### PROPOSAL – 1

### NEW DEGREE PROGRAM

1. **PROPOSED PROGRAM TITLE**

Italian, Bachelor of Arts

 2. **CIP CODE REQUESTED**

Link for CIP Codes:  <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56>

 16.0902 Italian Language and Literature

1. **PROPOSED STARTING DATE**

Fall 2023

 4. **CONTACT PERSON**

 Name (Provost/Academic Affairs Officer): Dr. Jim Gigantino

 Title: Interim Vice Provost for Academic Affairs

 Name of Institution: University of Arkansas

 E-mail Address: jgiganti@uark.edu

 Phone Number: 479-575-2151

 Name (Program Contact Person): Ryan Calabretta-Sajder

 Title: Associate Professor of Italian & Section Head

 E-mail Address: calabret@uark.edu

 Phone Number: 847-217-1630

 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.

Why Study Italian?

Italian is the fourth most studied language worldwide, with an average of 2.3 million students. Italy is also the number one non-English speaking destination for American students studying abroad. Additionally, 250 million people speak Italian as a second language internationally. Italy holds a major place in the political (charter member of NATO, the European Union, OECD, the G7, and the G20) and economic makeup of Europe and beyond, possessing the eighth-largest economy by nominal GDP in the world. Moreover, Italy is the 10th largest exporter in the world and home to nine Fortune 500 companies. Besides being the language of Dante (literature and poetry), Italian has a foundational role in theatre, cinema, art and architecture, music, history, social and migration history, politics and political theory internationally. Many employers seek to recruit candidates who speak both Italian and English. An estimated 7,500 American companies do business with Italy, and more than 1,000 U.S. firms have offices there. The University of Arkansas has Rome Center which can host roughly 100 students each semester and has created opportunities for research experiences and internships.[[1]](#footnote-1) In Northwest Arkansas, over 25 Italian local offices relate to the Walmart Corporation and over 200 Italian companies registered with the Italy-America Chamber of Commerce Texas (the Chamber associated with our consulate region).

Italian at the University of Arkansas

Italian has a foundational place in the history of the University of Arkansas. The first Chairperson of the Department of Romance Languages & Literatures was Antonio Marinoni,[[2]](#footnote-2) an Italian professor married to Rosa Zagnoni Marinoni, the first female poet laureate in the State of Arkansas (1953), and Arkansas governor Winthrop Rockefeller declared October 15 as Rosa Zagnoni Marinoni Day in 1969. Besides being an internationally renowned poet, Rosa co-authored an Italian grammar textbook with her first husband, Antonio. When Antonio died in 1944, Rosa continued her work in Italian Studies with her second husband, Luigi Passarelli, who also taught Italian. At some point, the Italian Program disappeared, and Louise Rozier revitalized it in the 90s. Since 2013, the Italian Program has added a full-time instructor (four sections of Italian), converted a VAP line to Tenure Track, added a minor which graduates 5-7 students on average, regular attendance to the Rome Center, the purchase of a 1525 original manuscript of Dante’s *Divina commedia*, and over $30,000 in grant funding from the Italian Ministry of Foreign Affairs. This year, together with the Office of Institution Advancement and Fulbright College, the Italian Program is launching a 1.5-million-dollar campaign to endow a new professorship and hosting an annual Fulbright scholar from Italy.

 Italian Major Description

The Italian Program at the University of Arkansas challenges students to think critically about the literary and cultural history which founds Italian and Italian American studies by integrating language acquisition and intercultural competence through the classroom and co-curricular activities on campus and through global experiences and high-impact practices such as study abroad (Rome Center and other programs), internships ([Italy-America Chamber of Commerce of Texas](https://www.iacctexas.com/), [Ferrero Rocher](https://www.ferrerorocher.com/us/en/), [Italian Trade Agency – Chicago](https://www.ice.it/en/markets/usa/chicago/ita-chicago-sector-websites)), and service learning ([LiberaTerra](https://www.liberaterra.it/it/)).[[3]](#footnote-3) Beyond the more traditional outcomes of language learning and through the most up-to-date tools in foreign language pedagogy, the program encourages the importance of Italian for interdisciplinary study. The end goal is to create global citizens who are prepared to embrace the principal aspects of Italian society and who have critically explored their native language and culture. An Italian major is a wonderful complementary course of study to numerous fields: Architecture, Art History, English, History, International Relations, International Business, Music, Philosophy, etc. A student can decide on one of two concentrations:

Transnational Studies Concentration

The Italian Transnational Studies concentration is a cross-discipline exploration of various areas relating to Italian and Italian American culture. It is aimed at students who are not necessarily dedicated to achieving advanced language proficiency but desire a comprehensive understanding of Italian literature, history, art, culture, and civilization enhancing their philosophy of global citizenry and diversity. This interdisciplinary enterprise includes a basis of Italian language courses paired with Italian-focused courses taught in English from a variety of departments and programs across campus: Architecture, Art History, Classics, English, History, Medieval and Renaissance Studies, Philosophy, and Political Science.

Literary and Cultural Studies Concentration

The Italian Literary and Cultural Studies concentration is designed to be a launching pad for a more in-depth analysis of Italy’s great literary and cultural tradition. The program encourages independent and innovative thinking and research founded in the Humanities. It is aimed at students interested in achieving a high level of proficiency in reading, writing, and speaking in Italian. In addition to the studying language, coursework encompasses the literary and artistic aspects of Italian culture and their contributions to the world, milestones and major events in Italian history, modern Italian culture, current events, and politics.

Resources Needed/Required

Although additional resources would be helpful, the program does not require any funds to initiate the major. Additionally, the program is currently launching a 1.5-million-dollar campaign, which we hope to achieve by the 2027-2028 academic year, which will provide extra capital for growth.

Teaching Needs/Requirements

The Italian Program currently has two tenure track faculty, one full-time instructor, two half-time instructors, and one graduate assistant. Currently, we do not need any additional instructors.

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

* Architecture
* Art History
* Classics Studies
* English
* English/Creative Writing/Translation
* History
* Medieval & Renaissance Studies
* Music
* Philosophy
* Political Science
* Rome Center
* World Languages, Literatures, and Cultures

 6. **NEED FOR THE PROGRAM**

Submit Workforce Analysis Form or Employer Needs Survey (only when workforce data is deficient for the academic disciple within the proposal)

Employer Needs Survey should include the following:

* 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.

 N/A. Relying on workforce analysis.

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

 The Program does not currently plan on any employer tuition assistance or enrollment incentives.

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

 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 the Italian 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.

 The department 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. Parents have written 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.

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

The Italian Language Foundation, Ferro Rocher, Italian Trade Agency, Italian Consulate of Italy in Houston, Italy-American Chamber of Commerce – Texas, ENI, and Zucchi have all contacted the Italian Program urging the creation of an Italian Major.

 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 Italian Program Advisory Committee will consist of all the full-time Italian faculty, the WLLC chair, as well as representatives from the following departments/programs: Classical Studies, English, and Medieval and Renaissance.

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

We believe the program will begin with roughly 15 students adding the major annually. After the third year, we project the enrollments to grow to 25-30.

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

Within the 3-5 year period, we project 28-32 graduates.

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 Plan for a Bachelor of Arts in Italian with a Literary and Cultural Studies Concentration**

Students enrolling in the eight-semester degree plan should review the Eight-Semester Degree Completion Policy.

State minimum core requirements may vary by individual, based on placement and previous credit granted. Once all core requirements are met, students may substitute with general electives in consultation with their academic advisor.

**First Year: Spring**

ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1) 3

MATH 1313 Quantitative Reasoning (ACTS Equivalency = MATH 1113) (Satisfies General Education Outcome 2.1) 3

or MATH 1203 College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1)

or any MATH or STAT course numbered higher than MATH 1203 (Satisfies General Education Outcome 2.1)

ITAL 1003 Elementary Italian I 3

State Minimum Core—Fine Arts (Satisfies General Education Outcome 3.1) 3

State Minimum Core—Social Science (Satisfies General Education Outcome 3.3) 3

**First Year: Spring**

ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) 3

ITAL 1013 Elementary Italian II 3

CLST 1013 Introduction to Classical Studies: Rome 3

or CLST 2323 Greek and Roman Mythology

or MRST 2013 Introduction to Medieval and Renaissance Studies

or ITAL 3333 Made In Italy

State Minimum Core—Science with corequisite lab (Satisfies General Education Outcome 3.4) 4

State Minimum Core—U.S. History or Government (Satisfies General Education Outcome 4.2) 3

Year Total: Fall-15; Spring-16

**Second Year: Fall**

ITAL 2003 Intermediate Italian I (Satisfies General Education Outcomes 3.2 and 4.1)3

ITAL 3103 Italian Cinema 3

State Minimum Core—Social Science (Satisfies General Education Outcome 5.1) 3

State Minimum Core—Science with corequisite lab 4

General Electives 2

**Second Year: Spring**

ITAL 2013 Intermediate Italian II 3

State Minimum Core—Social Science 3

General Electives 9

Year Total: Fall-15; Spring-15

**Third Year: Fall**

ITAL 3033 Italian Conversation 3

ITAL electives 3000-level or higher 3

Any UA-Fayetteville credit hours numbered at the 3000-level or higher 3

General Electives 6

**Third Year: Spring**

ITAL 4033 Advanced Italian Conversation 3

ITAL 3113 Introduction to Literature 3

Any credit hours numbered at the 3000-level or higher, or any 2000-level credit hours that have a course prerequisite 3

General Electives 6

Year Total: Fall-15; Spring-15

**Fourth Year: Fall**

ITAL 4123 Dante: A Journey Between Visions and Words (Satisfies General Education Outcomes 1.2 and 6.1)

or *ITAL 4143 Italian American Experience*  3

ITAL electives 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 3

General Electives 6

**Fourth Year: Spring**

ITAL 3123 Advanced Italian 3

ITAL electives 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 4

General Electives 4

Year Total: Fall-15; Spring-14

Total Units in Sequence: 120

**Eight-Semester Degree Plan for a Bachelor of Arts in Italian with a Transnational Studies Concentration**

Students enrolling in the eight-semester degree plan should review the Eight-Semester Degree Completion Policy.

State minimum core requirements may vary by individual, based on placement and previous credit granted. Once all core requirements are met, students may substitute with general electives in consultation with their academic advisor.

**First Year: Spring**

ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1) 3

MATH 1313 Quantitative Reasoning (ACTS Equivalency = MATH 1113) (Satisfies General Education Outcome 2.1) 3

or MATH 1203 College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1)

or any MATH or STAT course numbered higher than MATH 1203 (Satisfies General Education Outcome 2.1)

ITAL 1003 Elementary Italian I 3

State Minimum Core—Fine Arts (Satisfies General Education Outcome 3.1) 3

State Minimum Core—Social Science (Satisfies General Education Outcome 3.3) 3

**First Year: Spring**

ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) 3

ITAL 1013 Elementary Italian II 3

CLST 1013 Introduction to Classical Studies: Rome 3

or CLST 2323 Greek and Roman Mythology

or MRST 2013 Introduction to Medieval and Renaissance Studies

or ITAL 3333 Made In Italy

State Minimum Core—Science with corequisite lab (Satisfies General Education Outcome 3.4) 4

State Minimum Core—U.S. History or Government (Satisfies General Education Outcome 4.2) 3

Year Total: Fall-15; Spring-16

**Second Year: Fall**

ITAL 2003 Intermediate Italian I (Satisfies General Education Outcomes 3.2 and 4.1)3

ITAL 3103 Italian Cinema 3

State Minimum Core—Social Science (Satisfies General Education Outcome 5.1) 3

State Minimum Core—Science with corequisite lab 4

General Electives 2

**Second Year: Spring**

ITAL 2013 Intermediate Italian II 3

State Minimum Core—Social Science 3

General Electives 9

Year Total: Fall-15; Spring-15

**Third Year: Fall**

ITAL 3033 Italian Conversation 3

Concentration Course 1 3

Any UA-Fayetteville credit hours numbered at the 3000-level or higher 3

General Electives 6

**Third Year: Spring**

Concentration Course 2 3

Concentration Course 3 3

Any credit hours numbered at the 3000-level or higher, or any 2000-level credit hours that have a course prerequisite 3

General Electives 6

Year Total: Fall-15; Spring-15

**Fourth Year: Fall**

ITAL 4123 Dante: A Journey Between Visions and Words (Satisfies General Education Outcomes 1.2 and 6.1)

or *ITAL 4143 Italian American Experience*  3

Concentration Course 4 3

Any credit hours numbered at the 3000-level or higher, or any 2000-level credit hours that have a course prerequisite 3

General Electives 6

**Fourth Year: Spring**

ITAL 3123 Advanced Italian 3

Concentration Course 5 3

Any credit hours numbered at the 3000-level or higher, or any 2000-level credit hours that have a course prerequisite 4

General Electives 4

Year Total: Fall-15; Spring-14

Total Units in Sequence: 120

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

 120

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

*ITAL 4133: The Power of Women. Representations of and from Women from the Middle Ages to the Early Modern Period.*

 *Description: Examines the various representations of women through diverse genres, by both male and female authors, from the Middle Ages to the Early Modern period in Italy. Taught in English.*

*ITAL 4143 Tracing the Italian American Experience: From Good Guys to Wise Guys*

*Description: Explores and analyzes the historical experience of Italian American migration in North America through media, literature, and the arts.*

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

General Education courses:

 ITAL 2003 Intermediate Italian I (Learning Outcomes 3.2 and 4.1)

 ITAL 4123 Dante: A Journey Between Visions and Words (Outcomes 1.2 and 6.1)

ITAL 4143 Tracing the Italian American Experience: From Good Guys to Wise Guys (Outcomes 1.2 and 6.1)

Other general education courses to be completed from other domain areas including the state minimum core and/or general electives.

Core Courses:

CLST 1013 Introduction to Classical Studies: Rome or

CLST 2323 Greek and Roman Mythology or

ITAL 3333 Made In Italy or

MRST 2013 Introduction to Medieval and Renaissance Studies

ITAL 3033 Italian Conversation

ITAL 3103 Italian Cinema

ITAL 3123 Advanced Italian

ITAL 4123 Dante: A Journey Between Visions and Words or

ITAL 4143 Tracing the Italian American Experience: From Good Guys to Wise Guys

Major courses:

15 hours from one of the concentrations in Literary and Cultural Studies or Transnational Studies

 For each program major/specialty area course, list the faculty member assigned to teach the course.

Faculty Assignments

* ITAL 1003, 1013, 2003, 2013: Rotation of R. Calabretta-Sajder, D. D’Eugenio, C. Devich, V. Morello, V. Gibertoni, TA
* ITAL 3033, 4033: Rotation of R. Calabretta-Sajder, D. D’Eugenio, C. Devich, V. Morello
* ITAL 3103: Rotation of R. Calabretta-Sajder, V. Morello
* ITAL 3113: Rotation of R. Calabretta-Sajder, D. D’Eugenio, V. Morello
* ITAL 3123: Rotation of D. D’Eugenio, V. Morello
* ITAL 3333: Rotation of R. Calabretta-Sajder, C. Devich
* ITAL 4023: R. Calabretta-Sajder
* ITAL 4113: D. D’Eugenio
* ITAL 4123: D. D’Eugenio
* ITAL 4333: Rotation: R. Calabretta-Sajder, V. Morello

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

 All of the above courses are offered on the Fayetteville campus by the UofA faculty. Some will also be offered at the UofA’s Rome Center

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

If a student completes an internship in Italian, 3-credit hours would require 40

 Internship hours along with weekly meetings with the Italian Section Head.

 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.

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.
* 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 times 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:

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

Examination Procedures

The Italian Program has adopted ePortfolios as a major means to assess learning. All of our courses focus on five areas of assessment: speaking, writing, listening, reading, culture. Culture occurs in various formats: cultural studies knowledge, literary knowledge, filmic knowledge, etc. Students are regularly asked to present and write in each semester. These skills culminate in larger projects in aimed at assessing 1.2 and 6.1 in upper division courses. Our curriculum is scaffolded so that each semester builds upon the previous one.

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

 Sample Course Evaluation

**Q1** Assignments are related to goals of this course.

**Q2** The teaching methods used in this course enable me to learn.

**Q3** The stated goals of this course are consistently pursued.

**Q4** Your College:

**Q5** Expected grade

**Q6** Your class

**Q7** Course required

**Q8** Overall, I would rate this course as:

**Q9** My instructor displays a clear understanding of course topics.

**Q10** My instructor is readily available for consultation.

**Q11** My instructor explains difficult material clearly.

**Q12** My Instructor is fluent in English

**Q13** Overall, I would rate this instructor as:.

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.

 The course curriculum followed original suggestions by employers concerning the importance of an interdisciplinary curriculum, incorporating both traditional aspects (literature and culture) as well as more

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

December 14, 2022

 8. **FACULTY**

 List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)

* **Ryan Calabretta-Sajder, Associate Professor of Italian**: Doctorate in Modern Languages (Italian & French) from Middlebury College; Research Area: Queer and Feminist Theory in Contemporary Italian and Italian American film and literature, Migration & Diaspora Studies, Sicilian film, literature, and culture, Digital Humanities, Gaming to teach language and culture; Teach: all language courses, contemporary literature and film, MADE IN ITALY, Italian for International Business, etc.
* **Daniela D’Eugenio, Assistant Professor of Italian**: Doctorate in Comparative Literature (Italian Specialization) from CUNY/The Graduate Center); Research: Paremiology (study and analysis of proverbs), Dialectology, Renaissance and Baroque Literatures, Intersections between languages, literature, and paleography, Relations between text and image, pedagogy of the Italian language; Teach: all language levels, Medieval – Baroque literature, Fairy Tales
* **Claudia Devich, Instructor of Italian and German**: MA in German Studies from University of Arkansas; Research: Virtual Reality in teaching Italian language and culture; Teach: all language levels, MADE IN ITALY
* **Valentina Morello, Instructor of Italian**: MA in Second Language Acquisition (University of Padua, Italy) MA in Italian (Boston College), PhD Candidate (University of Wisconsin, Madison); Teach: all language levels, Italian Cinema

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

 **Ryan Calabretta-Sajder, Associate Professor of Italian & Section Head**

 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.**

The current faculty of four and one GA is sufficient for launching the major. We

 do not need any additional faculty to offer the required courses to complete the

 major in a four-year period.

 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.

The creation of the Italian Major will not require any new faculty, research lines, or GA lines.

9. **DESCRIPTION OF RESOURCES**

 Current library resources in the field

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 purchased 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.

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

N/A

 New instructional resources required, including costs and acquisition plan

N/A

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.

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

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

 None needed. The Italian Section Head is already a non-compensated position and will not require any funding.

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

 None needed.

 New library resources and costs

 None needed.

 New/renovated facilities and costs

None needed but the Italian Program will utilize the Digital Humanities Studio house within the Department of WLLC. We already have two Virtual Reality applications funded through grants.

 New instructional equipment and costs N/A

 N/A

 Distance delivery costs (if applicable)

 N/A

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

 N/A

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

 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 the ability to enroll in every course.

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

 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.

 15 enrollments in the first year. Fulbright credit hour is $307.44 including fees. Total cost of the BA in Italian is $36,893.

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

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

 The Italian Program has received over $30,000 in funding from the Ministry of Foreign Affairs from Rome, Italy. We applied again this year for a $17,000 grant.

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

N/A

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

N/A

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

N/A

14. **BOARD OF TRUSTEES APPROVAL**

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

 March 15, 2023

 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:

# University of Alabama\*

# University of Arizona

# Clemson University\*

# University of Dallas

# University of Florida\*

# University of Georgia\*

# University of Houston

# University of Kansas

# University of Oklahoma

# University of Tennessee\*

# University of Texas – Austin

\*Denotes SEC schools

“Big Ten” R1 Schools:

* University of Illinois
* Indiana University
* University of Iowa
* University of Maryland
* University of Michigan
* University of Minnesota
* Northwestern University
* Ohio State University
* Pennsylvania State University
* Rutgers University-New Brunswick
* University of Wisconsin-Madison

##  Proposed undergraduate program – list institutions in Arkansas

## N/A

 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.

N/A. There is no Italian Major Program offered in the entire region. The closest is either University of Kansas, or University of Dallas, which is private.

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

* + University of Arizona
	+ Bryn Mawr College
	+ Duke University

 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.

We currently have 18 registered minors. Hispanic/Latinx: 2 African American: 1

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).

The Italian Program academic review will occur with the WLLC Departmental review 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.).

1. Additionally, the UofA is a partner university with Rome Tre University, University of Rome “La Sapienza,” the Cattolica University, the University of Padova, the University of Pisa, the University of Parma, and the Politecnico University of Torino. These exchanges agreements are perfect advanced students to integrate into Italian institutions (semester or academic year long) and could also be a source of teaching faculty for the Italian Program. [↑](#footnote-ref-1)
2. I do not know the exact starting date for Antonio, but he had been at the University since at least 1908 when Rosa moved to Fayetteville, Arkansas. [↑](#footnote-ref-2)
3. The UofA Rome Center is another avenue for the Italian Program to send students wanting an internship or researchship. [↑](#footnote-ref-3)