demands and employment/wage projections, not student interest and anticipated enrollment. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.

 Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; for graduate programs, focus on state, regional and national needs.

 Provide names and types of organizations/businesses surveyed.

 Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

 Indicate if employer tuition assistance is provided or if there are other enrollment incentives.

 Describe what need the proposed program will address and how the institution became aware of this need.

 Indicate which employers contacted the institution about offering the proposed program.

 The need for competent and proficient speakers of Arabic in the United States has seen tremendous growth in the past two decades.

According to the American Councils for International Education, U.S. government agencies in the past fifteen years have expressed a much greater need for Arabic speakers to address the complex political, military, and economic questions surrounding U.S. engagement in the Middle East and North Africa.

The government is not the only employer seeking Arabic skills. The same trend can be seen in the private and nonprofit sectors as businesses seek to better understand developing markets and organizations work across borders to develop institutions, improve economies, and educate young people.

The Arkansas Economic Development Commission stated as one of its primary goals the desire to attract global direct business investments to the State. There are trillions of dollars of Arab sovereign and private funds which continually seek direct investments around the world where attractive and stable conditions prevail. A well-established Arabic language program in a higher education research institution will undoubtedly contribute to this attraction and will provide a ready cadre of graduates for employment.

The demand for Arabic-speaking professionals in the U.S. exceeds the supply. By instituting a bachelor’s degree program in Arabic at the University of Arkansas, the State will be at the forefront among U.S. universities responding to this growing demand.

While Arabic is the fastest-growing language studied at U.S. colleges and universities, as reported by the Modern Language Association (MLA), with more than 35,000 students enrolled in courses, a number that grew 126 percent from 2002 to 2006, and another 46 percent by 2009, the number of U.S. universities offering an Arabic major is still very low. Of the approximately 3,000 four-year universities around the United States, only 31 offer BA’s in Arabic, representing a mere 1%. Of these, five universities (Texas, Oklahoma, Indiana, Arizona, Maryland) offer their Arabic BA’s as Arabic Flagship Campuses that receive hundreds of thousands of dollars in grant support from the National Security Education Program (NSEP) administered by The Institute of International Education (IIE). The University of Arkansas, with its generous endowment in Middle East Studies, has the capacity to develop an Arabic degree program that is not only modeled on the Flagship, but could even surpass it.

The need for proficient Arabic speaking professionals is clear, as is the demand for high-quality courses in Arabic at U.S. universities. The University of Arkansas is already providing top-notch instruction in Arabic and already offers a minor in Arabic. In addition, Arabic students at the University of Arkansas benefit from the numerous courses and events offered through the highly-endowed Middle East Studies Center, which was founded in 1993 (25 years ago) as a result of a grant of 24 million dollars from King Fahd of Saudi Arabia.

In addition to serving Arkansas students by providing education as well as financial support, the King Fahd Center for Middle East & Islamic Studies has also attracted a large number of Saudi and Gulf Arab students who come to the University of Arkansas totally subsidized by their governments. Most of them bring their families with them and live in the area for four or more years. As a result, hundreds of thousands of dollars per year come into our area and our university. These international students pay out of state tuition and fees, they rent apartments, and they contribute to the local economy. Further strengthening of the Arabic Program can only enhance this side benefit.

Many Arabic Minors elect to Major or Minor in Middle East Studies (MEST), which simultaneously broadens their knowledgeability of Arab culture, history, politics, geography, and economics (and thus their employability upon graduation) and opens the door to scholarship opportunities for undergraduate studies as well as for study abroad.

When University of Arkansas students elect MEST as a major, it opens the door to numerous opportunities. However, since MEST is not a stand-alone major, it must be added to their degree program as a second major. Most MEST second-majors couple the MEST major with primary majors in international and global studies, political science, anthropology, geography, history, journalism, English, other world languages such as French and Spanish, economics, and other related degree programs.

Regardless of their primary major, all MEST majors and minors are required to take a minimum number of courses in Arabic, as it is a key to understanding Arabic culture and provides them with an essential tool while traveling, studying, or working in the Middle East. The vast majority of MEST majors, minors, and Arabic minors, of which there are currently 32 MEST majors, 8 MEST minors, and 45 Arabic minors, opt to continue taking Arabic courses well beyond the minimum requirements. Many of these have been ROTC students who studied Arabic throughout their undergraduate programs and attained very high levels of proficiency. In many cases, by the time they graduated, these advanced level students could have satisfied the Arabic course requirements of the proposed Arabic major, had it been available. Of the 100 University of Arkansas students who have graduated with a minor in Arabic since it was instituted in 2009, perhaps 50 to 75 of them could have easily earned the proposed Arabic BA. According to recent polls of students currently registered in Arabic courses in the Fall 2017 and Spring 2018 semester, more than 50 enthusiastically expressed their desire to elect Arabic as a major if it were available and they had time to complete it. Making the Arabic major available will provide both motivation and reward for sticking with Arabic into the highest levels of proficiency. Our graduates will hold a degree that has provided them with Arabic skills that are in high demand, as mentioned above. Arkansas will establish itself as a leading institution nationwide.

Indicate the composition of the program advisory committee, including the number of members, professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.

The Arabic BA advisory committee will consist of a minimum of 5 members: 3 from Arabic faculty (one of which, head of Arabic program, will serve as chair), 1 from WLLC faculty, and 1 from MEST faculty. (See lists below) The Arabic advisory committee will meet bi-annually to assess curriculum, enrollment, student progress, and other related issues. The chair of the Arabic advisory committee will act as institutional representative.

Arabic Faculty

 Adnan Haydar, Paula Haydar, Rania Mahmoud

 WLLC Faculty

 Steve Bell (chair), Linda Jones (vice chair), Kathleen Condray (German), Hope Christiansen (French)

 MEST Faculty

Joel Gordon (History), Tom Paradise (Geo), Ted Swedenberg (Anthro), Mohja Kahf (Comp Lit), Jerry Rose (Anthro), Nicolay Antov (History), Najib Ghadbian (Poli Sci)

Indicate the projected number of program enrollments for Years 1 – 3.

The results of a poll conducted by email of students enrolled in Arabic courses in Spring 2018 indicated that 37 students would elect the Arabic major if it were available. There are currently 45 Arabic minors, 32 MEST majors and 8 MEST minors who provide a pool of additional potential Arabic majors. Based on these figures, expected enrollment for Years 1 – 3 is estimated to be between 8 and 15 per year.

 Indicate the projected number of program graduates in 3-5 years.

We would expect the number of program graduates in 3-5 years to be 8 to 15 initially, with growth in subsequent years.

7. **CURRICULUM**

#  Provide curriculum outline by semester (include course number and title).

#  (For bachelor’s degree program, submit the 8-semester degree plan.)

Eight-Semester Degree Program

Students wishing to follow the eight-semester degree plan should see the [Eight-Semester Degree Policy](http://catalog.uark.edu/undergraduatecatalog/academicregulations/eightsemesterdegreecompletionpolicy/) for university requirements of the program. The following eight-semester plan refers to both University Core and additional departmental requirements as presented above. Hours may vary by individual, based on placement and previous credit granted. Once all core and departmental requirements are met, students may substitute a three-hour (or more) general elective in place of a core requirement.

First Year Fall

ENGL 1013 Composition I

University/State Core Mathematics

ARAB 1016 Intensive Arabic I

University/State Core Requirement – U.S. History

Semester Hours: 15

First Year Spring

ENGL 1023 Composition II

ARAB 2016 Intensive Arabic II

PHIL 2003 Introduction to Philosophy

or WLIT 1113 World Literature I

University/State Core Requirement – Science Lecture with Corequisite Lab

Semester Hours: 16

Second Year Fall

ARAB 3016 Intensive Arabic III

HIST 1113 Institutions and Ideas of World Civilizations I

University/State Core Science Lecture with Corequisite Lab

General Electives (3)

Semester Hours: 16

Second Year Spring

ARAB 4016 Intensive Arabic IV

University/State Core Requirement -- Social Science (non-HIST)

HIST 1123 Institutions and Ideas of World Civilizations II

General Electives (3)

Semester Hours: 15

Third Year Fall

ARAB 4023 Advanced Arabic 1

ARAB 3000-4000 level elective

University/State Core Requirement -- Fine Arts

Select one of the following:

Additional World Language Course

WLLC 2413 Migrant Experiences in Multicultural Europe

WLLC 3173 Introduction to Linguistics

WLLC 4023 Languages, Cultures, and Teaching with Technology

Area Studies Course as approved by adviser

General Electives (3)

Semester Hours: 15

Third Year Spring

ARAB 3000-4000 level elective

WLIT 1113 World Literature I

An additional world language or WLLC 2413, WLLC 3173, WLLC 4023 or an area studies course approved by adviser

40-hour Rule Elective (as needed) or General Elective (3)

General Electives (3)

Semester Hours: 15

Fourth Year Fall

ARAB 3000-4000 level elective

40-hour Rule Elective (as needed) or General Elective

40-hour Rule Elective (as needed) or General Elective

General Electives (6)

Semester Hours: 15

Fourth Year Spring

ARAB 3000-4000 level elective

30-hour Rule Elective (as needed) (3)

40-hour Rule Elective (as needed) or General Electives (7 hours)

Semester Hours: 13

Total hours in sequence: 120

Give total number of semester credit hours required for the program, including prerequisite courses.

120 credit hours.

 Identify new courses *(in italics)* and provide course descriptions.

Reactivated courses Fall 2018:

*ARAB 4043 Advanced Conversation (Irregular) Continued development of aural comprehension and speaking skills in one of the major Arabic dialects. Prerequisite: ARAB 4016 or equivalent.*

*ARAB 4053 Arabic Readings (Irregular) Develops skill in description, analysis, and argumentation through weekly reading and writing assignments within a workshop atmosphere. Selected readings from various styles of standard Arabic, ranging from newspapers to literary texts. Add Prerequisite: ARAB 4023 or equivalent.*

*ARAB 4113 Modern Arabic Literature (Irregular) Selected readings from Arabic fiction and poetry from the 20th century to the present. Add Prerequisite: ARAB 4023 or equivalent*

*ARAB 4213 Introduction to Arab Culture (Irregular) Selected readings from Arab history, literature, the Islamic Tradition, and the Holy Qur’an. Prerequisite: ARAB 4023.*

Reactivated courses for Fall 2019:

*ARAB 3033 Colloquial Arabic (Irregular) Development of aural comprehension and speaking skills in one of the major Arabic dialects. Prerequisite: ARAB 2016 or equivalent.*

Identify required general education courses, core courses and major courses.

ARAB 1016. Intensive Arabic I (Fa). 6 Hours.

Equivalent to 1003 and 1013. Stresses correct pronunciation, aural comprehension, and simple speaking ability. Basic grammar is taught inductively through oral and written skills.

ARAB 2013. Intermediate Arabic II (Irregular). 3 Hours.

Continued development of speaking, comprehension, reading, and writing. Emphasizes morphology and syntax.

ARAB 2016. Intensive Arabic II (Sp). 6 Hours.

Equivalent to 2003-2013 sequence. Leads to greater oral comprehension and speaking ability and develops the more advanced reading and writing skills. Emphasizes morphology and syntax.

ARAB 2016H. Honors Intensive Arabic II (Sp). 6 Hours.

Equivalent to 2003-2013 sequence. Leads to greater oral comprehension and speaking ability and develops the more advanced reading and writing skills. Emphasizes morphology and syntax. Prerequisite: Honors standing.

This course is equivalent to [ARAB 2016](http://catalog.uark.edu/search/?P=ARAB%202016).

ARAB 3016. Intensive Arabic III (Fa). 6 Hours.

Leads to greater facility in the spoken language and continues to develop reading and writing skills. Continued emphasis on morphology and syntax. Prerequisite: [ARAB 2016](http://catalog.uark.edu/search/?P=ARAB%202016).

This course is cross-listed with [ARAB 3016H](http://catalog.uark.edu/search/?P=ARAB%203016H).

ARAB 3016H. Honors Intensive Arabic III (Fa). 6 Hours.

Leads to greater facility in the spoken language and continues to develop reading and writing skills. Continued emphasis on morphology and syntax. Prerequisite: [ARAB 2016](http://catalog.uark.edu/search/?P=ARAB%202016).

This course is cross-listed with [ARAB 3016](http://catalog.uark.edu/search/?P=ARAB%203016).

ARAB 4016. Intensive Arabic IV (Sp). 6 Hours.

Continued development of speaking, comprehension, reading, writing. Reading assignments introduce a variety of styles ranging from classical to modern in both prose and verse.

ARAB 4016H. Honors Intensive Arabic IV (Sp). 6 Hours.

Continued development of speaking, comprehension, reading, writing. Reading assignments introduce a variety of styles ranging from classical to modern in both prose and verse. Prerequisite: Honors standing.

This course is equivalent to [ARAB 4016](http://catalog.uark.edu/search/?P=ARAB%204016).

ARAB 4023. Advanced Arabic I (Irregular). 3 Hours.

Development of advanced speaking and writing skills. Extensive reading and writing assignments and translating exercises from English into Arabic. Prerequisite: [ARAB 4016](http://catalog.uark.edu/search/?P=ARAB%204016).

ARAB 4033. Advanced Arabic II (Irregular). 3 Hours.

Continued advanced speaking, reading, and writing skills. Prerequisite: [ARAB 4023](http://catalog.uark.edu/search/?P=ARAB%204023).

ARAB 470V. Special Topics (Irregular). 1-6 Hour.

May be offered in a topic not specifically covered by courses otherwise listed. May be repeated for degree credit.

HIST 1113. Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113) (Sp, Fa). 3 Hours.

 Introduces the major civilizations of the world in their historical context to 1500.

HIST 1123. Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123) (Sp, Fa). 3 Hours.

 Introduces the major civilizations of the world in their historical context, since 1500.

 PHIL 2003. Introduction to Philosophy (ACTS Equivalency = PHIL 1103). 3 Hours.

An examination of such basic philosophical topics as the existence of God, the nature of the human mind, the relationship between appearance and reality, the forms and limits of human knowledge, freedom of the will, and standards of right and wrong. Includes both historical and contemporary readings.

 WLIT 1113. World Literature I (ACTS Equivalency = ENGL 2113). 3 Hours.

 An introduction to literature from the beginning of civilization to about 1650.

Faculty Assignments

 ARAB 1016 P. Haydar, A. Haydar

 ARAB 2016/2016H P. Haydar, A. Haydar

 ARAB 3016/3016H R. Mahmoud

 ARAB 4016/4016H R. Mahmoud

 ARAB 4023 P. Haydar

 ARAB 4033 A. Haydar

 ARAB 470V A. Haydar

 Rotating among A. Haydar, R. Mahmoud, P. Haydar as offered: ARAB 4043, 4053, 4113, 4213, 3033, 3113, 4123, 4313, 4323

Identify courses currently offered by distance technology (with an asterisk\*) and endnote at the end of the document.

 N/A

 Indicate the number of contact hours for internship/clinical courses.

 N/A

 State the program admission requirements.

 No special admission requirements beyond acceptance as University undergraduate degree seeking student.

 Describe specified learning outcomes and course examination procedures.

Arabic majors achieve advanced language proficiency in the four language acquisition skill areas: speaking, listening, reading and writing. Required language courses for the major include all levels of Modern Standard Arabic as well as courses in colloquial Levantine and/or Egyptian Arabic. Arabic majors are encouraged to spend a summer or semester abroad in an Arabic-speaking country where they can be immersed in the culture of the language. The Arabic language curriculum is centered upon the guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL), advanced language proficiency. Through coursework offered by the major, students aim to achieve the following ACTFL proficiency targets:

*Speaking:* ability to engage and participate in conversation on autobiographical, community, national, or international topics of interest, using narration and description in past, present, and future, abundant length and with sufficient control of basic language structures and generic vocabulary.

 *Listening:*ability to understand main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions; can compensate for limitations in lexical and structural control of the language by using real-world knowledge and contextual clues; can understand authentic and connected speech that is lexically and structurally uncomplicated on a range of topics of general interest, limited to concrete, conventional discourse.

*Reading:* ability to understand main idea and supporting details of authentic narrative and descriptive texts while compensating for limitations in lexical and structural knowledge via contextual clues; able to understand texts with clear and predictable structure, uncomplicated prose, subject matter on real-world topics of general interest

*Writing* ability to write informal and formal correspondence, narratives, descriptions, and factual summaries, using past, present, and future tenses, with command of grammar and structure; shows good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

(adapted from ACTFL Proficiency Guidelines*,*©2012)

In addition to language studies, students will attain a broad knowledge of Arabic literature and culture through courses offered by the Arabic program, including Survey of Arabic Literature I and II, Modern Arabic Literature, Pre-Islamic Poetry, Introduction to Arab Culture, Arabic Cinema, Media Arabic, Arabic Literary Translation, Business Arabic, and other special topics courses offered on a rotating basis.

In upper level Arabic courses, Arabic majors will be introduced to some of the following literary and cultural topics:

1. Selected readings from early Arabic literature, ranging from the Pre-Islamic period through the Abbasid period, and from later Arabic literature, ranging from al-Nahda until the present
2. Trends and movements in modern Arabic poetry - Neo-Classicism, Romanticism, and the Free verse movement
3. Classical Arabic poetry from the Pre-Islamic and later Islamic periods
4. Arabic prose selections from the Arabic novel, drama, the short story, and experimental prose in the twentieth century
5. Selected readings from Arab history, literature, the Islamic Tradition, and the Holy Qur’an

Examination Procedures:Each course required for the Arabic major includes a variety of measures of student performance in language skills and/or upper-level reading, writing, listening, and speaking on literary and cultural topics in advanced courses. Tests are created and administered by individual instructors in consultation with the Arabic core faculty. Standardized tests such as the ACTFL Oral Proficiency Exam and the CASA Arabic Proficiency Exam are used informally to gauge student progress and achievement, but are not required for advancement through levels.

Include a copy of the course evaluation to be completed by the student.

Students complete course evaluations using the online system provided and administered by the University: https://courseval.uark.edu

 Include information received from potential employers about course content.

 Please see attached summary.

 Provide institutional curriculum committee review/approval date for proposed program.

 November 14, 2018

 8. **FACULTY**

 Adnan Haydar, Professor

* PhD Comparative Literature, University of California-San Diego, 1977
* MA English Literature, American University of Beirut, 1968
* BA English Literature, American University of Beirut, 1963
* Teaching courses in all levels of Arabic Language, Literature, Culture and various courses in Comparative Literature

Paula Haydar, Clinical Assistant Professor (Assistant Professor (TT) in Fall 2018)

* PhD Comparative Literature and Cultural Studies, University of Arkansas, 2014
* MFA Literary Translation, University of Arkansas, 1998
* Med Secondary Level Education Physics, University of Massachusetts, 1991
* BS Physics, minor in Arabic, University of Massachusetts, 1987
* Teaching courses in all levels of Arabic Language, Literature, Culture

Rania Mahmoud, Assistant Professor (TT)

* PhD English, University of Washington, Seattle, WA 2014
* MA English, Old Dominion University, Norfolk, VA 2004
* B.A. English Language and Literature, University of Alexandria (Egypt) 1995
* Teaching courses in all levels of Arabic Language, Literature, Culture

Indicate lead faculty member or program coordinator for the proposed program.

 Adnan Haydar will serve as lead faculty member and program coordinator.

Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. **For new faculty, provide the expected credentials/experience and expected hire date.**

Three faculty members are required for program implementation. All are existing faculty (see above). No new faculty required.

For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Also, provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

 N/A

9. **DESCRIPTION OF RESOURCES**

 Current library resources in the field

 Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

 New instructional resources required, including costs and acquisition plan

The library holdings, with an impressive collection of Arabic titles in research areas including literature, anthropology, history, folklore, social sciences, translation studies, and various major journals in disciplines related to Arabic and Middle East Studies, are adequate to support the proposed major in Arabic. The Department of World Languages, Literatures, and Cultures (WLLC) has a state-of-the-art Language Lab with adequate resources available for Arabic majors. No additional lab facilities or other campus resources are needed.

10. **NEW PROGRAM COSTS – Expenditures for the first 3 years**

 New administrative costs (number and position titles of new administrators)

 Number of new faculty (full-time and part-time) and costs

 New library resources and costs

 New/renovated facilities and costs

 New instructional equipment and costs

 Distance delivery costs (if applicable)

 Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, program accreditation, etc.)

 **If no new costs required for program implementation, provide explanation.**

No new faculty, administrative, library, or lab/classroom facilities or equipment as described above are required to implement the program. There are already sufficient resources available on campus at this time.

11. **SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation**

 If there will be a reallocation of funds, indicate from which department, program, etc.

 N/A (Funded by Middle Eastern Studies Endowment)

Provide the projected annual student enrollment, the amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.

 N/A (Funded by Middle Eastern Studies Endowment)

Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student).

 N/A (Funded by Middle Eastern Studies Endowment)

Other (grants [list grant source & amount of grant], employers, special tuition rates, mandatory technology fees, program specific fees, etc.).

 N/A (Funded by Middle Eastern Studies Endowment)

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

 Proposed program will be housed in (department/college)

13. **SPECIALIZED REQUIREMENTS**

If specialized accreditation is required for program, list the name of accrediting agency.

 Indicate the licensure/certification requirements for student entry into the field.

# Provide documentation of Agency/Board review/approvals (education, nursing—initial approval required, health-professions, counseling, etc.)

 All N/A

14. **BOARD OF TRUSTEES APPROVAL**

 Provide the date that the Board approved (or will consider) the proposed program.

 January 31, 2019

 Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.

15. **SIMILAR PROGRAMS**

#  List institutions offering program:

##  Proposed undergraduate program – list institutions in Arkansas

 No other institutions in Arkansas offer a BA in Arabic

 Proposed master’s program – list institutions in Arkansas and region

 Proposed doctoral program – list institutions in Arkansas, region, and nation

 State why proposed program needed if offered at other institutions in Arkansas or
 region.

List institution(s) offering a similar program that the institution used as a model to develop the proposed program.

 University of Texas, Austin

 Georgetown University

 University of Michigan

 University of Maryland

 Williams College

 Middlebury College

 Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to **“Reply All”**. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

 **Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.**

16. **DESEGREGATION**

 State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

 Arabic minor: 37 total – 0 African American; 6 minority

 Middle East Studies dependent major: 21 total – 0 African American, 0 minority

 Middle East Studies minor: 5 total – 0 African American, 0 minority

1. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

 If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

1. **ACADEMIC PROGRAM REVIEW**

 Provide scheduled program review date (within 10 years of program implementation date).

 Program will be reviewed in 2026-2027

1. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE** **STAFF**
2. **INSTRUCTION BY DISTANCE TECHNOLOGY**

 If the proposed program will be offered by distance technology, provide the following information:

 Summarize institutional policies on the establishment, organization, funding and management of distance courses/degrees.

 Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.

 Summarize the policies and procedures to keep the technology infrastructure current.

 Summarize the procedures that assure the security of personal information.

 Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).

 This program will be delivered on campus only.