



Office of the President

University of Maryland, Baltimore County
1000 Hilltop Circle, Baltimore, MD 21250

Phone: 410-455-2274

Fax: 410-455-1210

July 1, 2020

James Fielder, Jr., Ph.D.

Secretary

Maryland Higher Education Commission

6 North Liberty Street

Baltimore, MD 21201

Dear Secretary Fielder:

UMBC proposes to offer two new concentrations within the existing Bachelor of Arts in Modern Languages and Linguistics:

- Two Language Concentration
- Language and Cultural Studies Concentration

The two new proposed concentrations concur with the last two Maryland State Plans for Postsecondary Education that diversity is immensely beneficial to learning. The concentrations value the diversity of Maryland's and UMBC's student population and acknowledge that cultural competence is best achieved in a learning environment where students of different backgrounds engage with each other and the stories of others in meaningful ways that appreciate a multitude of values, beliefs, and attitudes. Providing students with knowledge of different languages and cultural backgrounds will allow them to engage successfully and meet the needs of the growing intercultural workplace in Maryland that increases the productivity of Maryland business and contributes to economic activity within and beyond the state.

Thank you very much for your review of this proposal.

Sincerely,

Freeman A. Hrabowski, III

President

C: Dr. Antonio Moreira



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Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	UMBC
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Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input checked="" type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	Amount: 250	Submitted: 7/14/2020

Department Proposing Program	Modern Languages, Linguistics, and Intercultural Communication		
Degree Level and Degree Type	New concentration in the BA degree--Modern Languages & Linguistics		
Title of Proposed Program	Two-Language Concentration		
Total Number of Credits	43 120 BW		
Suggested Codes	HEGIS: 11.01	CIP: 16.0101	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online)		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2021		
Provide Link to Most Recent Academic Catalog	URL: https://mlli.umbc.edu/		

Preferred Contact for this Proposal	Name:	Beth Wells
	Title:	Director of Academic Administration
	Phone:	(410) 274-8660
	Email:	bwells@umbc.edu

President/Chief Executive	Type Name:	Freeman A. Hrabowski, III
	Signature:	<i>Freeman A. Hrabowski</i> Date: 03/03/2021
Date of Approval/Endorsement by Governing Board:		

Revised 1/2021

Two-Language Concentration

B. A. Modern Languages and Linguistics

University of Maryland, Baltimore County (UMBC)

A. Centrality to Institutional Mission and Planning Priorities:

The Modern Languages and Linguistics (MLL) program occupies a distinct place in the field of foreign languages, because it is the only program in the nation that combines the study of foreign languages with the study of the concepts and practices of intercultural communication and intercultural studies in general. A distinctive aspect of the MLL undergraduate program is the 3-course interdisciplinary core taught in English and taken together by majors in all languages. Beyond the common core, there are approved concentrations in French, German, Russian, Spanish, Linguistics, and Language and Literary Studies. Each of these approved concentrations focuses on developing language proficiency in listening, speaking, reading and writing as well as sophisticated cultural content. Additionally, the program plays an important part in UMBC's General Education Program (GEP).

This proposal is to add one new concentration, the Two-language concentration. For the Two-language concentration (42-43 credits), the language combinations can be found below.

Primary languages are French, German, Russian, or Spanish. Twelve credits are taken in the second language (Arabic, Chinese, French, German, Japanese, Korean, Russian, Spanish) above 202.

Therefore, this concentration will have the following combinations.

- French (primary) with one of the following languages as secondary: Arabic, Chinese, German, Japanese, Korean, Russian, or Spanish (43 credits)
- German (primary) with one of the following languages as secondary: Arabic, Chinese, French, Japanese, Korean, Russian, or Spanish (43 credits)
- Russian (primary) with one of the following languages as secondary: Arabic, Chinese, French, German, Japanese, Korean, or Spanish (42 credits)
- Spanish (primary) with one of the following languages as secondary: Arabic, Chinese, French, German, Japanese, Korean, or Russian (42 credits)

The MLL program is an important part of the liberal arts and sciences core at UMBC. Beyond offering language instruction, the MLL program helps UMBC students to examine cultural differences, to understand their nature and their implications, and to apply their linguistic and intercultural talents and skills in advancing cultural and ethnic diversity and social responsibility. Moreover, the study of at least one foreign language and culture has always been at the heart of the liberal arts curriculum because in this field students are required to move beyond their immediate environment and "comfort zone" and venture into the worlds of others.

Support for the proposed concentrations from the institution's strategic goals

This program, like all MLL programs, increases the cultural and global competencies of UMBC students in accordance with Student Experience item #3: strengthening UMBC's diversity by increasing the cultural and global competencies of all students.

1. Provide a brief narrative of how the proposed concentration(s) will be adequately funded for at least the first five years of program implementation.

All of the courses included in the Two-language concentration are already being taught as part of the curriculum, so no additional funding is needed.

2. Provide a description of the institution's commitment to:

a) ongoing administrative, financial, and technical support of the proposed concentration

All the courses are offered already by our current faculty, who also provide the technological support (Blackboard) to participate in the courses. Faculty members in the different areas also advise students to complete the concentration in each specific language.

b) continuation of the program for a period of time sufficient to allow enrolled students to complete the concentration

Because the courses in the Two-language concentration are already being taught and will be taught in the future, there is no foreseeable challenge to students being able to complete the concentrations they pursue.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following.

a) The need for the advancement and evolution of knowledge

Since the onset of the latest phase of globalization in the 1990s, the necessity of learning about "others," many of whom are far less economically and socially privileged than the majority of our students, has become more imperative than in the past. The current crises that engulf the planet—economic, environmental, social, political—are global, and the citizens of the new millennium need to think globally, that is, beyond the contours of the monolingualism and ethnocentricity for which U.S. Americans are (in)famous. Foreign language educators are trained to think almost instinctively in global and multilingual ways, and we teach our students to do the same. In sum, we might describe all aspects of the MLL curriculum as intercultural and interdisciplinary.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

UMBC and the MLLI department have a diverse student body, which includes traditionally underrepresented groups among students. The Two-language concentration provide students educational opportunities (i.e., language knowledge, cultural knowledge, participation in events) that, unless provided in an educational setting, are often out of reach to disadvantaged students and underrepresented groups of students. Participating in these educational curricular experiences will provide these groups knowledge and skills to participate in a globalized world (Success goal, Strategies 4 and 5, 2017-2021 Maryland State Plan for Postsecondary Education¹)

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

¹2017-2021 State Plan Goals and Strategies

Not applicable.

2. Provide evidence that the perceived need is consistent with the **Maryland State Plan for Postsecondary Education**. Review and cite, in particular, information from any of these sections: Goals 3-Diversity; 4-Innovation; and 5-Economic Growth and Vitality.

The new proposed Two-language concentration concurs with the last two Maryland State Plans for Postsecondary Education² that diversity is immensely beneficial to learning. Echoing Success goal, Strategy 4³ these concentrations value the diversity of Maryland's student population and acknowledge that cultural competence is best achieved in such a learning environment where students of different backgrounds engage with each other and the stories of others in meaningful ways that appreciate a multitude of values, beliefs, and attitudes (see also Diversity Goal⁴, Culture competence, p. 40). Providing students with knowledge of different languages and cultural backgrounds will allow them to engage successfully and meet the needs of the growing intercultural workplace in Maryland (see Economic Growth and Vitality Goal⁵). This knowledge helps create a competitive workforce that communicate clearly in a diversity of settings and work with diverse people (see Innovation Goal, Strategy 8⁶). As a result, graduates from these programs will contribute to the development of a workforce that will increase the productivity of Maryland business and contribute to the economic activity within and beyond the state (Economic Growth and Vitality).

3. Reference relevant information from the USM strategic plan.

As per the USM Strategic Plan, the proposed Two-language concentration is integral to preparing students for the highly competitive global environment and instilling in them a respect for learning and diversity. Our courses value the free and open exchange of ideas, and we are dedicated to producing graduates who are well prepared to be contributing members of a democratic, pluralistic society and the larger global community. Aware of the need to combine short term and long economic needs, the two proposed language concentrations provide life-long skills (critical thinking, communications, languages, cultural knowledge) that are crucial to students' long-term success, and ability to adapt to the future economy of Maryland.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

As stated in Association of American Colleges and Universities⁷ (2019), students with language majors work in a myriad a professions, including but not limited to education, public relations (marketing communications and press releases), digital marketing (analytics, social media, and search engine

² [2017-2021 State Plan Goals and Strategies](#) and [Maryland Ready, 2013 – 2017, Maryland State Plan for Postsecondary Education](#)

³ 2017-2021 State Plan Goals and Strategies

⁴ Maryland Ready, 2013 – 2017, Maryland State Plan for Postsecondary Education

⁵ Maryland Ready, 2013 – 2017, Maryland State Plan for Postsecondary Education

⁶ 2017-2021 State Plan Goals and Strategies

⁷ <https://www.aacu.org/aacu-news/newsletter/new-study-finds-similar-job-outcomes-different-degrees>

optimization), and nonprofit administration (writing, public administration, strategic planning, budgeting, and fundraising).

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded. Not required for undergraduate programs in the liberal arts and sciences.

According to COMAR Sec. 13b.02.03.09, “proposed programs in undergraduate core programs consisting of basic liberal arts and sciences disciplines are not considered unnecessarily duplicative.” The Two Language concentration is part of BA degree in Modern Languages and Linguistics, which is part of the liberal arts and sciences program at UMBC.

Programs at the following institutions in the region were reviewed for possible program duplication: Towson University (TU), University of Baltimore (UB), Coppin State University (CSU), Bowie State University (BSU), Morgan State University (MSU), University of Maryland College Park (UMCP), Johns Hopkins University (JHU), Loyola University Maryland (LUM), and Goucher College (GC).

UB, CSU, BSU, and MSU do not offer an undergraduate major in foreign language. UMCP, JHU, LUM, and GC offer foreign language majors but do not specify a program for the study of two languages. TU offers a major in Foreign Languages with a concentration in French or Spanish and encourages students to take a second concentration in another language. The proposed UMBC Two Language concentration, on the other hand, gives students a choice among four languages as their primary language and allows them to choose among eight different languages as their second language within the same concentration. Thus, the proposed UMBC program does not duplicate any other program in the region.

2. Provide justification for the proposed program.

The Two Language concentration provides students the unique opportunity to choose one of four primary languages and one of seven secondary languages for focused study.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

This concentration does not duplicate a program at Morgan State University, Bowie State University, Coppin State University, or the University of Maryland Eastern Shore.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.

This concentration is anticipated to have no impact on uniqueness of programs at or identity and mission of Morgan State University, Bowie State University, Coppin State University, or the University of Maryland Eastern Shore.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

1. Describe how the proposed concentration was established, and also describe the faculty who will oversee the program.

Since the beginnings of the MLL program in the 1960s, students have always had the option of combining studies in two languages. Now UMBC seeks approval to formalize the studies in this concentration.

The Undergraduate Program Director and language area coordinators oversee this program.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The MLL program has crafted the Two-language concentration to emphasize the concurrent acquisition of language skills and cultural competence, critical reasoning, effective oral and written communication skills, information literacy, and team-building are other aspects that are an integral part of all programs.

MLL major, Core Courses: Learning outcome goals

1. Understand how language is structured and acquired.
2. Gain a working knowledge of basic sociolinguistic concepts, particularly as they relate to multilingual societies.
3. Acquire analytical strategies to understand texts of various kinds in terms of their structural properties and of their place in social reality.
4. Learn to analyze texts as manifestations of cultures, often in comparison/contrast with US culture(s).

MLL major, two-language concentration: Learning outcome goals

1. Reach a working level of discourse competence in two modern languages: competence in a linguistic code and in the web of social and cultural information that is required for their use.
2. Achieve advanced communicative skills and demonstrate correct oral and written use of their target languages.
3. Demonstrate significant knowledge of the societies and cultural heritage of their target languages.
4. Apply the conceptual and analytical skills developed in the core courses in the major content courses which explore socio-cultural topics in the target languages.

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program

Assessments in the MLL program reflect three of the five learning outcome goals defined by university policy across disciplines: oral and written communication, critical analysis and reasoning, and information literacy. Scientific and quantitative reasoning is not applicable to the language programs although it applies to linguistics, and a fifth goal, technological competency, is not directly assessed. In MLL, learning outcomes are assessed using a variety of techniques: comprehensive course

examinations, essays, formal oral presentations, multimedia projects (possibly as group work), in-class essays, and class discussions of assigned materials as ways of assessing oral proficiency.

- For all the primary languages in the Two-language concentration, the courses to assess will be the following: French 340, German 401, Russian 302 or 322, Spanish 421.
- For all the secondary languages in the Two-language concentration, the course to assess will be 302 (Arabic 302, Chinese 302, French 302, German 302, Japanese 302, Korean 302, Russian 302, or Spanish 302).

b) document student achievement of learning outcomes in the program. If this will be done as a part of ongoing assessment, say so and briefly describe that.

The MLL program includes a biennial assessment of key courses in each area program. The same procedure will be followed to assess the Two-language concentration.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

See Appendix A for the list of courses for the two language concentration curricula. See also Appendix B for descriptions of the courses listed in Appendix A.

5. Discuss how general education requirements will be met, if applicable.

As stated on UMBC website (<https://gened.umbc.edu>), “UMBC’s General Education Program provides students the opportunity to expand the life of the mind by developing life-long habits of thought and intellectual interests.” The general education program (GEP) requirements (total of 37–45 credits) are distributed across six broad areas of academic inquiry:

- English composition (3 credits), which lays the foundation for the writing, research, and critical thinking skills that students need to succeed and engage thoughtfully with complex issues
- Arts and Humanities (9 credits). Students explore the human condition and its cultural expression, past and present and consider the ethical and value systems which form the basis of thought, artifacts and individual and collective life.
- Social Sciences (9 credits). Students examine attitudes, beliefs and social behaviors of individuals, groups and institutions, and identify factors that influence them, both past and present.
- Mathematics (3–4 credits). Students develop problem solving abilities, including analytical and logical reasoning skills that prepares them for an increasingly complex and technological world
- Sciences (7–8 credits, including lab). Students obtain an understanding of the fundamental principles underlying modern scientific thought.
- Culture (6–7 credits). Students examine the global nature of society in the 21st Century, the importance of inter-cultural communication and the need for modern citizens to broaden their horizons.
- Language (0–4 credits) Students study languages beyond English, ranging from ancient to modern, representing most major language groups of the world.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

The courses have syllabi with requirements and utilize Blackboard. Course requirements are listed on our website. Students are assigned advisors with whom they should meet every semester. Our programs are part of UMBC's regular offerings.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

Our website will detail information about the Two-language concentration and our other programs.

Requirements for the complete degree in Modern Languages and Linguistics with the two-language concentration:

Total number of credits in concentration:	42–43 credits
• Number of MLL core-courses credits:	9 credits
• Number of Primary language-related credits:	21–22 credits
• Number of Secondary language-related credits:	12 credits
University requirements not included in concentration (GEP):	29–32 credits
University upper level requirements not included in concentration:	9–12 credits
University general other electives	33–40 credits
Total number of credits in the whole degree:	120 credits

See Appendix C for breakdown of credits for each specific language focus.

H. Adequacy of Articulation

Not applicable

I. Adequacy of Faculty Resources

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

The MLLI faculty in Fall 2020 are comprised of 28 full-time members, 16 of whom are tenured or tenure-track. The MLLI faculty collectively:

- Sustains a national and international reputation for scholarly activities and cutting-edge contributions to our fields of specialization
- Interweaves teaching and research such that each enriches the other
- Demonstrates teaching excellence through evidence-based methodology and innovative technology;
- Bases teaching of the cognitive and social aspects of human communication in interdisciplinarity
- Offers a wide array of languages from the widely spoken to the less commonly taught
- Enables students to develop critical thinking skills by engaging with authentic language and cultural content, using a diversity of texts and media
- Aims at effecting positive social change and promoting social equity by engaging in community-based research and service

For summary list of faculty members, see Appendix D.

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in the following. If this will be done as part of what is already underway for a degree program, state that and briefly describe. If resources of the Faculty Development Center are used by the program faculty, indicate this.

a) Pedagogy that meets the needs of the students

By and large, we adhere to the pedagogical practices of active and interactive learning. Our instructors utilize the services of the Faculty Development Center, whose professionals are experts in the Scholarship of Teaching and Learning (SoTL) (<https://fdc.umbc.edu/home/about/history-and-mission/>). Additionally, faculty gather in the MLLI Teaching Circle regularly throughout each semester to discuss pedagogy specific to the teaching and learning of language, literature, culture, and intercultural communication.

b) The learning management system

MLLI utilizes UMBC's Blackboard.

c) Evidenced-based best practices for distance education, if distance education is offered.

Not applicable

J. Adequacy of Library Resources

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs. If the needs are already being met by the library, state that.

The current resources of the library for the MLL program include materials needed for these concentrations. The President affirms that library resources meet the program's needs.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The courses are already offered and current facilities and equipment are adequate. The President affirms that current equipment and facilities to meet the program's needs.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system

All UMBC students have access to the UMBC electronic email system

b) A learning management system that provides the necessary technological support for distance education If this is irrelevant, say so.

All UMBC students have access to the UMBC LMS, Blackboard.

L. Adequacy of Financial Resources with Documentation

1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds. If there are no new enrollments anticipated and no resources needed for this concentration, fill the budget page with zeros in every cell.

UMBC does not anticipate attracting any additional students to enroll at the University for this concentration. All of the courses are already being taught. No new resources are required for this program. See Appendix E.

2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category. If there are no new expenditures for this concentration, fill the table with zeros in every cell.

UMBC estimates that 15 students will enroll in this concentration in the first year it is offered. These will not be new students coming to UMBC. They will be currently-enrolled students already taking these courses and pursuing the B.A. in MLL. Therefore, we have projected no additional tuition or fee revenue coming to UMBC as a result of offering this new concentration. No new expenditures are anticipated for this concentration (see Appendix F).

M. Adequacy of Provisions for Evaluation of Program

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Students will have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Formal assessment planning is already in place throughout UMBC. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of mission with learning outcomes, then program outcomes with the curriculum, flowing down to course outcomes and the assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness. Briefly describe existing procedures for this that are in effect for the whole program.

The Modern Languages and Linguistics program conducts biennial reports. The assessment practices are continuously evaluated to ensure that the MLL program reflect the learning outcome goals defined by UMBC policy across disciplines. In the MLL program, learning outcomes are assessed using a variety of direct and indirect assessments such comprehensive course examinations, essays, formal oral presentations, multimedia projects, in-class essays, and class discussions of assigned materials. The Dean's office periodically reviews student and financial data.

N. Consistency with the State's Minority Student Achievement Goals

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives. Discuss the minority enrollment that exists for the related degree program.

UMBC's student enrollment is majority minority (figures below). Providing students with the opportunity to learn two languages increases their chances for professional success.

<https://diversity.umbc.edu>

	2020 Freshman Class Profile	Fall 2020 MLLI undergraduate class profile
Racial/Ethnic Diversity:	Asian American: 28% African American: 20% Hispanic: 6% Other/unknown: 7% International: 5%	Asian: 10% Black/African American: 15.79% Hispanic/Latino: 14.21% Native Hawaiian/Other pacific islander: 0.53% Not Specified: 1.05% Two or more: 5.79% White: 52.63
Student Body	Undergraduate 10,932, graduate 2,565 Full-time: 10,436, part-time: 3,061 Male 7,235, women: 6,262	Undergraduate 540, graduate 14 Full-time: 484, part-time: 56 Male 188, female: 352

The most recent UMBC diversity plan can be found here:

<https://provost.umbc.edu/files/2019/05/rev.-final-2018-19-UMBC-Diversity-Report-05282019.pdf>

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program. If not applicable, say so.

Not applicable

P. Adequacy of Distance Education Programs

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Not applicable

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program. If not applicable, say so.

Not applicable

Appendix A. List of courses for the primary language and secondary language

Primary language	Core courses	Primary language courses (21–22 credits)			Secondary Languages
Spanish	9 credits: MLL 190, 230, 301 (note: MLL 230 and 301 must be taken at UMBC)	13 credits: SPAN 202, 301 (or 304), 302. (or 305), 307 or 308	3 credits: SPAN 311 or 312	6 credits of elective SPAN courses at the 300 or 400 level	12 credits in a second language above 202, taught in the target language
French	9 credits: MLL 190, 230, 301 (note: MLL 230 and 301 must be taken at UMBC)	6 credits: FREN 301, 302	12 credits Foundation Courses: FREN 310, 320, 330, 340	3 credits of elective FREN courses at the 400 level	12 credits in a second language above 202, taught in the target language
German	9 credits: MLL 190, 230, 301 (note: MLL 230 and 301 must be taken at UMBC)	13 credits: GERM 202, 301, 302, 303	6 credits to select from GERM 309 or 310, 375, and 421	3 credits elective German courses at the 300 or 400 level	12 credits in a second language above 202, taught in the target language
Russian	9 credits: MLL 190, 230, 301 (note: MLL 230 and 301 must be taken at UMBC)	9 credits from RUSS 301, 302, 401, 402	6 credits: RUSS 321, 322	6 credits of elective RUSS courses at the 300 or 400 level	12 credits in a second language above 202, taught in the target language

Appendix B. Descriptions of the courses for the Two Languages concentration.

	Course Number	Course Description
CORE	MLL190 The World of Language: Structural and Biological Aspects (3 credits)	Language as a distinctive characteristic of the human species. In this course, we examine the structure of both written and spoken forms of language across cultures, comparing them with animal communication and human gestural systems. We explore language's neurological basis, theories of origin, and first-and second-language learning.
	MLL230 World Language Communities (3 credits)	A course designed to expand the cultural awareness of students by introducing them to the study of language in a broad context of historical, political and social issues. Special emphasis is placed on the question of bi- or multi-lingual states and on the explosiveness of the language issue in many regions. Taught in English.
	MLL301 Textual Analysis: Words, Images, Music (3 credits)	This course introduces techniques of analytical reading and reader response that apply to a broad range of texts, including verbal, visual, musical and multi-media, such as cinematic and electronic discourse. Students interact with various forms of communication from popular and high culture by examining their structural and stylistic/aesthetic properties; the cultural assumptions and values that they convey; and the texts' performative effects on emotions, action and thought. Emphasized are the properties of texts that make them effective, pleasing or dangerous and the social context of communication. Recommended Preparation: MLL 190, MLL 191 or another linguistics course
ARABIC	ARBC301 Advanced Modern Standard Arabic I (3 credits)	Arabic 301 is the first part of a third-year sequence in Modern Standard Arabic. This course is designed to help students reach a high standard of proficiency in Arabic, by strengthening their reading-comprehension skills, expanding their vocabulary repertoire in media and poetry, enhancing their translation skills from Arabic to English and vice versa, refining and rebuilding their knowledge of sentence construction, and finally broadening their knowledge about the history of the Arabic poetry and literature. Prerequisite: ARBC 202 with a grade of C or better.
	ARBC302 Advanced Modern Standard Arabic II (3 credits)	Arabic 302 is the second part of a third-year sequence in Modern Standard Arabic. This course is a continuation to what was learned in the previous semester (Arabic 301). It is designed to help students reach a high standard of proficiency in Arabic, by strengthening their reading-comprehension skills, expanding on their vocabulary repertoire, refining and expanding their knowledge of sentence construction and the Arabic verb system, and finally broadening their knowledge of Arabic and Islamic culture. Prerequisite: ARBC 301 with a grade

		of C or better.
	ARBC325 Introduction to Arabic Dialects (3 credits)	This course gives students a basic understanding of the linguistics of the Arabic dialects, and of the theory and practice of Arabic dialectology; to give them a solid foundation for future in-depth study of Egyptian (masri), Levantine (shami), or Moroccan (darija) Arabic; and to give them the tools to enable them to independently acquire communicative competence in other Arabic dialects they might encounter in the course of their studies and beyond. Prerequisite: ARBC 202 with a grade of C or better.
	ARBC 350 Arabic Media (3 credits)	This course introduces the language of print and Internet media to students of Arabic aiming to reach the advanced Arabic level. It familiarizes students with media vocabulary and text construction. Students will read and discuss media texts and will focus on meaning and text structure. Activities will include learning vocabulary, discussing text meaning, speaking on topics discussed, presentations, and listening and reading of up-to-date texts.
	ARBC 355 Introduction to Arabic Culture and Civilization (3 credits)	This course is an introductory survey of Arabic culture and civilization representing works from pre-Islamic to later thinkers and scholars. The course will trace the origins of the Arab people, their distinctive culture and their literature. Specific emphasis will be given to the revelation of the Qur'an to the Prophet Muhammad and to the spread of Islamic civilization during and after his death. Attention will also be given to Islam's interactions with other cultures and its contributions to literature, art, music, and architecture.
CHINESE	CHIN301 Advanced Chinese I (3 credits)	Readings in Chinese television and radio plays, newspapers, business and fiction, with conversation and composition. Prerequisite: CHIN 202 with a grade of C or better.
	CHIN302 Advanced Chinese II (3 credits)	A continuation of CHIN 301, with focus on listening, reading, speaking and writing. Readings in literature, science and business.
	CHIN309 Business Chinese (3 credits)	A course designed for students who wish to study business or who wish to become acquainted with the language of business in China. This course introduces business terminology and concepts particular to China as well as essential tools for researching company stocks and the import and export trade. Prerequisite: CHIN 301 with a grade of C or better.

	CHIN319 Chinese Translation (3 credits)	Instruction and practice in translating from Chinese into English. Students work with various written material covering many fields. Prerequisite: CHIN 301 with a grade of C or better.
FRENCH	FREN301 Advanced French I (3 credits)	Advanced French I An advanced French language course offering practice in the four language skills (listening, reading, speaking and writing) primarily through the use of French films. In addition to regular speaking practice, the course will include formal oral presentations and expository writing. Prerequisite: FREN 202 with a grade of "C" or higher.
	FREN302 Advanced French II (3 credits)	A continuation of FREN 301, with more attention devoted to the development of reading and writing skills. Prerequisite: FREN 301 with a grade of "C" or higher.
	FREN310 Interconnections: Language (3 credits)	This course is an introduction to language history and use in the French-speaking world. Among the topics covered are style and register, the origins of French, dialect diversity, language attitudes, and language policy. Lectures, readings, and activities will focus on a number of different Francophone societies and will emphasize connections and contrasts with North American habits and practices. Taught in French. Prerequisite: FREN 302 and MLL 190, both with a grade of "C" or higher.
	FREN320 Interconnections: Trade, Technology, and Globalization (3 credits)	This course focuses on France's role within the European Union and in the world economy. It will examine how economic and technological developments are shaping France's socio-political landscape while raising new questions about French identity. Globalization trends and the anti-globalization movement will be studied from a French point of view. Taught in French. This course is repeatable for credit. Prerequisite: FREN 302 with a grade of "C" or higher.
	FREN330 Interconnections: Ideas, Literature, and the Arts (3 credits)	This course examines major moments in French intellectual, literary, and artistic history and their interactions with other cultures. Emphasis will be on those movements that have left their mark on present-day cultures, such as medieval religious, courtly, and architectural ideals; renaissance humanism, rationalist and classical appeals to moral and aesthetic balance; the Enlightenment belief in progress and human rights; romantic and realist concerns with the environment and social justice; impressionism; surrealism; existentialist and post-structuralist thought; feminisms; and francophone post-colonialism and post-modernism. Taught in French. Prerequisite: FREN 302 with a grade of "C" or higher.

FREN340 Interconnections: Social and Historical Confluences (3 credits)	This course treats key historical events and social movements in France and French-speaking lands and their connections with the rest of the world. These include, among others: exploration in the New World, the Great Revolution of 1789, nationalism, the Napoleonic legacy, socialism and communism, the World Wars, imperialism and decolonization. Prerequisite: FREN 302 with a grade of C or higher.
FREN315 French Phonetics (3 credits)	Detailed analysis of problems in diction; the use of the international phonetic alphabet; functions of the human vocal apparatus; the essentials of an authentic French accent through systematic exercises in pronunciation, intonation and rhythm. Extensive use of the Media Center. Prerequisite: FREN 202.
FREN329 Business French (3 credits)	A course designed for students who wish to learn about French business language and practices. The course aims to be both theoretical (academic study of French work culture) and practical (introduction of business terminology, correspondence and public speaking skills). Prerequisite: FREN 302 or equivalent. Highly recommended: French 320.
FREN339 Explorations in Ideas, Literature, and the Arts (3 credits)	This course will examine a selected topic in French and Francophone literature, arts, and ideas. Topics could include a movement, such as classicism, romanticism, post-colonialism; a genre, such as drama or the novel; a theme; or individual authors. Emphasis will be placed on artistic and intellectual interconnections between French-speaking countries and other cultures. May be repeated for credit. Prerequisite: FREN 330 or permission of instructor.
FREN349 Modern French Civilization (3 credits)	An examination of modern French society and culture. Topics include French politics, youth and the educational system, feminism, immigration issues, cultural practices and policies, and intellectual and daily life. It is recommended that students take this course before studying abroad. Prerequisite: FREN 340 or permission of instructor. Highly recommended: FREN 320.
FREN319 French Translation (3 credits)	Instruction and practice in translating from French to English. Students work with various written materials covering many fields. Prerequisite: FREN 302 or equivalent. Highly recommended: FREN 310.
FREN339 Experiential Learning in French (3 credits)	Intensive language practice in a French-speaking environment. This course is most effectively completed through study abroad, or through a work or community service placement in a French-speaking milieu. Prerequisite: FREN 302 and advisor's permission
FREN410 Studies in French Language and Linguistics (3 credits)	Advanced work in French language and linguistics. Topics may include intensive work on prose style, study of a particular sociolinguistic problem, or analysis of some aspect of the French language. Prerequisite: FREN 310 or permission of instructor.

	FREN430 Studies in French Literature (3 credits)	Selected topics in French and Francophone literature may include the study of a century, movement, genre, theme or individual author. Topics will be announced each semester offered. May be repeated for credit. Prerequisite: FREN 339 or permission of instructor.
	FREN440 Studies in French-Speaking Culture and Society (3 credits)	Selected topics will deal with French-speaking societies of the present or past, both in Europe and elsewhere. Topics will be announced each semester offered. Among the recent offerings: contemporary French cinema, the dark side of the Classical period, Senegal and the French experience, and French public memory and national identity. Note: May be repeated for credit. Prerequisites: FREN 340 and FREN 349, or permission of the instructor.
	FREN450 Seminar in French (3 credits)	Topics will cover some aspect of French language, literature or civilization. Topics will be announced each semester offered. Note: May be repeated for credit. Prerequisite: 12 credits in French courses above 302 and senior standing, or permission of instructor.
GERMAN	GERM202 Gateway to Advanced German Studies (4 credits)	Focus is on reading ability, writing skills, and discussion in German about topics from German society and culture. Expansion of language principles taught in GERM 101-201, intercultural competency, and practical applications to a global society are expanded and emphasized.
	GERM301 Advanced German Studies I (3 credits)	This advanced German Studies course further develops language skills (listening, speaking, reading, and writing) in various modes of communication (interpersonal, presentational and interpretive). Intercultural competency and practical applications in a global context are emphasized and expanded. Expository writing and a final project are required.
	GERM302 Advanced German Studies II (3 credits)	The course is a continuation of GERM 301 and will further develop all four language skills, but with a clear focus on the written and oral modes of communication from an intercultural perspective. Students will study the course material in a global context and be required to do contrastive analyses to expand their cultural competency. Regular expository writing assignments, regular oral presentations, and intensive reading of authentic texts and discussion are an integral part. A final project and a formal oral presentation are required.
	GERM303 Topics in German (3 credits)	Intensive work in the development of advanced language skills in German. Emphasis will be on the reading, discussion, and analysis of authentic cultural and literary texts relevant to the topic. Active use of German involving carefully thought-out communication in appropriate style is stressed in speaking and writing. Topics will reflect the wide range of the cultural and intellectual history of Germany but the emphasis will be on

		current issues and concerns in the German-speaking world. Notes: May be repeated for credit as topics change.
	GERM309 German for Professional Purposes (3 credits)	professional situations in a global environment. Development of language and intercultural skills in various professional fields is emphasized. Topics include everyday business life, including correspondence, telephone and email communication, and specialized terminology in commercial, legal, and/or scientific fields, depending on the needs of the students.
	GERM310 Advanced Grammar and Style in Context (3 credits)	This course presents an intensive review and expansion of major grammatical and stylistic topics in a meaningful, communicative practice context.
	GERM311 Introduction to German Literature and Culture I (3 credits)	A study of German culture reflected in literature from the Middle Ages to the 18th century.
	GERM312 Introduction to German Literature and Culture II (3 credits)	A study of German culture reflected in literature from the 18th century to the present.
	GERM313 The Contemporary German-Speaking World (3 credits)	This course is an introduction to the contemporary German-speaking world from an intercultural perspective. The focus will be on current issues such as immigration and integration, diversity and the changing nature of German society, and the public discourse about Islam in German within a global context. Switzerland, Austria, and Luxemburg will also be studied.
	GERM315 Experiential Learning in German (3 credits)	Intensive language practice and cultural immersion in a German-speaking environment. This course can be completed through study abroad or a community project in a German-speaking setting or with a German cultural background. Recommended Course Preparation: MLL 230.
	GERM319 German Translation (3 credits)	Instruction and practice in translating from German to English. Students work with various written material covering many fields.
	GERM321 Studies in German Literature (3 credits)	Selected topics in German Literature may include the study of a century, movement, genre, theme or individual author. Topics will be announced each semester offered. Notes: May be repeated for credit as topics change.

GERM322 The Structure of German (3 credits)	An investigation of the morphophonological and syntactic organization and processes of German, including dialectal variation. Highly recommended: LING 210.
GERM350 German Complementary Reading (3 credits)	A course with readings and discussion in German to be offered in conjunction with a Germanic literature or culture course taught in English (e.g., MLL 216, 261, 332 or HIST 483 or 484). This course may be repeated for credit, with permission, in conjunction with different courses.
GERM375 Germany Then and Now: Explorations of German Cultural and Intellectual History (3 credits)	This topics course provides an introduction to the cultural and intellectual history of Germany throughout the ages. It is subdivided into three segments: a general overview; an in-depth study of defining moments in German intellectual life and thinking (movements, genres, individual writers, philosopher, historical events, etc.); and an exploration of interconnections between past and present in German cultural life and of the commonalities and divergences between German intellectual history and that of other cultures. May be repeated when topics change. Taught in German. Recommended Course Preparation: GERM 303 and 401.
GERM401 German then and now: Studies in German Language (3 credits)	Writing intensive course with focus on the history and development of the German language and German language usage in a global context. Among the topics to be covered are communication theories, style and register, language an identity, dialectal diversity, political language, Sprachverfall, and feminist linguistics. Emphasis on development of advanced writing skills, formal oral presentations, and intercultural competency. A final research project is required.
GERM420 German Culture in Global Context (3 credits)	Students will study German discourses on one major international issue (e.g., environment, immigration, security/terrorism, religion) during the semester and compare these with similar discourses in the US and in international organizations on the same issue. Sources of study will be debates in the media, political institutions both inside and outside the countries (Bundestag, EU, UN, NATO for Germany, and the corresponding ones in the US), and non-governmental organizations. Students will discuss how divergent and convergent positions emerge on the basis of historical and cultural traditions and experiences, and are conditioned by particular economic and political interests and power relationships. Repeatable for credit, to a maximum of 9 credits, as topics change. Prerequisite: GERM 303 and MLL 301.

	GERM421 Intercultural Studies in German Popular Culture (3 credits)	This course is offered on a rotating basis with changing topics. Each topic is a study of one aspect of German popular culture, e.g. popular literature, music, mass media (TV, radio, print media), popular film and popular music which are embedded within a highly globalized context. Texts and institutions, values, behaviors and practices relating to power, hegemony, gender, and nation will be included in intercultural and transcultural analyses drawing on cultural concepts underlying various disciplines. All aspects of the course will be done entirely in German. May be repeated for credit as topics change.
	GERM481 Seminar in Intercultural German Studies (3 credits)	Topics will cover some aspect of German language, literature or civilization from an intercultural or transcultural perspective. Topics will be announced each semester offered. Students will be assessed for language competency with a comprehensive exam and completion of a final project.
JAPANESE	JPNS301 Advanced Japanese I (3 credits)	This is the first of a two-course sequence for Advanced Japanese. This course focuses on further developing four language skills (listening, speaking, reading, and writing) with emphasis on expressing their views on a range of topics, including socio-cultural issues and current events. The course includes such activities as formal presentations, discussions, intensive readings, and report writings in Japanese as well as kanji practice.
	JPNS302 Advanced Japanese II (3 credits)	This is the second of a two-course sequence for Advanced Japanese. This course focuses on continuing development of four language skills (listening, speaking, reading and writing) with emphasis on expressing their views on a range of topics, including socio-cultural issues and current events. In addition to regular oral practice, this course has an increasing emphasis on cultural aspect of the language use. The course includes such activities as formal presentations, discussions, intensive readings, and report writings in Japanese as well as kanji practice.
	JPNS309 Business Japanese (3 credits)	Students acquire advanced oral and writing skills along with specific terminology used in a diverse range of business fields in Japan. In addition to language use, students learn proper business etiquette and culture in specific situations by role-playing, mock interviews, formal presentations, intensive reading and descriptive writing. They are also required to think critically about the relationship between practice and perspective in Japanese business culture.

	JPNS319 Japanese Translation (3 credits)	This course prepares students for translating materials from Japanese into English. After learning translating techniques and terminology, students practice translating short documents covering many fields and disciplines. For their Final Project, they will choose a document in the discipline of their choice to translate.
KOREAN	KORE301 Advanced Korean I (3 credits)	An advanced Korean language course in the four language skills (listening, speaking, reading, and writing) with focus on socio-cultural issues and current events. In addition to regular oral practice, the course will include such activities as formal presentations, intensive reading and some expository writing. Prerequisites: KORE 202 with a grade of C or higher.
	KORE302 Advanced Korean II (3 credits)	An advanced Korean language course in the four language skills (listening, speaking, reading and writing) with focus on socio-cultural issues and current events. In addition to regular oral practice, the course will include such activities as formal presentations, intensive reading and some expository writing. Prerequisite: KORE 301 with a grade of C or higher.
	KORE309 Business Korean (3 credits)	A further advanced Korean language course that emphasizes advanced oral skills in formal situations and specialized vocabulary used in a wide range of Korean business. Korean business etiquette and Korean customs and culture will also be taught. The course will include such activities as oral practices including formal presentations, intensive reading and expository writing. Prerequisite: KORE 301 or KORE 302 with a grade of C or higher.
	KORE310 Korean Language in Social and Cultural Context (3 credits)	An advanced Korean language course that deals with the content of Korean linguistics in relation to the culture and society. It will help students understand how language, culture, and society are interrelated. More specifically, students will study how the Korean language reflects and affects the culture and society by learning the history of the language, cultural terms, and other sociolinguistic aspects. This course will also help students extend their listening comprehension, speaking, and writing skills in Korean. Students will be trained not only to understand lectures, but also to participate in discussions, and write short papers in Korean. Prerequisite: KORE 301 or KORE 302 with a grade of C or higher.
RUSSIAN	RUSS301 Continuing Russian II (3 credits)	Class discussion and written composition on the basis of thematically arranged topics; emphasis on complex grammatical structures, composition and vocabulary building.
	RUSS302	Continuation of RUSS 301.

Continuing Russian III (3 credits)	
RUSS321 The Russians' World – I (3 credits)	This intermediate-level course aims to increase students' abilities in reading comprehension, conversational and cultural competence, and grammatical accuracy. Special emphasis is placed on expanding vocabulary, through a study of the customs, interests, and traditions of the Russian people. Taught in Russian.
RUSS322 The Russians' World – II (3 credits)	RUSS 322 is a continuation of RUSS 321. As such, it aims to increase students' abilities in reading comprehension, conversational and cultural competence, and grammatical accuracy. There is continued emphasis on expanding vocabulary through a study of the customs, interests, and traditions of the Russian people. Taught in Russian.
RUSS332 Structure of Russian (3 credits)	An investigation of the phonological and morphological structure of Russian, with special emphasis on noun and verb inflection. Notes: Highly recommended: LING 210.
RUSS350 Russian Complementary Reading (3 credits)	Russian texts read and discussed (orally and in writing) in Russian, in conjunction with a 200- or 300-level course taught in English (e.g., RUSS 270-271, 310-311, 315, 332, 340 and 460). The particular topic will be announced each time the course is offered. Notes: Repeatable for credit as topics change. Recommended Preparation: RUSS 202 with a grade of C or higher.
RUSS401 Advanced Russian I (3 credits)	An advanced Russian language course in the four language skills (listening, reading, speaking and writing) with focus on sociocultural issues and current events in Russia. In addition to regular oral practice, the course will include such activities as formal oral presentations and expository writing.
RUSS402 Advanced Russian II (3 credits)	Continuation of RUSS 401, with more attention to the development of writing skills.
RUSS415 Political Russian (3 credits)	The course is intended for advanced students of Russian who wish to acquire, on the basis of authentic texts, the specialized vocabulary of international relations, economics, trade, and national security. The course also emphasizes the more complex grammatical constructions typical of these registers and introduces techniques of translation.
RUSS419 Theory and Practice of Translation (3 credits)	Introduction to methods and techniques of translation (English to Russian and Russian to English). Discussion of selected problems of contrastive grammar and comparative stylistics and lexicon, with practical exercises in translation. Students work

		with materials from their individual fields of specialization (e.g., politics, science, medicine, business).
	RUSS425 Advanced Russian through Song (3 credits)	An advanced culture course, taught in Russian, structured around a richly annotated corpus of songs, from 1930s popular music to bards, rock and other contemporary forms. The songs are supplied with a full pedagogical apparatus and a broad range of contextual content in various media.
SPANISH	SPAN 202: Intermediate Spanish II (4 credits)	A continuation of SPAN 201 with a strong emphasis on grammar, writing, reading, listening and speaking based on authentic materials, including short films. In-class discussions in Spanish on current topics related to Hispanic societies and cultures in the framework of intercultural communicative competency.
	SPAN301 Advanced Spanish I (3 credits)	An advanced Spanish language course in the four language skills (listening, reading, speaking and writing) with focus on sociocultural issues in the Spanish-speaking world. In addition to regular oral practice, the course will include such activities as formal oral presentations, intensive and extensive reading, and a fair amount of expository writing.
	SPAN302 Advanced Spanish II (3 credits)	A continuation of SPAN 301 with more attention devoted to the development of writing skills. A formal final expository essay is required.
	SPAN304 Spanish for Heritage Spanish Speakers I (Exclusively for heritage speakers of Spanish) (3 credits)	A course specially designed for heritage speakers of Spanish with no formal training in the language on the college level. The course will focus on Spanish grammar, reading and writing, and Latino/Hispanic culture and current events in the Spanish-speaking world. Notes: This course may be used in lieu of SPAN 301 toward the MLL major or minor with concentration in Spanish. Recommended Preparation: Permission of instructor.
	SPAN305 Spanish for Heritage Spanish Speakers II (3 credits)	This course provides language instruction that is specific to the linguistic needs of heritage Spanish speakers. The focus is on vocabulary development, orthography, and grammar through reading and writing. Topics addressed include issues relating to Hispanics/Latinos in the U.S. and their cultural and historic roots in Latin America and Spain. Note: This course may be taken as a continuation of SPAN 304 or by heritage Spanish speakers who have more extensive experience with the language. It may be used in lieu of SPAN 302 toward the MLL major or minor with concentration in Spanish.
	SPAN307 España y sus culturas I (3 credits)	This course is organized around a historical focus on Spain and its diverse cultures. Through readings and discussion, the course explores aspects of the country's history, politics, cultural achievements and current life. It also seeks to develop students' reading, writing, speaking and listening comprehension. For non-

		native speakers, SPAN 302 should be taken prior to or at the same time as this course.
	SPAN308 Latinoamérica y sus culturas I (3 credits)	This course is organized around a historical focus on Latin America and its diverse cultures. Through readings and discussion, the course explores aspects of the region's history, politics, cultural achievements and contemporary life. It also seeks to develop students' reading, writing, speaking and listening comprehension. For non-native speakers, SPAN 302 should be taken prior to or at the same time as this course.
	SPAN309 Business Spanish (3 credits)	A course designed for students with an intermediate knowledge of Spanish who wish to study business or who wish to become acquainted with the language of business. The course introduces business terminology and concepts and covers basic letter reading and writing.
	SPAN311 España y sus culturas II (3 credits)	This course is organized around a literary focus on Spain and its diverse cultures. The course stresses the skill of close critical reading and the relations among literary texts, their social contexts, and other cultural manifestations. It also seeks to develop students' reading, writing, speaking and listening comprehension.
	SPAN312 Latinoamérica y sus culturas II (3 credits)	This course is organized around a literary focus on Latin America and its diverse cultures. The course stresses the skill of close critical reading and the relations among literary texts, their social contexts, and other cultural manifestations. It also seeks to develop students' reading, writing, speaking and listening comprehension.
	SPAN319 Spanish Translation (3 credits)	Spanish translation. An introduction to the practice and techniques of translation between Spanish and English. Students work with various written materials covering many fields.
	SPAN331 The Structure of Spanish (3 credits)	An investigation of the sound system and phonological processes of Spanish, including dialectal variation. Notes: Highly recommended: LING 210.
	SPAN341 Theatre in Spanish (3 credits)	The rehearsal and performance in Spanish of a full-length play (or several shorter works). Students participate as actors and/or assist in tasks of production. They also investigate areas pertinent to the play, such as the life and work of the playwright, historical and cultural milieu depicted, theories and techniques of staging.

	SPAN401 Studies in Spanish Language (3 credits)	Advanced training in oral and written communication in Spanish. Recommended Preparation: Three courses beyond SPAN 302 or 305 or permission of the instructor. Notes: It is recommended that majors take this course during their senior year.
	SPAN421 Studies in Hispanic Literature (3 credits)	A seminar on a selected topic in Hispanic/Spanish literature. Past offerings include modern Cuban literature, Latinx literature in the U.S., Latin American women writers, contemporary Latin American narrative, the Generations of '98 and '27, Galdos, and Don Quijote. Topics will be announced each semester offered. Consult schedule of classes for full description of specific topics. May be repeated for up to nine credits as topics change.
	SPAN471 Topics in Spanish Society (3 credits)	A seminar on a selected topic in Spanish society. Past offerings include post-Franco Spain, the Spanish Civil War, modernization and tradition, nationalism and regionalism. Topics will be announced each semester offered. Consult schedule of classes for full description of specific topics. Notes: May be repeated for up to nine credits as topics change.
	SPAN472 Topics in Latin American Society (3 credits)	A seminar on a selected topic in Latin-American society. Past offerings include Afro Latinoamérica, social movements, human rights, indigenous populations, globalization, immigration and transnational families, gender relations, women in politics, contemporary Mexico, and the Latin diaspora in the U.S. Topics will be announced each semester offered. Consult schedule of classes for full description of specific topics. Notes: May be repeated for up to nine credits as topics change.

Appendix C. Breakdown of credits for each specific language focus

Primary language	Credits in concentration	GEP credits no included	Upper elect not included	Other general electives	Total credits in program
French	42	29	9	40	120
German	43	32	12	33	120
Russian	42	32	9	37	120
Spanish	43	32	12	33	120

Appendix D. MLLI faculty, specializations and courses taught

Faculty	Specialization	Course(s) taught
ARÉVALO-GUERRERO, ELISABETH, Ph.D., Lecturer	Spanish language, Intercultural Communication	SPAN 301: Advanced Spanish I SPAN 302: Advanced Spanish II SPAN 307 - España y sus Culturas I SPAN 311 - España y sus Culturas II
BARAHOUIEPASANDI, HANIYEH, Ph.D., Assistant Professor	Francophone Bande dessinée, 20th- & 21st- century French Literature and Culture, Middle Eastern Studies, Transnationalism and Cross-cultural Exchange, Digital Humanities.	FREN 301 - Advanced French I FREN 310 - Interconnections: Language FREN 320 - Interconnections: Trade, Technology, and Globalization FREN 340 - Interconnections: Social and Historical Confluences FREN 440 - Studies in French Speaking Culture and Society
BAZGAN NICOLETA, Ph.D., Associate Professor	Film and media studies, French film studies, French 20th- and 21st-century French literature and culture, political economy of culture	FREN 340 - Interconnections: Social and Historical Confluences FREN 440 - Studies in French Speaking Culture and Society MLL301 - Textual Analysis
BEARD, DAVID, Ph.D., Assistant Professor	Second language acquisition and bilingualism, Spanish linguistics, psycholinguistics	SPAN 302 - Advanced Spanish II SPAN 331 - The Structure of Spanish MLL 190 - The World of Language: Structural and Biological Aspects LING 470 - Language and Cognition
BROWN, WILLIAM, Ph.D., Senior Lecturer	Chinese language, literature and culture	CHIN 300 - Special Projects in the Chinese Language and Culture CHIN 301 - Advanced Chinese I CHIN 302 - Advanced Chinese II CHIN 309 - Business Chinese CHIN 319 - Chinese Translation
DIGEON LANDRY, Ph.D. Visiting Lecturer,	French language, instructional systems development	FREN 302 - Advanced French II
EL OMARI, SAMIR, Ph.D., Senior Lecturer,	Arabic language	ARBC 302 - Advanced Modern Standard Arabic II ARBC 301 - Advanced Modern Standard Arabic I ARBC 333 - Introduction to Arabic Translation ARBC 350 - Arabic Media
FATIH, ZAKARIA, Ph.D., Professor	Francophone studies, Maghreb studies, Enlightenment, Critical Theory	FREN 319 - French Translation FREN 330 - Interconnections: Ideas, Literature and the Arts MLL301 - Textual Analysis

HERNÁNDEZ, MILVIA, M.A., Senior Lecturer	Spanish language	SPAN 202: Intermediate Spanish II
HOGAN, ERIN K., Ph.D., Assistant Professor	Peninsular literature, Cinemas of Spain and Latin America, Cultural studies of contemporary Spain	SPAN 311 - España y sus culturas II SPAN 421 - Studies in Hispanic Literature MLL 301 - Textual Analysis
HOOGENBOOM, TOMOKO, Ph.D., Senior Lecturer	Japanese language and culture	JPNS 300 - Special Projects in the Japanese Language and Culture JPNS 301 - Advanced Japanese I JPNS 302 - Advanced Japanese II JPNS 309 - Business Japanese JPNS 319 - Japanese Translation
KA, OMAR, Ph.D., Associate Professor	Sociolinguistics, phonology, African linguistics, French language, Wolof language	FREN 315 - French Phonetics
LAMBERT-BRÉTIÈRE, RENÉE, Ph.D., Assistant Professor	Morphosyntax, typology, language description and documentation, Fon (Benin), Kwoma (Papua New Guinea), Innu (Canada), Caribbean Creoles	FREN 410 - Studies in French Language and Linguistics MLL 191 - The World of Language: Cultural and Social Aspects MLL 230 - World Language Communities
LIZARAZO, TANIA, Ph.D., Assistant Professor	Latin American cultural studies, performance studies, digital storytelling, transnational feminisms, memory studies	SPAN 308 - Latinoamérica y sus Culturas I SPAN 472 - Topics in Latin American Society MLL 230 - World Language Communities
MACFARLAND, TALKE, Visiting Lecturer	German language	GERM 202 - Gateway to Advanced German Studies GERM 302 - Advanced German Studies II
MUÑOZ DAVASLIOGLU, THANIA, Ph.D. Assistant Professor	Latin American literature and culture: 20th and 21st; Latinx Literature; Spanish language literature in the U.S.; border and memory studies; autofictional writing	SPAN 302: Advanced Spanish II SPAN 401 - Studies in Spanish Language SPAN 421 - Studies in Hispanic Literature
OSKOZ, ANA, Ph.D., Professor	Technology in the foreign language classroom, second language acquisition, language teaching and curriculum development	SPAN 307 - España y sus Culturas I SPAN 401 - Studies in Spanish Language
POGGIO, SARA Z., Ph.D., Associate Professor Sociology,	Latin American societies, Hispanics in the United States	SPAN 308 - Latinoamérica y sus Culturas I SPAN 472 - Topics in Latin American Society

SCHWARTZ CABALLERO, ANA MARÍA, Ph.D., Associate Professor	Language teaching and curriculum development, learning strategies, media, heritage Spanish speakers	SPAN 302: Advanced Spanish II SPAN 304 - Spanish for Heritage Spanish Speakers I SPAN 305 - Spanish for Heritage Spanish Speakers II
SHORKEY, CATALINA, Visiting Lecturer	Spanish language	SPAN 301: Advanced Spanish I
SUTTON, SUSANNE, M.A., Senior Lecturer	German language	GERM 301 - Advanced German Studies I GERM 309 - German for Professional Purposes GERM 315 - Experiential Learning in German GERM 400 - Special Projects in German
TONG, CHRISTOPHER K., Ph.D., Assistant Professor	Chinese literature, environmental humanities, Chinese-language cinema, critical theory, comparative literature, and Sinophone studies	CHIN 300 - Special Projects in the Chinese Language and Culture CHIN 302 - Advanced Chinese II MLL 301 - Textual Analysis
WOLFF, XENIA, Ph.D., Adjunct II Instructor	German language	GERM 202 - Gateway to Advanced German Studies GERM 302 - Advanced German Studies II GERM 319 - German Translation GERM 401 - German then and now: Studies in German Language
YOON, KYUNG-EUN, Ph.D., Senior Lecturer	Korean language and culture	KORE 300 - Special Projects in Korean Language KORE 301 - Advanced Korean I KORE 302 - Advanced Korean II KORE 309 - Business Korean KORE 310 - Korean Language in Social and Cultural Context
YOUNG, STEVEN, Ph.D., Associate Professor	Russian language, general linguistics, Baltic and Slavic linguistics, historical phonology	RUSS 332 - The Structure of Russian RUSS 400 - Special Projects in Russian
ZHDANOVYCH, VIRA, M.F.A., Lecturer	Russian language	RUSS 301 - Continuing Russian II RUSS 302 - Continuing Russian III RUSS 315 - Studies in Russian Film RUSS 321 - The Russians' World – I

Appendix E. Program resources

TABLE 1: PROGRAM RESOURCES					
Resource categories	Year 1	Year 2	Year 3	Year 4	Year 5
2. Relocated funds	0	0	0	0	0
3. Tuition. Fee Revenue (c + g below)	0 ⁸	0	0	0	0
b. Number of F/T Students	15	17	20	25	30
c. Annual Tuition/Fee Rate	0	0	0	0	0
d. Total F/T Revenue (a x b)	0	0	0	0	0
e. Number of P/T students	0	0	0	0	0
f. Credit Hour rate	0	0	0	0	0
g. Annual credit hour rate	0	0	0	0	0
h. Total P/T revenue (d x e x f)	0	0	0	0	0
2. Grants, contracts & Other external sources	0	0	0	0	0
3. Other sources	0	0	0	0	0
TOTAL (Add 1 – 4)	0	0	0	0	0

⁸ This new concentration will not result in any new enrollments to UMBC. It is expected that existing UMBC students will choose to add this concentration to their major program in MLL. Therefore, no new resources will be added to UMBC or the department as a result of these enrollments in the program.

Appendix F. Program Expenditures

TABLE 2: PROGRAM EXPENDITURES					
Expenditure categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	0 ⁹	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
4. Administrative staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits					
5. Support staff	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
6. Technical support	0	0	0	0	0
7. Library	0	0	0	0	0
8. New or Renovated space	0	0	0	0	0
9. Other expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	0	0	0	0	0

⁹ All of the courses in the new program are already being offered by existing faculty in the department. There will be no new staff, library, or space expenses for UMBC or the department in offering this program.