# Proposing New CSULB Minor and Certificate Programs

1. **Program Type (Please specify any from the list below that apply—delete the others)**

* State-Support
* New Program

1. **Program Identification**
   1. Campus: *Long Beach*
   2. Full and exact degree designation and title: *Certificate in Italian Language Proficiency*
   3. Term and academic year of intended implementation: *Fall 2017*
   4. Name of the department(s), division, or other unit of the campus that would offer the proposed minor or certificate program. Please identify the unit that will have primary responsibility: *Department of Romance, German, Russian Languages and Literatures*.
   5. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed minor or certificate program: *Dr. Clorinda Donato, Professor of Italian and French, Dept. of RGRLL*
   6. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs. **(CPEC “Appropriateness to Institutional and Segmental Mission”)**

**See attached statement from Dean David Wallace**

* 1. Any other campus approval documents that may apply: Italian section faculty approval, RGR Curriculum Committee, CLA EPCC approvals to be added upon completion

**3. Program Overview and Rationale**

* 1. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. **(CPEC “Appropriateness to Institutional and Segmental Mission”):**

The mission statement of CSULB defines us as a globally-engaged university, and “preparing leaders for a changing world” is written into our campus vision. The Certificate in Italian Language Competency is an element that will enhance the Highly Valued Degree Initiative by giving students who want working proficiency in Italian for professional purposes an additional asset as they graduate and go out into the working world. Conversations with advisors in ATLAS have revealed that students outside of CLA who have studied Italian at their high school or in a community college before transferring to CSULB would like to continue improving their Italian language skills in order to have enough proficiency for professional situations, without necessarily adding a minor or second major in Italian due to the high number of units in their declared majors and due to the imperatives of the Timely Graduation Initiative. Students accepted into the CSU are required to have completed two years of high school study of a foreign language; several take the AP language test while at high school. This Certificate in Italian Language Proficiency provides students with a structured program that allows them to continue study of the language, maximize their knowledge and skills, while still completing their degrees in a timely way and without excess units. Students applying to internships at companies, think tanks or NGOs based in Italy, those applying to graduate school, to the Peace Corps or who work as student interns in high schools (to name a few) will have the added advantage of linguistic competence that other candidates might not have.

As early as 1990, studies showed that U.S.-based companies recognized a need for employees skilled in foreign languages and demanded the development of stronger cultural skills for a better “understanding of each other” (Fixman 176). Today we know that economic globalization does not automatically translate into the implementation of English as the lingua franca of trade: “English is spoken almost everywhere around the world, but it is still far from being spoken by almost everyone” (Ginsberg, 13). Italy plays an active role in the global economy. Italy is one of the top five economies in the world, and the eighth largest export economy in the world, its top third export destination being the USA that absorbs 8% of the overall exports. Many employers are therefore seeking people 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 in Italy, including IBM, General Electric, Motorola, Citibank, and Price Waterhouse Coopers. Many Italian firms have offices in the U.S., of which many are in California according to the website of the Italian-American Chamber of Commerce. In 2011 imports from Italy recorded an increase of 19.17% compared to 2010, for a value of 33,968 billion dollars; in 2014, that value increased to 40.8 billion dollars. All economic sectors are involved: mechanics, fashion, and food comprising the top three in that order.

Cultural and linguistic proficiency in Italian will enhance a bachelor’s degree in any discipline, be it in the humanities, engineering, natural or biological sciences, education, the creative arts, or others. The language and culture-oriented curriculum and will be useful to students looking for employment in multinational companies, import-export, the stock market, international relations, NGOs, diplomacy, the government, to name just a few.

The courses included in this Certificate program will give students basic linguistic and cultural competency for the workplace. More importantly, “language study encourages us to deconstruct the linguistic world as we know it, to tolerate ambiguity, and to embrace cultural “otherness” (Jones). Intercultural understanding is the key to successfully navigating the world of business and industry. This type of cultural awareness is critical in any successful interaction in intercultural contexts, as the renowned cultural critic (and intercultural trainer) Milton Bennett has shown. Cultural sensitivity develops critical thinking and helps students to avoid stereotypes and generalizations. Students will acquire a skillset that will serve them well beyond the walls of the classroom.

In this context, a Certificate in Italian Language is designed mainly for students who want working proficiency but cannot do a double major, major or Italian minor for academic or personal reasons. These students can complete their major and enhance it with a Certificate in Italian Language. Depending upon the student’s past experience with the language, it can be completed with 12-25 units of coursework (of which 9 must be at the upper-division level), and a commercial written and oral proficiency test.

* 1. Proposed catalog description, including program description, degree requirements, and admission requirements.

The Certificate in Italian Language consists of 12-25 units, of which 9 units must be at the upper-division. The number of lower-division units will depend upon the amount of Italian studied previously in high school or college, since students with prior study of Italian may enter at advanced standing. In addition to 9 upper-division units, students must pass a written and oral proficiency test.

1. **Curriculum** 
   1. Goals for the (1) program and (2) [student learning outcomes](http://www.calstate.edu/acadaff/sloa/index.shtml). Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.

1. Program Goals: To create an opportunity for students who would like to expand on their Italian language and culture proficiency for the workplace, but cannot necessarily add a major to their program of study due to institutional, financial, or time-related imperatives. Completion of required courses will develop the following skills:

 Ability to communicate in Italian with confidence in oral communication, and sufficient accuracy in both oral and written communication.

 General knowledge of key elements of the Italian language and culture (geography, political organization, family life, educational system, etc.)

 Ability to analyze authentic cultural materials such as news articles and broadcasts, films, and short literary texts.

 Critical thinking by making intercultural connections, as well as comparing and contrasting cultures.

 Italian writing skills for social, academic and professional purposes.

2. Student Learning Outcomes:

1. Acquire a functional communicative competency in Italian to deal with everyday situations.
2. Use the Italian sound system and pronunciation rules and sustain conversations on a wide range of everyday topics.
3. Narrate and describe in different time frames, use connected discourse, and employ strategies for managing complications in the Italian language.
4. Express themselves confidently in a variety of registers, keeping in mind both the communicative context and the imperatives of the genre.
5. Deliver presentations on a wide range of everyday topics, as well as some academic and professional topics.
6. Apply usage of appropriate grammar, spelling, usage, and punctuation in all written work in Italian; write sentences of increasing maturity and complexity; write paragraphs and short essays that demonstrate a logical progression of ideas and clear coherence between ideas.
7. Demonstrate effective writing processes, including developing ideas, effective note-taking and drafting, formulating and revising thesis statements, outlines, and arguments.
8. Gain factual knowledge about Italy, its people, culture, history, political institutions, economy.
9. Analyze and critically evaluate ideas, arguments, and points of view.
   1. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses. **(CPEC** “**Maintenance and Improvement of Quality”)**

NB: the lower case Roman numerals correspond to the SLOs stated in 4.a.2:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Introduced** | **Developed** | **Mastered** |
| ITAL 100A/B, 101A/B | i, ii, iii, vi |  |  |
| ITAL 200, 201A/B, 201 | iv, vi | i, ii, iii, vi |  |
| ITAL 214 | i, ii, iii, iv |  |  |
| ITAL 312A/B |  | iii, vi |  |
| ITAL 310 |  | vi, vii, viii, ix |  |
| ITAL 314 |  | iv, v, vi, viii | ii, iii |
| ITAL 411 |  |  | iii, vi, vii, ix |

* 1. Total number of units required for the minor or certificate: *12-25 (depending upon students’ previous experience with Italian). Students with an AP score in Italian of 4 or 5, or students with 2 years of Italian at a community college can begin directly at the 300-level and will therefore only need 9-12 units. Students beginning their Italian studies at CSULB can complete the Certificate in 25 units, 9 of which must be upper-division.*
  2. A list of all courses *required* for the minor or certificate, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

|  |  |  |
| --- | --- | --- |
|  | Units | Pre-requisites / co-requisites |
| ITAL 100A or 101A | 4, 4, | None |
| ITAL 100B or ITAL 101B | 4, 4 |  |
| ITAL 200 or 201A/B | 6 or 4+4 | 100B or 101B |
| ITAL 312A and 312B | 6 | Upper-division status in Italian, that is to say: 200 or 201B at CSULB OR 2 years of Italian at a community college OR 4 or 5 on the AP Italian exam |
| ITAL 314 | 3 | ITAL 214 or consent of instructor |
|  |  |  |

* 1. List of *elective* courses that can be used to satisfy requirements for the minor or certificate, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

|  |  |  |
| --- | --- | --- |
| **ELECTIVES:** |  |  |
| ITAL 310 | 3 | Upper-division status in Italian |
| RGR 485 | 4 | Upper-division status in Italian |
| ITAL 411 | 3 | ITAL 312B |
| ITAL 414 | 3 | Upper division standing or consent of instructor |

* 1. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation: *None*
  2. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.

All of the above-mentioned courses are offered regularly as follows:

Every fall and spring:

ITAL 100A/B, 101A/B, 200, 201A/B, 312

Every fall: 411

Every spring: 314,

Every alternate spring or fall: ITAL 414, RGR 485, 314, 411

Periodically: 310

The lower-division courses are taught by Teaching Associates, part-time faculty, as well as full time faculty. The upper-division courses are taught by all faculty in the section, depending upon their schedules.

1. Admission criteria, including prerequisite coursework: *None*
2. Criteria for student continuation in the program:

*Grade of C or better* *in every course counting toward the certificate.*

1. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process). *N/A*

1. **Need for the Proposed Minor or Certificate Program   
   (CPEC “Societal Need,” “Number of Existing Programs in the Field,” and “Advancement of the Field”)**
   1. List of other California State University campuses currently offering or projecting the proposed programs; list of neighboring institutions, public and private, currently offering the proposed programs.

Eight out of the 23 CSU campuses offer programs in Italian: 2 campuses have BA and graduate programs, 4 offer the minor in Italian, and 2 offer the first two years of language classes. Of the 2 campuses that still offer an MA in Italian, CSULB has maintained a vibrant and successful program, linked to the Credential Program. We are the only campus in the entire State of California, public or private, to offer the single subject credential in Italian. In a similar vein, given that there is no Certificate in Language Proficiency program within the CSU, we (the faculty in the Italian program) would like to expand the number of students in our program and offer an additional possibility of study for students who cannot minor or major in Italian due to an already heavy unit load. Students will graduate with additional skills to make them attractive candidates for any job, and those who are interested and have the space in their degree planner need only take two or three additional courses to upgrade from a Certificate to a Minor.

* 1. Differences between the proposed program and programs listed in Section 5a above: N/A
  2. List of other curricula currently offered by the campus that are closely related to the proposed program: *N/A*
  3. Community participation, if any, in the planning process. This may include prospective employers of graduates: *N/A*
  4. Applicable workforce demand projections and other relevant data: *Globalization has increasingly changed the labor market and employers increasingly seek candidates with international skills and experience. This Certificate program will allow students who cannot study abroad or add a second major or minor some basic international linguistic and cultural skills to make them more competitive candidates in the professional world.*

* 1. If the program was proposed to meet society’s need for the advancement of knowledge, please specify the need and explain how the program meets that need: *see program rationale in 3.a and SLOs*.

**Note: Data Sources for Demonstrating Evidence of Need**

APP Resources Web <http://www.calstate.edu/app/resources.shtml>

[US Department of Labor, Bureau of Labor Statistics](http://www.bls.gov/)

[California Labor Market Information](http://www.labormarketinfo.edd.ca.gov/)

[Labor Forecast](http://www.ca.gov/state/portal/myca_leftnav_categories.jsp?BV_SessionID=@@@@0692728387.1161822165@@@@&BV_EngineID=cccdaddjdifgmmlcfngcfkmdffidfng.0&sNavTitle=Labor+and+Employment&sLeftNavCategoryPath=%2fNavigation%2fLabor+and+Employment)

1. **Student Demand (CPEC “Student Demand”)**

Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.

* 1. Issues of access considered when planning this program.   
       
     Conversations with advisors in ATLAS have revealed that students in colleges other than CLA who have studied Italian at their high school or in a community college before transferring to CSULB would like to maintain or continue improving their Italian language proficiency for professional situations, without necessarily adding a minor or second major in Italian due to the high number of units in their declared majors and due to the imperatives of the Timely Graduation Initiative. Students accepted into the CSU are required to have completed two years of high school study of a foreign language; several take the AP language test while at high school. This Certificate in Italian Language Proficiency provides students with a structured program that allows them to continue study of the language, maximize their knowledge and skills, while still completing their degrees in a timely way.
  2. Issues of access considered when planning this program: **N/A**
  3. Professional uses of the proposed program: **See** **Program Rationale**
  4. The expected number of students in the year of initiation and three years and five years thereafter.

We currently have a total of 48 degree-seeking undergraduates in our program, including Italian majors, double majors, and minors; we have 150 students studying Italian in the courses covering the first two years of language. Those 150 students are the target audience for this certificate. Based on conversations with students and advisors, and based on these numbers, we anticipate 7 in the first year, 12 in the second year, and 15-20 by the fifth year of the program.

1. **Existing Support Resources for the Proposed Minor or Certificate Program**

**(CPEC “Total Costs of the Program”)**

**Note:** Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

1. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For graduate programs, include faculty publications or curriculum vitae.

* Dr. Clorinda Donato, PhD from UCLA. (1987)

Professor of French and Italian

* + *Specialization:* The Enlightenment, *L’Encyclopédie*,
  + *Year of appointment:* 1988
  + *Tenured*
* Dr. Enrico Vettore, PhD from University of Oregon. (2005)

Associate Professor of Italian

* + *Specialization:* 19th and 20th century Italian literature; Italian cinema; Italian Studies
  + *Year of appointment:* 2007
  + *Tenured*
* Dr. Sienna Hopkins, PhD from UCLA. (2016)

Lecturer in Italian

* + *Specialization:* The Renaissance
  + *Year of appointment:* 2010
  + *Lecturer in Italian*

**Note: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff.**(Code Memo EP&R 85-20)

1. Space and facilitiesthat would be used in support of the proposed program: *We will not need any further space of facilities beyond those we already use for the minor, BA, and MA in Italian.*

c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate): *N/A*

d. Existing academic technology, equipment, and other specialized materials currently available: *the language lab, Active Learning Classrooms, and library resources regularly used for the minor, BA, and MA in Italian will suffice for the Certificate in Italian Language Proficiency.*

1. **Additional Support Resources Required**

**(CPEC “Total Costs of the Program”)**

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

1. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program: *N/A*
2. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy: *N/A*
3. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources: *N/A*
4. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs. *N/A*