

New Program Proposal

Date Submitted: 10/18/22 6:03 pm

Viewing: **ITALBA : Italian, Bachelor of Arts**

Last edit: 10/25/22 2:55 pm

Changes proposed by: rcc003

Submitter:	User ID: rcc003	Phone: 479-575-3701
Program Status	Active	
Academic Level	Undergraduate	
Type of proposal	Major/Field of Study	
Select a reason for this new program	Adding New Degree--(LOI 1, Proposal-1)	
Are you adding a concentration?	No	
Are you adding or modifying a track?	No	
Are you adding or modifying a focused study?	No	
Effective Catalog Year	Fall 2023	
College/School Code	Fulbright College of Arts and Sciences (ARSC)	
Department Code	Department of World Languages, Literatures and Cultures (WLLC)	
Program Code	ITALBA	
Degree	Bachelor of Arts	
CIP Code		

In Workflow

1. ARSC Dean Initial
2. Provost Initial
3. Director of Curriculum Review and Program Assessment
4. Registrar Initial
5. Institutional Research
6. WLLC Chair
7. ARSC Curriculum Committee
8. ARSC Dean
9. Dean of University Libraries
10. Global Campus
11. Provost Review
12. Undergraduate Council
13. Faculty Senate
14. Provost Final
15. Provost's Office-- Documentation sent to System Office
16. Higher Learning Commission
17. Board of Trustees
18. ADHE Initial
19. ADHE Final
20. Provost's Office-- Notification of Approval
21. Registrar Final
22. Catalog Editor Final

Approval Path

1. 10/18/22 8:37 pm
Jeannie Hulen
(jhulen): Approved

- for ARSC Dean
Initial
2. 10/19/22 8:13 am
Jim Gigantino
(jgiganti): Approved
for Provost Initial
3. 10/25/22 3:01 pm
Alice Griffin
(agriffin): Approved
for Director of
Curriculum Review
and Program
Assessment
4. 10/25/22 3:25 pm
Gina Daugherty
(gdaugher):
Approved for
Registrar Initial
5. 10/25/22 5:11 pm
Doug Miles
(dmiles): Approved
for Institutional
Research
6. 10/26/22 9:19 am
Linda Jones
(lcjones): Approved
for WLLC Chair
7. 10/27/22 9:47 am
Ryan Cochran
(rcc003): Approved
for ARSC Curriculum
Committee
8. 10/27/22 10:42 am
Jeannie Hulen
(jhulen): Approved
for ARSC Dean
9. 11/03/22 10:16 am
Jason Battles
(jasonjb): Approved
for Dean of
University Libraries
10. 11/03/22 10:24 am
Suzanne Kenner

(skenner): Approved

for Global Campus

11. 11/03/22 10:31 am

Jim Gigantino

(jgiganti): Approved

for Provost Review

12. 11/21/22 9:04 am

Alice Griffin

(agriffin): Approved

for Undergraduate

Council

16.0902 - Italian Language and Literature.

Program Title

Italian, Bachelor of Arts

Program Delivery

Method

On Campus

Is this program interdisciplinary?

No

Does this proposal impact any courses from another College/School?

No

What are the total 120
hours needed to
complete the
program?

Program Requirements and Description

Requirements

University of Arkansas and Fulbright College of Arts and Sciences Requirements for a Bachelor of Arts in Italian

The following credit hour requirements must be met ([see Degree Completion Program Policy](#) for additional information). In addition, the Fulbright College Writing Requirement may be satisfied by successful completion of [ITAL 4123](#) or [ITAL 4143](#).

[State minimum core](#) requirements may vary by individual, based on placement and previous course credit earned. Once all core requirements are met, students may substitute with general electives in consultation with their academic advisor.

State Minimum Core	35
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Choose one course from the following:	3
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<u>CLST 1013</u>	Introduction to Classical Studies: Rome	
<u>CLST 2323</u>	Greek and Roman Mythology	
<u>ITAL 3333</u>	Made In Italy	
<u>MRST 2013</u>	Introduction to Medieval and Renaissance Studies	
<u>ITAL 3033</u>	Italian Conversation	3
<u>ITAL 3103</u>	Italian Cinema	3
<u>ITAL 3123</u>	Advanced Italian	3
Choose one course from the following:		3
<u>ITAL 4123</u>	Dante: A Journey Between Visions and Words	
<u>ITAL 4143 TRACING THE ITALIAN AMERICAN EXPERIENCE: FROM GOOD GUYS TO WISE GUYS</u>	<u>Course ITAL 4143 TRACING THE ITALIAN AMERICAN EXPERIENCE: FROM GOOD GUYS TO WISE GUYS</u> <u>Not Found</u>	
Concentration		15
Any UA-Fayetteville credit hours numbered at the 3000-level or higher		3
Any credit hours numbered at the 3000-level or higher, or any 2000-level credit hours that have a course prerequisite		10

8-Semester Plan

Program Costs

No new program costs. The program does not need any additional funding because we currently offer all the courses required for a major. Our program is rather large and has an active teaching faculty. We will offer content courses on a three-year rotation to allow all students to ability to enroll in every course.

It is important to note that the Italian Program has received over \$30,000 from the Ministry of Foreign Affairs, Italy to help build the Italian Program.

Library Resources

No new library resources needed. The Mullins library has a robust collection of Italian books and films. The Italian Program also organized a campaign to fund the purchase of a Dante manuscript. We fundraised \$10,000 to purchase the manuscript and use it regularly. It is part of the Dante course. We are considering another purchase of a Medieval manuscript (Boccaccio). Recently, Special Collections also purchase two Italian female authors’ manuscripts, both which were used in ITAL 3113 last Spring. Moreover, all courses use the library’s subscription to Kanopy for its film collection. Additionally, it already has subscriptions to the top Italian and Italian American journals in North America.

Instructional

Facilities

No new instructional facilities costs. Current instructional facilities to be used include classrooms, instructional equipment and technology, laboratories (if applicable). The program will utilize the Digital Humanities Studio house within the Department of WLLC. We already have two Virtual Reality applications funded through grants.

Faculty Resources

No new costs and/or resources due to faculty already existing.

List Existing Certificate or Degree Programs
that Support the Proposed Program

Are Similar Programs available in the area?	
No	
Estimated Student Demand for Program	15 per year
Scheduled Program Review Date	2026-2027
Program Goals and Objectives	
Program Goals and Objectives	

Program Goals and Objectives

Transnational Studies

- Met ACTFL goals of intermediate-high level proficiency in speaking, reading, writing, the understanding of spoken Italian, and the ability to use these skills in a range of academic and everyday situations.
- Communication: Communicate in Italian, both orally and in writing, by engaging in interpersonal, interpretative, and presentational communication activities.
- Comparisons: Make meaningful cross-cultural comparisons between Italy and other countries
- Culture: Demonstrate knowledge and understanding of other cultures.
- Connections: Develop critical thinking by making connections and engaging creatively in problem solving activities.
- Communities: Engage in multilingual communities at home and around the world by applying classroom learning to real-world situations.
- Demonstrated capacity to read critically and closely, to interpret texts, and to evaluate arguments about cultural texts and topics.

Literary and Cultural Studies

- Met ACTFL goals of advanced-low level proficiency in speaking, reading, writing, the understanding of spoken Italian, and the ability to use these skills in a range of academic and everyday situations.
- Communication: Communicate in Italian, both orally and in writing, by engaging in interpersonal, interpretative, and presentational communication activities.
- Comparisons: Make meaningful cross-cultural comparisons between Italy and other countries
- Culture: Demonstrate knowledge and understanding of other cultures.
- Connections: Develop critical thinking by making connections and engaging creatively in problem solving activities.
- Communities: Engage in multilingual communities at home and around the world by applying classroom learning to real-world situations.
- Advanced knowledge of major periods of Italian literature and other cultural texts with understanding of historical, generic, or cultural context.
- Demonstrated capacity to read critically and closely, to interpret texts, and to evaluate arguments about literary and cultural texts and topics.

Ability to produce an organized, well-supported argument in writing; to write clearly and persuasively; and to observe ethical and precise citation practices.

Learning Outcomes

Learning Outcomes

Literary and Cultural Studies Concentration:

Learning Outcomes:

ACTFL Level: Advanced-Low (according to ACTFL Standards)

General Outcomes:

- Communication: Communicate in Italian, both orally and in writing, by engaging in interpersonal, interpretative, and presentational communication activities.
- Comparisons: Make meaningful cross-cultural comparisons between Italy and other countries
- Culture: Demonstrate knowledge and understanding of other cultures.
- Connections: Develop critical thinking by making connections and engaging creatively in problem solving activities.

Learning Outcomes

- Communities: Engage in multilingual communities at home and around the world by applying classroom learning to real-world situations.
- Advanced knowledge of major periods of Italian literature and other cultural texts with understanding of historical, generic, or cultural context.
- Demonstrated capacity to read critically and closely, to interpret texts, and to evaluate arguments about literary and cultural texts and topics.
- Ability to produce an organized, well-supported argument in writing; to write clearly and persuasively; and to observe ethical and precise citation practices.

Linguistics Outcomes:

- Speaking

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

- Writing

Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show 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.

- Listening

At the Advanced level, listeners can understand the 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. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.

- Reading

At the Advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument).

Transnational Studies Concentration:

Learning Outcomes**Learning Outcomes:**

ACTFL: Intermediate High (according to ACTFL Standards)

General Outcomes:

- Communication: Communicate in Italian, both orally and in writing, by engaging in interpersonal, interpretative, and presentational communication activities.
- Comparisons: Make meaningful cross-cultural comparisons between Italy and other countries
- Culture: Demonstrate knowledge and understanding of other cultures.
- Connections: Develop critical thinking by making connections and engaging creatively in problem solving activities.
- Communities: Engage in multilingual communities at home and around the world by applying classroom learning to real-world situations.
- Ability to produce an organized, well-supported argument in writing; to write clearly and persuasively; and to observe ethical and precise citation practices.
- Advanced knowledge of Italian culture through an interdisciplinary lens and from various genres/disciplines.

Linguistic Outcomes:

- Speaking

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

- Writing

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

- Listening

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

- Reading

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration

Learning Outcomes

although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

Description and Justification for this request

Description of request	Justification for request
Adding a new Bachelor of Arts degree in Italian.	<p>Students have been requesting an Italian Major for the last five years. Our students come from all over the UofA campus and pursue Italian because it complements the various fields they are currently studying. In our courses, they have learned the importance that language and intercultural competence play to be competitive on the job market. Moreover, they understand how Italian enhances what they are learning in and outside of the classroom. Due to the nature of our smaller class size, our courses teach students critical skills used later in their careers, including, but not limited to presentational and personal communication, professional writing, research, etc. in a second language, which is obviously more challenging.</p> <p>I learned of this desire of the students from numerous years of advising both our Italian minors and from students going to Italy to study abroad. I have even had parents write asking why we do not have an Italian Major at the UofA. A large percentage of our students come from Romance Languages backgrounds (French, Italian, Portuguese, and Spanish-decent(s) including all of Latin and South America, plus Brazil) and this alone encourages folx to enroll in Italian courses.</p>

Upload attachments

[ITALBA - New Degree - Degree Cost and Salary Earnings.docx](#)

[ITALBA - New Degree - Workforce Analysis.docx](#)

[ITALBA - New Degree - Proposal.docx](#)

[ITALBA - New Degree - Ltr of Intent.docx](#)

Reviewer Comments **Alice Griffin (agriffin) (10/19/22 10:02 am):** Reorganized Program Title field for consistency with campus naming convention.

Alice Griffin (agriffin) (10/20/22 12:04 pm): Updated course title for ITAL 4143 to reflect complete title. Course is currently pending ARSC Curriculum Committee approval.

Alice Griffin (agriffin) (10/25/22 2:51 pm): Changed scheduled program review date to match the WLLC date.

Alice Griffin (agriffin) (10/25/22 2:55 pm): Minor edits to documents with input from submitter. Inserted anticipated approval dates into the proposal. Renamed documents to match BOT naming convention.

Key: 926