# 2012-2013 LONG SIGNATURE SHEET

RECEIVED 8/27/13

**UNC CHARLOTTE**

**Proposal Number:** ___ITN 2-25-2013_____

**Proposal Title:** ___New Minor in Italian_____

**Originating Department:** __Languages and Culture Studies_____

**TYPE OF PROPOSAL: UNDERGRADUATE___X___ GRADUATE_____ UNDERGRADUATE & GRADUATE____**
(Separate proposals sent to UCCC and Grad. Council)

| DATE RECEIVED | DATE CONSIDERED | DATE FORWARDED | ACTION | SIGNATURES |
|---|---|---|---|---|
| 8/26/13 | 8/26/13 | 8/26/13 | Approved | **DEPARTMENT CHAIR** _(signature)_ [Michele Bissiere] |
| 8 | 8/30/13 | 8/30/13 | Approved | **COLLEGE CURRICULUM COMMITTEE CHAIR** _(signature)_ [print name here:] |
| 9/13/13 | 9/13/13 | 9/13/13 | Approved | **COLLEGE FACULTY CHAIR (if applicable)** STEVEN SABOL [print name here:] |
| | 9/13/13 | 9/13 | Approved | **COLLEGE DEAN** _(signature)_ [print name here:] _c. BROSY_ |
| | | | Approved | **GENERAL EDUCATION** (if applicable; for General Education courses) [print name here:] |
| | | | Approved | **UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR** (for undergraduate courses only) |
| | | | Approved | **GRADUATE COUNCIL CHAIR** (for graduate courses only) |
| | | | | **FACULTY GOVERNANCE ASSISTANT** (Faculty Council approval on Consent Calendar) |
| | | | | **FACULTY EXECUTIVE COMMITTEE** (if decision is appealed) |

Revised 02/05/13
OAA/mjw

# UNC CHARLOTTE

## LONG FORM
## COURSE AND CURRICULUM PROPOSAL

*To: College Curriculum Committee

From: Department of Languages and Culture Studies

Date: 2/25/2013

Re: Establishment of a Minor in Italian

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

The University of North Carolina at Charlotte  PROPOSAL: ITLN 2-25-2013
New Undergraduate Course and Curriculum Proposal
From: Department of Languages and Culture Studies
Proposal Title: Establishment of a Minor in Italian

## CONTENT OF PROPOSAL

A. Proposal Summary and Catalog Copy

1. Summary: The Department of Languages and Culture Studies proposes to establish a Minor in Italian.

2. Catalog Copy

### MINOR IN ITALIAN

The minor in Italian consists of 18 credits (6 classes) above the 1202 level (that is, above beginning language instruction), as follows: two language classes (6 credits) at the intermediate level (ITLN 2201 and ITLN 2202); two language classes (6 credits) at the advanced level (ITLN 3201 and ITLN 3202) and two elective classes at the 3000 level in Italian language, literature, film, and/or culture. The elective classes must either be taught in the language or be accompanied by a one-hour additional language component in order to count toward the minor.

B. Justification:

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

> Many of our students initiate language study in Italian in our department and then go on to continue their study of the language and culture through opportunities in various academic programs or through study abroad programs. Currently, at UNC Charlotte there is no mechanism to recognize on a student's transcript that this continued study in Italian is in many cases equivalent, in terms of hours and numbers of courses, to the program of study for a minor in French, German, Japanese, Spanish or Russian.

> Currently, the Department of Languages and Culture Studies offers Italian on a regular basis through the advanced level. In response to demand, classes at the 3000 level are offered in special topics courses in literature, culture, and/or film. In addition, courses in advanced grammar, conversation and composition are offered regularly. Additional courses are available through academic consortia, University of North Carolina Language Assembly.

> By establishing this Minor, the Department of Languages and Culture Studies will offer students a way to document on their transcripts their concentrated and extended study in this language (whether done at UNC Charlotte, through academic consortia, or through study abroad) without incurring any additional expense to the institution.

2.  Discuss prerequisites/co-requisites for courses, including class standing.

> Prerequisites/co-requisites for individual courses are already listed in the course catalog and are the same as for other languages that award the minor.

3.  Demonstrate the course numbering is consistent with the level of academic advancement of students for whom it is intended.

> The course numbering follows what has already been established for the more commonly taught languages in the Department of Languages and Culture Studies and what has already been established in the catalogue. No new courses are being proposed.

4.  In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

> Students will be able to indicate on their transcripts that they have a Minor in Italian. Not only does this recognition reward students for what many of them are already doing, but it may act as an incentive to other students to continue their study in this language.

C.  Impact

1.  What groups of students will be served by this proposal.

> We will be the only institution in the Greater Charlotte region to offer a Minor in this lesser taught, but extremely important language. We are developing a study abroad program to Italy during the summer. Students in International Business and International Studies with concentrations in Europe will all be served by this Minor, which will function as a complementary area of study to the student's major.

2.  What effect will this proposal have on existing courses and curricula?

   a.  When and how often will added courses be taught?

   > There are no courses being added.

   b.  How will the content and/or frequency of offerings of other courses be affected?

   > Other courses will be offered as usual; there should be no immediate effect regarding frequency of offerings. As demand increases, we may offer more sections in each language level and consider offering language classes at the 4000-level.

   c.  What is the anticipated enrollment in courses added?

   > No new courses have been added.

   d.  How will enrollment in other courses be affected?

Enrollment in 2000-level, intermediate-level language classes generally enroll between 15-22 students each. The 3000-level language courses are generally enroll 6-10 students. A minor in this language will encourage more students to enroll at these levels. The topics courses at the 3000 level are all writing intensive classes that serve 22-25 students.

e.   If course has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

Topics classes in Italian are regularly offered, one each semester. Italian offers both Italian Film and Italian culture and civilization

f.   Identify other areas of catalog copy that would be affected.

None. Catalog copy will remain as is.

D.   Resources Required to Support Proposal

1.   Personnel

None. No classes are being added; thus, no new personnel would be needed. Italian presently has one full-time lecturer teaching four courses, and one part-time instructor teaching four courses. They are able to support the courses referenced above on a regular basis, therefore no additional instructors will be necessary.

2.   Physical Facility

None. The number of courses offered at UNC Charlotte will not change, so there would be no immediate need for increasing facilities.

3.   Equipment and Supplies

None. Since the number of classes on campus will not increase, no increase in any equipment or supplies will be necessary.

4.   Computer

None. Any computer software that accompanies these classes has already been purchased by the Language Resource Center.

5.   Audio-Visual

None. Since the number of classes on campus will not increase, the availability of equipment should not be an issue.

6.   Other Resources

None. Since the number of classes on campus will not increase, other resources should not be affected. Library holdings for these courses are continually enhanced through Italian's share of the Library allocation for Languages and Culture Studies. In addition, resources are available through interlibrary loan, libraries connected to foreign universities that host study abroad programs, and the internet.

IV.    Consultation with the Library and Other Departments or Units

A.    Library Consultation

See attached.

B.    Consultation with other departments or units

See attached.

V.    Initiation and Consideration of the Proposal

A. Originating Unit
Briefly summarize action on the proposal in the originating unit including information on voting and dissenting options.

Approved by the Department _3-1-2013_____

B. Credit Hour (not applicable).

C. Attachments

1. Attach relevant documentation of consultations with other units.
For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication.

2. Course syllabi: not applicable.

3. Proposed catalog copy

## MINOR IN ITALIAN

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# Italian (ITLN)

**ITLN 1201. Elementary Italian I. (4)** Fundamentals of the Italian language, including speaking, listening comprehension, reading, and writing. (*Fall, Spring*)

**ITLN 1202. Elementary Italian II. (4)** Prerequisite: ITLN 1201 or permission of the department. Fundamentals of the Italian language, including speaking, listening comprehension, reading, and writing. *(Fall, Spring)*

**ITLN 2201. Intermediate Italian I. (3)** Prerequisite: ITLN 1202 or permission of the department. Review of grammar, conversation, and composition. *(On demand)*

**ITLN 2202. Intermediate Italian II. (3)** Prerequisite: ITLN 2201 or permission of the department. Continued review of grammar, conversation, and composition. *(On demand)*

**ITLN 3050. Topics in Italian. (3) (W)** Study of Italian language, culture, or literature. May be repeated for credit as topics vary.

**ITLN 3051. Topics in Italian. (1-3)** Study of Italian language, culture, or literature. May be repeated for credit as topics vary.

**ITLN 3201. Italian Grammar and Conversation. (3)** Prerequisite: ITLN 2202 or permission of the department. Review of Italian grammar and guided conversation on prepared topics. Emphasis on spoken and written Italian. *(Fall)*

**ITLN 3202. Italian Grammar and Composition. (3)** Prerequisite: ITLN 3201 or permission of the department. Review of Italian grammar and guided compositions on prepared topics on culture, film, and literature. Emphasis on: vocabulary, idiomatic expressions, and stylistics. *(Spring)*

A.    **ATTACHMENTS**.
   1. CONSULTATION: Attach relevant documentation of consultations with other units.

   2. COURSE OUTLINE/SYLLABUS: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.

   3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word "track changes" feature (or use red text with "strikethrough" formatting for text to be deleted, and adding blue text with "underline" formatting for text to be added).

   *a.* For a new course or revisions to an existing course, check all the statements that apply:
   _____ This course will be cross listed with another course.
           _____ There are prerequisites for this course.
           _____ There are corequisites for this course.
           _____ This course is repeatable for credit.
   _____ This course will increase/decrease the number of credits hours currently offered by its program.
   _____ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

   For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

   *b.* If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

   4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Please indicate whether the proposed change will impact an existing Academic Plan of Study and require changes to CAPP. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at provost.uncc.edu/resources-and-reports).

5. STUDENT LEARNING OUTCOMES: Please indicate what SLOs are supported by this course or courses or whether this curricular change requires a change in SLOs or assessment for the degree program.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

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**IMPORTANT NOTE:** A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

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# UNC CHARLOTTE

## Student Learning Outcomes Assessment Plan

**College:** College of Liberal Arts and Sciences

**Department:** Languages and Culture Studies

**Minor:** Italian

**Reflection on the Continuous Improvement of Student Learning**
1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?

N/A. The minor, if approved, would begin in Fall 2013.

### Student Learning Outcome 1
(knowledge, skill or ability to be assessed)

Italian minors will demonstrate an appropriate level of Oral Communication in Italian.

**Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

**Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The assessment uses the Simulated Oral Proficiency Interview (SOPI) from the Center for Applied Linguistics, which is evaluated according to the guidelines of ACTFL, the American Council of Teachers of Foreign Language. During the course of the SOPI, the examiner listens for the speaker's ability to describe pictures, ask questions, talk about him or herself, talk about more general topics and talk in the abstract while simultaneously evaluating the speaker on language flow, and the ability to create with

language, to narrate in all time frames, to form hypotheses and to support an opinion.

**Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Students will be rated according to the Simulated Oral Proficiency Interview (SOPI) that will be arranged in the last semester of the major. The SOPI is a live or recorded interview conducted between a tester and the person whose language skill is being assessed. The test lasts about 30 minutes. Each activity on the test is then evaluated using the descriptors contained in the ACTFL guidelines (attached, see Appendix B), and a global rating is computed following directions on the SOPI "Scorer Note Sheet." The French staff will meet once a year in spring to analyze the results of the oral exams given in spring and fall of the previous year. If LESS than 80% of those assessed score ABOVE "intermediate mid" on the ACTFL scale over a two year period, the staff will adjust its language skills courses. The two-year period is needed as the sample of students is small (10 a year), meaning that there can be fluctuations from one year to the next depending on the nature of the senior cohort of graduates.

**Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

We expect 80 % of students to score at the intermediate mid level or above on the ACTFL Rubric for Oral Proficiency.

| Fall 2011-Spring 2012 Assessment Data | Fall 2012 Assessment Data |
|---|---|
| N/A | N/A |

**Plans for 2013-14:** Based upon the 2012 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

N/A

**Assessment Lead's Comments on Student Learning Outcome 1:**

N/A

## Student Learning Outcome 2
### (knowledge, skill or ability to be assessed)

Italian minors will be able to write at an intermediate mid level on the ACTFL written exam.

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**Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

N/A

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**Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

Students will be asked to submit a writing sample of a short letter or a brief essay that will be assessed according to the attached rubric provided by ACTFL, the American Council of Teachers of Foreign Language. Samples will also be compared to the narrative guidelines outlined by ACTFL. These guidelines look at vocabulary usage, sentence structure, and overall organization as well as language accuracy to determine the level of control a writer has over the target language.

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**Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Seniors will write a letter or a short essay during the last semester of their minor. The prompts for the letter and short essay will be changed periodically. Possible topics include introducing student and academic life at UNC Charlotte to a hypothetical exchange student. Another is writing a short essay on how one imagines their life will be in five years. The samples will be assessed by the two members of the Italian staff. Changes, if necessary, would be introduced in the following fall semester.
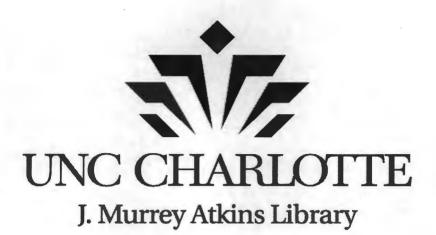
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**Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

We expect 80 % of students to score at the intermediate mid level or on the ACTFL Writing Proficiency Rubric.

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| Fall 2011-Spring 2012 Assessment Data | Fall 2012 Assessment Data |
|---|---|
| N/A | N/A |

**Plans for 2013-14:** Based upon the 2012 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

N/A

**Assessment Lead's Comments on Student Learning Outcome 2:**

N/A

# UNC CHARLOTTE
## J. Murrey Atkins Library

Memorandum

To:      Robert Reimer

From:   Donna J. Gunter, Liaison to Languages and Culture Studies

Date:    May 30, 2013

Re:      Proposal for Italian Minor

**Summary of Librarian's Evaluation of Holdings**

Evaluator:  Donna J. Gunter, Liaison to Languages and Culture Studies

Please Check One:

| | |
|---|---|
| Holdings are superior | _____ |
| Holdings are adequate | ___X___ |
| Holdings are adequate only if Dept. purchases additional items | _____ |
| Holdings are inadequate | _____ |

Regarding the establishment of a minor in Italian, I deem that the library's holdings are adequate for this minor. Given that the courses are already in place, I examined the Library's holdings to demonstrate its readiness for this minor:

I examined the library's holdings by Library of Congress Subject Headings. I started with all subject headings that begin with the word, Italian, noting that those subject headings include various subdivisions. The number following the word, Italian, is the number of items retrieved by the system for

those subject headings. I followed suit with all subject headings that follow. For instance, "Italian language," with a total of 226 items includes "Italian language—Dictionaries—English," etc. In other words, "Italian language" is a truncation of subject headings that are variants of this beginning phrase.

Italian-- 1503

Italian language – 226

Italian literature – 188

Italian drama – 173

Italian fiction – 183

Italian literature -- 188

Italian poetry -- 125

Italy -- 7507

Italy Art -- 457

Italy History -- 241

Italy women -- 122

Italy Architecture -- 351

Italy Church -- 82

Italy Civilization -- 96

Italy Description and Travel – 180

Italy Economic -- 79

Italy Foreign -- 71

Italy Intellectual -- 52

Italy Motion Pictures 60

Italy Painting -- 145

Italy politics – 206

Italy sculpture -- 36

Italy social -- 168

For periodical holdings, I did a key word search on the words "Italian periodicals" and "Italy periodicals." I then limited that search to the items that are in our "Electronic Resource" collection, assuming that collection would contain the bulk of our periodicals. It appears that our periodical holdings that are primarily devoted to the study of Italy and Italian are at least adequate for a new minor in Italian.

Italian periodicals 37 (key word search limited to "Electronic Resource")

Italy periodicals 172 (key word search limited to "Electronic Resource")

Of course we have the major databases that are devoted to the study of languages and culture, which would also include Italian literature and culture, such as MLA International Bibliography and many other databases.


_____

Donna J. Gunter, Evaluator


_____

Date