



UNIVERSITY OF  
MARYLAND

OFFICE OF THE PRESIDENT

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April 25, 2025

Dr. Sanjay Rai  
Secretary  
Maryland Higher Education Commission  
217 East Redwood Street, Suite 2100  
Baltimore, MD 21202

Dear Secretary Rai:

I am writing to request approval for a new Bachelor of Arts program in Public Service Interpreting and Translation. The program will be offered at the Universities at Shady Grove regional higher education center. The proposal for the new program is attached. I am also submitting this proposal to the University System of Maryland for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

Darryll J. Pines  
President  
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor  
Jennifer King Rice, Senior Vice President and Provost  
Stephanie Shonekan, Dean, College of Arts and Humanities



## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

|                                 |                                      |
|---------------------------------|--------------------------------------|
| Institution Submitting Proposal | University of Maryland, College Park |
|---------------------------------|--------------------------------------|

*Each action below requires a separate proposal and cover sheet.*

- |   |   |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program            |
| <input 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 # JJ551994 | Payment Amount: 850 | Date Submitted: 4/25/2025 |
| Submitted: <input type="radio"/> No          | Type: <input type="radio"/> Check # JJ551994     |                     |                           |

|   |   |              |                  |
|---|---|--------------|------------------|
| Department Proposing Program  | Department of Communication and School of Languages, Literatures, and Cultures  |              |                  |
| Degree Level and Degree Type  | Bachelor's; Bachelor of Arts  |              |                  |
| Title of Proposed Program   | Public Service Interpreting and Translation   |              |                  |
| Total Number of Credits   | 120   |              |                  |
| Suggested Codes   | HEGIS: 110101   | CIP: 16.0103 |                  |
| Program Modality  | <input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both |              |                  |
| Program Resources   | <input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources                       |              |                  |
| Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small> | <input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer             Year: 2025        |              |                  |
| Provide Link to Most Recent Academic Catalog  | URL: <a href="https://academiccatalog.umd.edu/">https://academiccatalog.umd.edu/</a>  |              |                  |
| Preferred Contact for this Proposal   | Name: Michael Colson  |              |                  |
|   | Title: Senior Coordinator for Academic Programs   |              |                  |
|   | Phone: (301) 405-5626   |              |                  |
|   | Email: mcolson@umd.edu  |              |                  |
| President/Chief Executive   | Type Name: Darryll J. Pines   |              |                  |
|   | Signature:  |              | Date: 04/25/2025 |
|   | Date of Approval/Endorsement by Governing Board:  |              |                  |

Revised 1/2021

## A. Centrality to the University's Mission and Planning Priorities

*Description.* The **Bachelor of Arts in Public Service Interpreting and Translation (PSIT)** will provide students with a fundamental understanding of how to communicate messages between speakers of one language and speakers of a different language through the spoken (interpreting) and written word (translation) in community-based settings. There is a growing and unmet need across Maryland for trained interpreters and translators, particularly in Spanish, to support communication in schools, hospitals, legal services, and other public sectors. This program responds directly to that demand by preparing bilingual students with the skills and credentials to serve diverse communities across the state and region. The program is targeted to speakers of Spanish and English with particular focus on heritage speakers of Spanish. This interdisciplinary undergraduate major will be jointly administered by the Department of Communication and the School of Languages, Literatures, and Cultures, within the College of Arts and Humanities.

*Location.* The program will be offered at the Universities at Shady Grove (Shady Grove) regional higher education center (we request a waiver to the requirement that there must be an existing program on campus in order for this to be off-campus program to be approved).

*Relation to Strategic Goals.* As Maryland's flagship campus and a national leader in higher education, the University of Maryland (UMD) strives to provide exceptional and affordable instruction for the state's most promising students, regardless of income. As one of the country's first land-grant institutions, UMD uses its research, educational, cultural, and technological strengths in partnership with state, federal, private, and non-profit sectors to promote economic development and improve the quality of life in the state and the region. The proposed B.A. in PSIT aligns with the four overarching pillars of UMD's 2022 Strategic Plan, [\*"Fearlessly Forward in Pursuit of the Public Good:"\*](#)

1. **Reimagining Learning**

The program offers a unique, interdisciplinary curriculum that combines communication theory, linguistic proficiency, and practical training, preparing students for emerging career fields in public service language access.

2. **Investing in People and Communities**

PSIT supports workforce development by providing heritage Spanish speakers and other bilingual students with marketable skills that directly serve their communities.

3. **Partnering to Advance the Public Good**

The program includes a required practicum component and is establishing partnerships with community colleges and public service organizations. This reflects the plan's priority to "expand and invest in partnerships that leverage our expertise to serve the public good" (*Strategic Plan 2022*, p. 7). Moreover, because Shady Grove programs are meant for students who have completed their associate's degree, the program will provide an incentive for students to attend and finish their community college program.

4. **Humanities Grand Challenges**

PSIT embodies the grand challenges associated with cultural identity, migration, and

multilingualism. It prepares students to engage constructively in Maryland's multilingual and multicultural society.

*Funding.* The program will be funded through its own tuition revenue. The Department of Communication currently offers a Communication major at Shady Grove, and therefore has the administrative infrastructure to accommodate students in the program.

*Institutional Commitment.* UMD is fully committed to supporting the B.A. in PSIT. The program builds on UMD's previous decade-long experience offering graduate-level training in interpreting and translation (via a Master of Professional Studies program), leveraging existing faculty expertise, community connections, and instructional infrastructure at Shady Grove. Administrative support, advising, and teaching resources will be provided by the Department of Communication and the School of Languages, Literatures, and Cultures. This program exemplifies UMD's broader mission to address state workforce needs, promote educational access, and prepare students to serve diverse communities through innovative, community-engaged learning.

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

*Need.* The B.A. in Public Service Interpreting and Translation directly addresses a critical statewide need for trained interpreters and translators who can ensure equitable access to public services across Maryland's linguistically diverse communities. As Maryland continues to become one of the most diverse states on the East Coast, with Hispanic populations exceeding 20% in counties such as Prince George's and Montgomery, there is a growing demand for bilingual professionals capable of navigating complex linguistic and cultural contexts in education, health care, law enforcement, and social services.

According to 2022 data from the Migration Policy Institute, 47.1% of Spanish speakers in Maryland report limited English proficiency—well above the national average of 39.9%. The Maryland State Department of Education also reports that Spanish-speaking students constitute 75% of those requiring language services in K-12 schools. In the absence of professionally trained interpreters, schools, hospitals, and other agencies often rely on untrained bilingual individuals—including minors—to provide essential language access. This results in frequent miscommunication, inequitable service delivery, and in some cases, legal or medical risk. The NIH's National Library of Medicine has reported that trained interpreters are 70% less likely to introduce clinical errors than untrained ones, underscoring the life-altering importance of professional language services.

*State Plan.* The proposed program aligns with the 2022 [Maryland State Plan for Postsecondary Education](#) through its strong emphasis on access, affordability, and support for historically underserved students. The program supports *Priority 1: Study the affordability of postsecondary education in Maryland*, by using the Universities at Shady Grove's built-in affordability model, in which students complete their first two years at a community college before transferring to complete their bachelor's degree at a four-year institution. The program also advances *Priority*

4: *Analyze systems that impact how specific student populations access affordable and high-quality postsecondary education.* As a commuter campus, Shady Grove serves working adults, transfer students, and other non-traditional learners—populations often underrepresented at flagship campuses. The PSIT program specifically prioritizes access for heritage Spanish speakers and bilingual students, many of whom are first-generation college students. It therefore directly supports the *Action Item*: “*Consider how first-generation students navigate the higher education ‘system’ for the first time.*” Designed as a clearly scaffolded major with applied training in interpreting and translation, the PSIT program culminates in a community-based practicum that provides students with professional experience and facilitates a timely transition to the workforce.

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

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, jobs in interpreting and translation are projected to grow by 2% nationally between 2023 and 2033.<sup>1</sup> Maryland, a state with a highly diverse population, anticipates a significantly higher 9.65% increase in interpreter and translator positions, according to the Maryland Department of Labor.<sup>2</sup> Additionally, a labor market analysis conducted by the university using Lightcast data found that jobs in interpreting and translation in the Washington, DC metropolitan region are projected to grow by 26.9% between 2020 and 2033. Demand is particularly concentrated in urban centers, with positions distributed across multiple high-need sectors, including K-12 education, hospitals, legal systems, social service agencies, and local governments. The same regional analysis reported a median advertised salary of \$84,400 for these positions in Maryland, DC, and Virginia—substantially higher than the national median of \$65,200. Nearly half (48%) of job postings specify a minimum requirement of a bachelor’s degree, reinforcing the importance of academic preparation for entry into the field.

Despite this demonstrated need, there are currently no undergraduate degree programs in interpreting and translation offered in Maryland. Existing options are limited to non-credit certificates or standalone courses. Once fully established, the proposed program anticipates a steady-state enrollment of 15 to 25 students per year, with a projected annual graduation rate of approximately 20 students. Given the absence of dedicated undergraduate training and the workforce demand in the region, the program is well positioned to contribute meaningfully to the development of a professionalized language access workforce in Maryland.

### **D. Reasonableness of Program Duplication**

We are unaware of any degree programs in interpreting and translation at the undergraduate level in the state. While there are other Spanish language programs in the state, including one

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<sup>1</sup> US Bureau of Labor Statistics Occupational Outlook Handbook: Interpreters and Translators: <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

<sup>2</sup> Maryland Department of Labor: Maryland Occupational Projections 2022-2032: <https://labor.maryland.gov/lmi/iandoproj/maryland.shtml>

on our own campus, this program is unique in its focus on translation and interpreting and higher level training in communication.

#### **E. Relevance to Historically Black Institutions (HBIs)**

There are no Historically Black Institutions within the state of Maryland that offer a program in translation and interpreting, and it appears unlikely that the proposed program would adversely affect any existing programs and/or the uniqueness or identity of a Maryland HBI.

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

We do not anticipate any negative impacts on the identities of the HBIs in the state of Maryland, as none offer this degree program.

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

*Curricular Development.* The proposed PSIT program builds on a decade of experience from UMD's Graduate Studies in Interpreting and Translation (GSIT) program, which offered Master of Professional Studies degrees and Post-Baccalaureate Certificate of Professional Studies certificates between 2013 and 2023 before being suspended due to declining international graduate enrollment during the COVID pandemic. In response to growing regional needs—exacerbated by recent migrant arrivals and a critical shortage of trained interpreters in K-12 schools—the two academic units began re-envisioning GSIT as an undergraduate program. Feedback from Shady Grove, area employers, and service organizations, along with input from GSIT alumni now working in courts, hospitals, international agencies, and public service sectors, underscored strong demand for a professionally focused, community-engaged program in interpreting and translation.

*Faculty Oversight.* The program will be jointly housed in the Department of Communication and the School of Languages, Literatures, and Cultures and overseen by a faculty and staff team from both academic units. Appendix A includes a list of faculty who will teach in the program.

*Educational Objectives and Learning Outcomes.* The B.A. in Public Service Interpreting and Translation is designed to prepare students to meet the growing demand for trained interpreters and translators in Maryland and the broader DMV region. Graduates will develop theoretical and applied expertise in interpreting (spoken word) and translation (written word), with emphasis on consecutive interpreting, sight translation, and an introduction to simultaneous interpreting, all within public service contexts. Students will deepen their oral and written proficiency in both English and Spanish while gaining a strong foundation in intercultural communication theory—particularly as it applies to Spanish-speaking communities—and an understanding of specialized vocabulary in sectors such as health, law, education, and business. The curriculum also emphasizes professional ethics and standards in community language work, preparing students to serve effectively in K-12 schools, hospitals, legal systems, community and migrant services, and beyond.

The learning outcomes for the PSIT major are as follows:

1. Show advanced competence in speaking, reading, writing, and understanding English in order to communicate in culturally sensitive ways.
2. Show advanced competence in speaking, reading, writing, and understanding at least one other language spoken in the United States in order to communicate in culturally sensitive ways.
3. Translate and interpret written and verbal messages from one language to another for public service agencies (e.g., medical, education, community services, and law enforcement).
4. Apply major theories and concepts that could facilitate the effective use of intercultural communication competence skills within diverse cultural and professional communities.
5. Demonstrate specialized knowledge in health, education, law, and/or institutional operations and terminologies.

*Institutional assessment and documentation of learning outcomes.* A curriculum map is provided to show alignment between coursework and learning outcomes can be found in Appendix D.

*Special Admissions Requirement:* Students will need to achieve a certain level of language proficiency to be in the major courses. In order to be admitted to the program, students must have:

- Rating of "Advanced Low" after taking the ACTFL Oral Proficiency Interview (OPI). Note: Applicants may take an in-house version of this test free of charge with examiners from the Spanish and Portuguese unit at UMD or
- An Advanced Placement (AP) score of 5 ("Extremely qualified") in Spanish, or
- An International Baccalaureate program score of 6 (equivalent to ACTFL's "Advanced Low") in Spanish, or
- Completion of Spanish 311-Advanced Spanish I at the UMD or equivalent in other institutions with a minimum grade of B-.
- English proficiencies will be tested through TOEFL, IELTS, or other UMD approved English admissions exams required for Shady Grove enrollment for international students.

*Course requirements.* The B.A. in Public Service Interpreting and Translation (PSIT) provides students with a fundamental understanding of how to communicate messages between speakers of one language and speakers of a different language through the spoken (interpreting) and written word (translation) in community-based settings. The program requires 45 credits of major courses including:

| Course Requirements |              |         |
|---------------------|--------------|---------|
| Course Number       | Course Title | Credits |

|  |   |           |
|--|---|-----------|
| <b>Introductory Courses (taken at a community college)</b>                 |   |           |
| COMM107  | Oral Communication: Principles and Practices          | 3         |
| COMM250  | Introduction to Communication Inquiry                 | 3         |
|  |   |           |
| <b>Theory and Method Courses</b>   |   |           |
| SPAN374  | Spanish in the Community                              | 3         |
| COMM382  | Essentials of Intercultural Communication             | 3         |
|  |   |           |
| <b>Interpreting and Translation Courses</b>                                |   |           |
| PSIT310  | Fundamentals of Translation                           | 3         |
| PSIT320  | Fundamentals of Interpreting                          | 3         |
| PSIT388  | Public Service Interpreting and Translation Practicum | 3         |
|  |   |           |
| <b>Select one of the following 3-credit courses:</b>                       |   | <b>3</b>  |
| PSIT410  | Public Service Translation                            |           |
| PSIT420  | Public Service Interpreting                           |           |
|  |   |           |
| <b>Select two of the following 3-Credit Communication Studies Courses:</b> |   | <b>6</b>  |
| COMM390  | Health Communication                                  |           |
| COMM424  | Communication in Complex Organizations                |           |
| COMM434  | Legal Communication                                   |           |
|  |   |           |
| <b>Select one of the following 3-Credit Language Courses (English):</b>    |   | <b>3</b>  |
| COMM407  | Advanced Public Speaking                              |           |
| COMM406  | English Writing in Professional Communication         |           |
|  |   |           |
| <b>Language Courses (Spanish)</b>  |   | <b>12</b> |
| SPAN325  | Hispanic Linguistics I: Grammar and Society           |           |
| SPAN370  | Spanish for Business I                                |           |
| SPAN420  | Spanish and Spanish-Speaking Communities in the US    |           |
| SPAN476  | Central Americans in the DMV                          |           |

The PSIT course prefix does not yet exist, so these courses are not listed in the current academic catalog. Please see Appendix B for course descriptions.

*General Education.* Students who transfer to UMD with an associate's degree from a Maryland community college are deemed to have completed their General Education requirements, with the exception of Professional Writing, which is typically taken in their third year of study.

*Accreditation or Certification Requirements.* There are no accreditation or certification requirements relative to this program.

*Other Institutions or Organizations.* The department is not planning to contract with another institution or non-collegiate organization for this program.

*Student Support.* Students in the PSIT program will benefit from the existing advising and support system coordinated through the Department of Communication at Shady Grove. The program will leverage existing infrastructure, including dedicated academic advising, career counseling, and internship placement support. Faculty and staff at Shady Grove work closely with a diverse student body, many of whom are first-generation college students and transfer students from community colleges. Students will also have access to the library services, writing support services, peer mentoring, wellness and counseling resources.

*Marketing and Admissions Information.* Advertising, recruiting, and admissions materials for the B.A. in Public Service Interpreting and Translation (PSIT) will clearly and accurately describe the program structure, admissions criteria, language proficiency requirements, curriculum, and support services available to students. These materials will be developed in coordination with the Office of Undergraduate Admissions, the Department of Communication, and the School of Languages, Literatures, and Cultures, and will be reviewed regularly to ensure accuracy and clarity.

#### **H. Adequacy of Articulation**

While UMD accepts transfer students from all Maryland community colleges as well as from other four-year institutions, Montgomery College is our most common partner for transfers. UMD and Montgomery College have developed a transfer articulation pathway with the proposed major and the A.A. in General Studies (focus on Humanities, Arts, Communication and Languages) at Montgomery College. See Appendix C.

#### **I. Adequacy of Faculty Resources**

*Program faculty.* Appendix A contains a list of faculty members who will be the core members responsible for the delivery of instruction. The Communication Department currently staffs its courses at Shady Grove with predominantly full-time professional-track faculty members. The School of Languages, Literatures, and Cultures will likewise staff its Spanish courses with full-time professional-track faculty members and some tenured-track faculty members. We anticipate hiring some part-time faculty to teach the four interpreting and translation classes.

*Faculty training.* Faculty teaching in the program will use the university's learning management system along with its extensive electronic resources. They will have access to instructional development opportunities, including those offered as part of the Teaching and Learning Transformation Center, many of which are delivered in a virtual environment. Instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment. Shady Grove features IT support on site. The Communication Department's administrative office will also provides support for PSIT

instructors in terms of instructional needs. The administrative office schedules classes and liaisons with instructors in terms of their schedules and curricular needs.

#### **J. Adequacy of Library Resources**

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

#### **K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources**

All physical facilities, infrastructure, and instructional equipment are already in place. No new facilities are required. The proposed program will be in-person, but for the online components of the coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. All students and faculty have access to UMD's electronic mailing system.

#### **L. Adequacy of Financial Resources**

The budget tables reflect the reallocation of internal UMD resources to establish the program.

##### *Resources:*

The program will be self-supported through tuition revenue based on an expected 15 students per year at steady state.

1. Line 2 reflects tuition revenue based on both full-time and part-time students.
2. It is assumed that most students will be full-time, and that most students (90%) will be in-state.
3. Resident tuition is projected at \$10,087 for full-time in-state students and \$39,464 for full-time out-of- state students.
4. Part-time student tuition is \$420.24 for in-state and \$1645.26 for out-of-state.
5. The tuition rates assume a 3% yearly tuition increase.
6. No external sources of funding are assumed.
7. No other sources of funding are assumed.

##### *Expenditures:*

Most of the costs for the program will be for instructional salary and benefits.

1. Faculty salary and benefits assume a 3% yearly increase.
2. Administrative staff is set at .2 FTE as the administrative support is already in place serving the existing Communication program.
3. No other support staff costs are anticipated.
4. There is a 10% administrative fee charged to the Extended Studies, which handles costs associated with marketing and recruitment and program and other institutional costs related to registration, record-keeping, and admissions.

#### **M. Adequacy of Program Evaluation**

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment ([https://irpa.umd.edu/Assessment/loa\\_overview.html](https://irpa.umd.edu/Assessment/loa_overview.html)). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

#### **N. Consistency with Minority Student Achievement goals**

The proposed program is closely aligned with state and university goals to expand access and improve outcomes for minority and underrepresented students. The program is designed with heritage Spanish speakers and bilingual students in mind—many of whom are first-generation college students and come from educationally or economically disadvantaged backgrounds. Shady Grove serves a diverse and commuter-based student population. The program's pathway model, including an articulation agreement with Montgomery College, also supports transfer students and reduces barriers to degree completion.

In addition to access, the program promotes success through culturally responsive coursework, a community-based practicum, and individualized academic advising. These supports align with the *2022 Maryland State Plan for Higher Education*, particularly its emphasis on closing achievement gaps and “ensuring equitable access to affordable and high-quality postsecondary education for all Maryland residents” (p. 29). By preparing students to serve in linguistically and culturally diverse public service roles, the PSIT program not only reflects the state's demographic makeup but also contributes to a more inclusive and representative public workforce.

#### **O. Relationship to Low Productivity Programs Identified by the Commission**

N/A

#### **P. Adequacy of Distance Education Programs**

This program is not intended for distance education.

**Table 1: Resources**

| <b>Resources Categories</b>                    | <b>Year 1</b>    | <b>Year 2</b>    | <b>Year 3</b>    | <b>Year 4</b>    | <b>Year 5</b>    |
|--|------------------|------------------|------------------|------------------|------------------|
| 1. Reallocated Funds                           | \$0              | \$ 0             | \$ 0             | \$ 0             | \$ 0             |
| 2. Tuition/Fee Revenue (c+g below)             | \$136,761        | \$207,941        | \$214,179        | \$234,837        | \$241,882        |
| a. #FT Students                                | 9                | 14               | 14               | 15               | 15               |
| b. Annual Tuition/Fee Rate                     | \$13,025         | \$13,415         | \$13,818         | \$14,232         | \$14,659         |
| c. Annual FT Revenue (a x b)                   | \$117,222        | \$187,816        | \$193,451        | \$13,487         | \$219,891        |
| d. # PT Students                               | 3                | 3                | 3                | 3                | 3                |
| e. Credit Hour Rate                            | \$542.74         | \$559.02         | \$575.79         | \$593.07         | \$610.86         |
| f. Annual Credit Hours                         | 12               | 12               | 12               | 12               | 12               |
| g. Total Part Time Revenue (d x e x f)         | \$19,539         | \$20,125         | \$20,729         | \$21,350         | \$21,991         |
| 3. Grants, Contracts, & Other External Sources | \$0              | \$0              | \$0              | \$0              | \$0              |
| 4. Other Sources                               | \$0              | \$0              | \$0              | \$0              | \$0              |
| <b>TOTAL (Add 1 - 4)</b>                       | <b>\$136,761</b> | <b>\$207,941</b> | <b>\$214,179</b> | <b>\$234,837</b> | <b>\$241,882</b> |

**Table 2: Expenditures**

| Expenditure Categories                                 | Year 1           | Year 2           | Year 3           | Year 4           | Year 5           |
|--|------------------|------------------|------------------|------------------|------------------|
| 1. Faculty (b+c below)                                 | \$104,278        | \$155,142        | \$159,796        | \$164,590        | \$169,528        |
| a. #FTE  | 1.125            | 1.625            | 1.625            | 1.625            | 1.625            |
| b. Total Salary  | \$79,723         | \$118,610        | \$122,169        | \$125,834        | \$129,609        |
| c. Total Benefits                                      | \$24,555         | \$36,532         | \$37,628         | \$38,757         | \$39,919         |
| 2. Admin. Staff (b+c below)                            | \$17,339         | \$17,860         | \$18,395         | \$18,947         | \$19,516         |
| a. #FTE  | 0.2              | 0.2              | 0.2              | 0.2              | 0.2              |
| b. Total Salary  | \$12,731         | \$13,113         | \$13,506         | \$13,911         | \$14,329         |
| c. Total Benefits                                      | \$4,609          | \$4,747          | \$4,889          | \$5,036          | \$5,187          |
| 3. Total Support Staff (b+c below)                     | \$0              | \$0              | \$0              | \$0              | \$0              |
| a. #FTE  | 0.0              | 0.0              | 0.0              | 0.0              | 0.0              |
| b. Total Salary  | \$0              | \$0              | \$0              | \$0              | \$0              |
| c. Total Benefits                                      | \$0              | \$0              | \$0              | \$0              | \$0              |
| 4. Technical Support and Equipment                     | \$0              | \$0              | \$0              | \$0              | \$0              |
| 5. Library   | \$0              | \$0              | \$0              | \$0              | \$0              |
| 6. New or Renovated Space                              | \$0              | \$0              | \$0              | \$0              | \$0              |
| 7. Other Expenses: Administrative Fee (10% of Revenue) | \$13,676         | \$20,794         | \$21,418         | \$23,484         | \$24,188         |
| <b>TOTAL (Add 1 - 4)</b>                               | <b>\$135,293</b> | <b>\$193,796</b> | <b>\$199,610</b> | <b>\$207,021</b> | <b>\$213,232</b> |

## Appendix A: Core Faculty

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

| Name                   | Highest Degree Earned and Institution           | UMD Title (indicate if part-time) | Courses  |
|------------------------|---|-----------------------------------|--|
| Manel Lacorte          | Ph.D., University of Edinburgh, Scotland        | Professor                         | SPAN325, SPAN420, SPAN370, PSIT310, PSIT410          |
| Jose Magro             | Ph.D., The CUNY Graduate Center, New York       | Assistant Clinical Professor      | SPAN420, SPAN370, SPAN476                            |
| Barbara Zocal Da Silva | Ph.D., Spanish, University of Sao Paulo, Brazil | Assistant Clinical Professor      | SPAN374, PSIT310, PSIT320, PSIT410                   |
| Elisa Gironzetti       | Ph.D., Texas A&M University-Commerce and Ph.D.  | Associate Professor               | PSIT310, PSIT320, PSIT410, SPAN325, SPAN420, SPAN476 |
| Chris Lewis            | Ph.D, University of Maryland                    | Assistant Clinical Professor      | SPAN420, PSIT310, PSIT320, PSIT388, PSIT410          |
| Mollie Kaufer          | M.A., Carnegie Mellon                           | Lecturer                          | COMM406, COMM407                                     |
| Skye de Saint Felix    | Ph.D., University of Maryland                   | Lecturer                          | COMM406, COMM407                                     |
| Daniel Foster          | Ph.D., University of Denver                     | Lecturer                          | COMM424  |
| John Leach             | Ph.D., University of Maryland                   | Lecturer                          | COMM390  |
| Maggie Williams        | Ph.D. University of Illinois–Chicago            | Lecturer                          | COMM382  |
| Jade Olson             | Ph.D., University of Maryland                   | Lecturer                          | COMM434  |
| Ayo Otusanya           | Ph.D., George Mason Univ.                       | Lecturer                          | COMM390, COMM382                                     |
| Shawn Parry-Giles      | Ph.D., Indiana University                       | Professor                         | PSIT388  |

|                        |  |          |                  |
|------------------------|--|----------|------------------|
| Stephan Garnier        | M.A., Universite de Paris-Sorbonne; M.P.S., University of Maryland, College Park | Lecturer | PSIT320, PSIT420 |
| Rosi Meza Steele       | J.D., George Washington University   | Lecturer | PSIT320, PSIT420 |
| Garrett Bardford       | M.P.S., University of Maryland, College Park                                     | Lecturer | PSIT320, PSIT420 |
| Guillermo Herce Martin | M.P.S., University of Maryland, College Park                                     | Lecturer | PSIT320, PSIT420 |

## **Appendix B: Course Descriptions**

Note that the PSIT course prefix will be newly created upon approval of the proposal and therefore courses with the prefix do not appear in the current academic catalog.

### **PSIT310 Fundamentals of Translation (3 credits)**

Seeks to improve translation skills. The focus will be on building the basic theories and practices of translation. These include solving problems and selecting the necessary translation techniques between two languages.

### **PSIT320 Fundamentals of Interpreting (3 credits)**

Seeks to improve consecutive interpreting skills. The focus will be on building the requisite skills, approaches and knowledge needed for top performance, including but not limited to active listening and analysis, effective use of memory, delivery /presentation, note-taking and proper understanding of the communicative function of interpreting.

### **PSIT420 Public Service Interpreting (3 credits)**

Builds upon the systematic, reflective approach to interpreting in real-world settings introduced in Fundamentals of Interpreting. Consecutive interpreting skills are consolidated through individual and group practice, and any remaining challenges related to consecutive interpreting sub-skills are identified and addressed. The ability to perceive essential meaning is reinforced, as note-taking skills are refined. We expand our active vocabulary, as exercises grounded in authentic, domain-specific settings are prepared and completed.

### **PSIT410 Public Service Translation (3 credits)**

Builds upon the systematic, reflective approach to translation introduced in Fundamentals of Translation by addressing the development of translation skills required for specialization in specific domains. In written and sight translation exercises, we develop approaches to researching specialized subject material, such as locating and assessing source and target language resources, developing and maintaining domain-specific terminology, and consulting experts in the field. We complete authentic, real-world translation tasks and projects.  
Prerequisite:

### **PSIT388 Public Service Interpreting and Translation Practicum (3 credits)**

Designed to help guide students in the pursuit of experiences to practice their skills in a workplace setting through internships, volunteering, and practice sessions.

### **COMM382 Essentials of Intercultural Communication (3 credits)**

Introduction of major theories and concepts of intercultural communication; examination of processes that make up cultural differences; and use of intercultural communication competence skills.

### **COMM390 Health Communication (3 credits)**

Designed to introduce students to the academic and practical fields of health communication. It blends theoretical concepts and practical concerns that impact upon health communication

processes. To be specific, this course extensively covers influential theories and models of behavior change as well as cutting-edge research on health communication interventions or campaigns, exposing students to authoritative work done in both areas. Students in this class will also learn about the process of planning a comprehensive health communication campaign and have the opportunity to work in groups to develop their own campaign plans addressing an urgent health problem.

**COMM407 Advanced Public Speaking (3 credits)**

Enhance skills in public speaking, including strengthening research, organizational, resource-support, and presentational skills for professional settings. Prerequisite:

**COMM406 English Writing in Professional Communication Contexts (3 credits)**

Enhance skills in professional writing for professional communicators across such contexts as business, health, law, politics, and education.

**COMM424 Communication in Complex Organizations (3 credits)**

Structure and function of communication within organizations: organizational climate and culture, information flow, networks and role relationships.

**COMM434 Legal Communication (3 credits)**

Designed for professionals working in legal communication fields. The course is centered on knowledge of the legal process, legal terminology, theoretical and practical knowledge of legal communication, and knowledge of the U.S. legal system at the city, county, state, and federal levels.

**SPAN325 Hispanic Linguistics I: Grammar and Society (3 credits)**

Sociolinguistic approach to Spanish grammar focusing on real-life exploration of the ways linguistic structures change and are used in different parts of the Spanish-speaking world. Taught in Spanish.

**SPAN370 Spanish for Business I (3 credits)**

Business Spanish terminology, vocabulary and practices. Emphasis on everyday spoken and written Spanish. Readings and discussions of Spanish commercial topics. May include exposure to Spanish business environments. Taught in Spanish.

**SPAN374 Spanish in the Community (3 credits)**

Provides students with the context for understanding, communicating with, and working with the Spanish-speaking community. Requires outside service-learning work.

**SPAN420 Spanish and Spanish-Speaking Communities in the US (3 credits)**



Lays the foundations for the historical, linguistic, cultural, sociological, and political study of Spanish in the United States (US). The main goal of the course is to develop critical awareness about the relationship between language, individuals, and society within the diverse Spanish-speaking communities of the US. To this end, the course will analyze issues concerning, first,

the historical and dialectal characteristics of the Spanish language in different regions of this country; second, the acquisition of Spanish as a minority language and in contact with both English and a large number of Spanish dialects; and third, the space that Spanish occupies in US public life now and in the future. The design of activities, assignments, and assessment procedures is based on promoting individual and collective awareness about crucial topics related to the present and the future of Spanish as one of the national languages of the US.

**SPAN476 Central Americans in the DMV (3 credits)**

Explores the history, migration, and cultural representation of Central Americans in the DMV (DC, Maryland, and Virginia) in the larger context of transnational relations between Central America and the United States. We ask how and why the DMV is home to one of the largest concentrations of Central Americans, especially Salvadorans, in the nation, as well as examine the diaspora as a transnational process. We study plays, short stories, poetry, spoken word/performances, films, music, photography, zines, social media, and other interdisciplinary re/sources, and engage one-on-one with local and international artists, activists, and community organizations. Course format consists of lectures, discussions, group work, short essays, presentations, and examinations. Students should expect to participate in a community engagement project. Taught in Spanish and discussions in Spanglish.

## Appendix C Program Transfer Agreement Pathway with Montgomery College

|  <b>MONTGOMERY COLLEGE</b><br><b>A.A. in General Studies: Humanities, Arts, Communication, and Languages area of concentration</b> |   |  <b>CATALOG YEAR: 2024-25</b><br><b>B.A. in Public Service Interpreting &amp; Translation</b>  |
|---|---|---|
| <b>CREDITS</b>  | <b>MONTGOMERY COLLEGE</b><br>Requirements for Associate's Degree                | <b>UNIVERSITY OF MARYLAND</b><br>Requirements for Bachelor's Degree   |
| 3   | ENGL 101 Introduction to College Writing*                                       | Lower-level Elective  |
| 3   | Mathematics Foundation† (MATF)  | See UMD note*   |
| 4   | SPAN103 Intensive Elementary Spanish (HUMD) ††                                  | SPAN103   |
| 3   | COMM 108 or COMM 112 (GEIR)   | COMM107   |
| 3   | Natural Sciences Distribution without Lab (NSND) (Example: BIOL105)             | The example course, BIOL105, will count for ENSP101. However, see UMD note** for how other options will transfer.   |
| 3   | ENGL102 Critical Reading, Writing and Research (ENGF)                           | ENGL101   |
| 3   | ANTH256 World Cultures (BSSD)   | Lower-level Elective  |
| 3   | COMM225 Intercultural Communication (HACL Core 1)                               | Diversity & Cultural Competency   |
| 4   | Natural Sciences Distribution with Lab (NSLD) (Example: BIOL101)                | The example course, BIOL101, will count for BSCI103. However, see UMD note** for how other options will transfer.   |
| 3   | SPAN201 Intermediate Spanish I †† (GEIR)%                                       | SPAN203   |
| 3   | Arts Distribution (ARTD) (Example: ARTT100)                                     | The example course, ARTT100, will count for ARTT110. However, see UMD note** for how other options will transfer.   |
| 3   | PSYC100 General Psychology (BSSD)   | PSYC100   |
| 3   | COMM204 Interpersonal Communication (HACL Core 2)                               | Lower-level Elective  |
| 3   | COMM250 Intro to Communication Inquiry and Theory (HACL Core 3)                 | COMM250   |
| 3   | SPAN 202 Intermediate Spanish II †† (HACL Core 4)                               | SPAN204   |
| 3   | SPAN215 Advanced Spanish Conversation & Composition (HACL Core 5)               | Lower-level Elective  |
| 3   | SPAN216 Advanced Readings in Spanish: Introduction to Latin American Literature | Lower-Level Elective  |
| 3   | Elective (Suggested: PHIL140, LING200, CCJS110, HINM115 or HINM116)             | Suggested MC course equivalences: PHIL140 equals UMD's ENEE200; LING200 equals UMD's LING200; CCJS110 equals UMD's CCJS100; HINM115 and HINM116 will equal elective credit. Otherwise, see UMD Note*** for how other options will transfer. |
| 3   | Elective (Suggested: PHIL140, LING200, CCJS110, HINM115 or HINM116)             | Suggested MC course equivalences: PHIL140 equals UMD's ENEE200; LING200 equals UMD's LING200; CCJS110 equals UMD's CCJS100; HINM115 and HINM116 will equal elective credit. Otherwise, see UMD Note*** for how other options will transfer. |
| 1   | Elective  | See UMD Note+   |
| 60  | <b>TOTAL CREDITS TRANSFERRED</b>  |   |
| <b>REMAINING UMD DEGREE REQUIREMENTS - RECOMMENDED SEQUENCE UPON TRANSFER WITH ASSOCIATE'S DEGREE</b>   |   |   |

|   |           |
|---|-----------|
| COMM 382 Essentials of Intercultural Communication  | 3         |
| COMM 390 Health Communication   | 3         |
| SPAN 325 Hispanic Linguistics I: Grammar and Society  | 3         |
| PSIT 310 Fundamentals of Translation  | 3         |
| Elective  | 3         |
| SPAN 370 Spanish for Business I   | 3         |
| SPAN 374 Spanish in the Community   | 3         |
| PSIT 320 Fundamentals of Interpreting   | 3         |
| Elective  | 3         |
| Elective  | 3         |
| SPAN 420 Spanish and Spanish-Speaking Communities in the US                                 | 3         |
| COMM 424 Communication in Complex Organizations or COMM 434 Legal Communication             | 3         |
| Professional Writing (FSPW)   | 3         |
| Elective  | 3         |
| Elective  | 3         |
| COMM 406 English Writing in Professional Communication or COMM 407 Advanced Public Speaking | 3         |
| PSIT 388 Public Service Interpreting and Translation Practicum                              | 3         |
| PSIT 410 Public Service Translation or PSIT 420 Public Service Interpreting                 | 3         |
| SPAN 476 Central Americans in the DMV   | 3         |
| Elective  | 3         |
| <b>TOTAL CREDITS REMAINING AT UNIVERSITY OF MARYLAND</b>                                    | <b>60</b> |

| MONTGOMERY COLLEGE NOTES  |                                    |
|---|------------------------------------|
|   | Suggested 1 <sup>st</sup> Semester |
|   | Suggested 2 <sup>nd</sup> Semester |
|   | Suggested 3 <sup>rd</sup> Semester |
|   | Suggested 4 <sup>th</sup> Semester |
| *If needed for ENGL102. If not, becomes Elective.   |                                    |
| † MATH117 or higher   |                                    |
| †† Students with previous knowledge of a language should take the <a href="#">language placement test</a> . Students who have completed the placement test or received equivalent course credit for AP, IB or CLEP tests should consult a program advisor for world languages or work with the world languages/humanities departments on their language placement for this track. Completion of WL 202 and higher courses for the selected language are required for students intending to pursue this major at UMD after transfer. |                                    |
| MC Students who have not followed the Foreign Language Sequence for Spanish courses at MC would need to obtain a rating of “Advanced Low” in the ACTFL Oral Proficiency Interview (OPI). Note: Applicants may take an in-house version of this test free of charge with examiners from the Department of Spanish and Portuguese at the University of Maryland (UMD)   |                                    |
| % Suggested for Winter Session  |                                    |

| UNIVERSITY OF MARYLAND NOTES |
|------------------------------|
|------------------------------|

\* MC students must select from approved MC Mathematics Foundations course options; UMD equivalency may vary (consult UMD transfer credit database, <https://registrar.umd.edu/transfer-credit/transfer-course-database>), but will at minimum count for a UMD elective course.

\*\* MC students must select from approved MC General Education category course options; UMD equivalency may vary (consult UMD transfer credit database, <https://registrar.umd.edu/transfer-credit/transfer-course-database>), but will at minimum count for a UMD elective course.

\*\*\* UMD equivalency may vary depending on course taken (consult UMD transfer credit database, <https://registrar.umd.edu/transfer-credit/transfer-course-database>), but will at minimum count for a UMD elective course.

+ UMD equivalency may vary (consult UMD transfer credit database, <https://registrar.umd.edu/transfer-credit/transfer-course-database>). Students should choose a 1-credit MC course that will transfer as elective credit to UMD if possible.



Michael D Colson <mcolson@umd.edu>

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## PIST Pathway

1 message

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Rhoe, Angela M <Angela.Rhoe@montgomerycollege.edu>  
To: Michael D Colson <mcolson@umd.edu>

Wed, Apr 30, 2025 at 4:22 PM

To:

From: Angela Rhoe, Director of Strategic Alliances

Subject: Pending Articulation Agreement with the University of Maryland

Date: April 25, 2025

In accordance with COMAR requirements regarding the establishment of new academic programs, this memorandum serves as notice that Montgomery College is in the process of finalizing a 2+2 articulation pathway from the Associate of Arts in General Studies—Humanities, Arts, Communication, and Languages AOC to the University of Maryland's proposed Public Service and Interpreting and Translation Bachelor of Arts.

Conversations between Montgomery College and the University of Maryland have occurred to ensure alignment of coursework and the seamless transfer of students under this proposed pathway. Both institutions have reviewed the curriculum, identified corresponding courses, and are collaboratively working toward the formalization of the articulation agreement.

We appreciate your consideration of this documentation as part of the program approval process. Please do not hesitate to contact me should you require any additional information or clarification.

---

Angela Rhoe  
Director of Strategic Alliances  
Montgomery College  
Office of Academic Affairs

## Appendix D: Learning Outcomes Assessment

Curriculum maps show the alignment between the learning outcomes and what is taught in the curriculum. Curriculum maps reveal where learning occurs and the educational experience (introduced, reinforced, and emphasized). Programs could alternatively indicate the depth of coverage as basic, intermediate or advanced expectation. Curriculum maps are a useful tool for tracing assessment results back to where curricular improvements can be made. This table refers to program learning outcomes in the top row, and program courses in the first column.

LO1: Show advanced competence in speaking, reading, writing, and understanding English in order to communicate in culturally sensitive ways.

LO2: Show advanced competence in speaking, reading, writing, and understanding at least one other language spoken in the United States in order to communicate in culturally sensitive ways.

LO3: Translate and interpret written and verbal messages from **one language to another** for public service agencies (e.g., medical, education, community services, and law enforcement).

LO4: Apply major theories and concepts that could facilitate the effective use of intercultural communication competence skills within diverse cultural and professional communities.

LO5: Demonstrate specialized knowledge in health, education, law, and institutional operations and terminologies.

| Courses  | LO1        | LO2        | LO3 | LO4        | LO5        |
|--|------------|------------|-----|------------|------------|
| SPAN325:<br>Hispanic<br>Linguistics I:<br>Grammar<br>and Society |            | Introduced |     | Introduced |            |
| SPAN374:<br>Spanish in<br>the<br>Community                       |            | Introduced |     | Introduced |            |
| SPAN370:<br>Spanish for<br>Business I                            |            | Introduced |     |            | Introduced |
| COMM382:<br>Essentials<br>of<br>Intercultura                     | Introduced |            |     | Introduced | Introduced |

|  |            |            |            |            |            |
|--|------------|------------|------------|------------|------------|
| I<br>Communica<br>tion   |            |            |            |            |            |
| PSIT310:<br>Fundament<br>als of<br>Translation                                     | Introduced |            | Introduced | Introduced |            |
| PSIT320:<br>Fundament<br>als of<br>Interpreting                                    | Introduced |            | Introduced | Introduced |            |
| PSIT388:<br>Public<br>Service<br>Interpreting<br>and<br>Translation<br>Practicum   | Emphasized | Emphasized | Emphasized | Emphasized | Emphasized |
| COMM390:<br>Health<br>Communica<br>tion  | Emphasized |            |            |            | Emphasized |
| COMM434:<br>Legal<br>Communica<br>tion   | Emphasized |            |            |            | Emphasized |
| COMM424:<br>Communica<br>tion in<br>Complex<br>Organizatio<br>ns                   | Emphasized |            |            |            | Emphasized |
| COMM407:<br>Advanced<br>Public<br>Speaking   | Emphasized |            |            | Emphasized |            |
| COMM406:<br>English<br>Writing in<br>Professional<br>Communica<br>tion<br>Contexts | Emphasized |            |            | Emphasized |            |
| SPAN420:<br>Spanish and<br>Spanish-<br>Speaking                                    |            | Emphasized |            | Emphasized |            |

|                                       |            |            |            |            |            |
|---------------------------------------|------------|------------|------------|------------|------------|
| Communities in the US                 |            |            |            |            |            |
| SPAN476: Central Americans in the DMV |            | Emphasized |            | Emphasized |            |
| PSIT420: Public Service Interpreting  | Reinforced | Reinforced | Reinforced | Reinforced | Reinforced |
| PSIT410: Public Service Translation   | Reinforced | Reinforced | Reinforced | Reinforced | Reinforced |

**Appendix E: Public Service Interpreting and Translation Four-Year Template  
(General Education Codes in Parentheses)**

| <b>Requirements</b>        | <b>Year 1: Fall</b>              | <b>Credit</b> | <b>Year 1: Spring</b>            | <b>Credit</b> |
|----------------------------|----------------------------------|---------------|----------------------------------|---------------|
|                            | ENGL101 (AW)                     | 3             | Natural Sciences (NS)            | 3             |
|                            | MATH (MA)                        | 3             | Humanities (HU, UP)              | 3             |
|                            | History/Social Sciences (HS, IS) | 3             | COMM250                          | 3             |
|                            | COMM107 or 200 (OC)              | 3             | Elective                         | 3             |
|                            | ARHU158                          | 3             | Elective                         | 3             |
|                            | <i>Total</i>                     | <i>15</i>     | <i>Total</i>                     | <i>15</i>     |
|                            | <b>Year 2: Fall</b>              | <b>Credit</b> | <b>Year 2: Spring</b>            | <b>Credit</b> |
|                            | Scholarship in Practice #1 (SP)  | 3             | Humanities (HU, UP)              | 3             |
|                            | Global Engagement #1             | 3             | Global Engagement #2             | 3             |
|                            | Analytic Reasoning (AR)          | 3             | Scholarship in Practice #2 (SP)  | 3             |
|                            | Lab Science (NL)                 | 4             | History/Social Sciences (HS, IS) | 3             |
|                            | Elective                         | 3             | Elective                         | 3             |
|                            | <i>Total</i>                     | <i>16</i>     | <i>Total</i>                     | <i>15</i>     |
|                            | <b>Year 3: Fall</b>              | <b>Credit</b> | <b>Year 3: Spring</b>            | <b>Credit</b> |
|                            | COMM382                          | 3             | SPAN370                          | 3             |
|                            | COMM390                          | 3             | SPAN374                          | 3             |
|                            | SPAN325                          | 3             | PSIT320                          | 3             |
|                            | PSIT310                          | 3             | Elective                         | 3             |
|                            | Elective                         | 3             | Elective                         | 3             |
|                            | <i>Total</i>                     | <i>15</i>     | <i>Total</i>                     | <i>15</i>     |
|                            | <b>Year 4: Fall</b>              | <b>Credit</b> | <b>Year 4: Spring</b>            | <b>Credit</b> |
|                            | SPAN420                          | 3             | COMM406 or COMM407               | 3             |
|                            | COMM434                          | 3             | PSIT388                          | 3             |
|                            | Professional Writing (PW)        | 3             | PSIT410 or PSIT420               | 3             |
|                            | Elective                         | 3             | SPAN476                          | 3             |
|                            | Elective                         | 3             | Elective                         | 2             |
|                            | <i>Total</i>                     | <i>15</i>     | <i>Total</i>                     | <i>14</i>     |
| <b>TOTAL Credits = 120</b> |                                  |               |                                  |               |

**Note:** Most students will enter the program having completed an associate's degree at a Maryland community college, following the typical Universities at Shady Grove model. If students do not complete an associate's degree from a Maryland community college, they will follow the above four-year template and will need to complete UMD General Education requirements.

**Spanish Proficiency Note:** Students must meet with Spanish advisor for a comprehensive language proficiency assessment in lieu of, or in addition to, the following prerequisites:

- **SPAN325 and SPAN370** Prerequisites: [SPAN 301 or SPAN 306]; and SPAN 303; and (SPAN 311 or SPAN 316), or permission of instructor.
- **SPAN420** Prerequisite: SPAN 325, SPAN 425, or permission of instructor.
- **SPAN476** Prerequisite: SPAN 331, SPAN 332, SPAN 333, SPAN 361 SPAN 362 or SPAN 363, or permission of instructor.

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## University of Maryland General Education Requirements Overview

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### Fundamental Studies: 15 Credits

|   |   |    |
|---|---|----|
| Fundamental Studies Academic Writing                | 3 | AW |
| Fundamental Studies Professional Writing            | 3 | PW |
| Fundamental Studies Oral Communication              | 3 | OC |
| Fundamental Studies Mathematics                     | 3 | MA |
| Fundamental Studies Analytic Reasoning <sup>1</sup> | 3 | AR |

<sup>1</sup> If a student passes an Analytic Reasoning course that requires a Fundamental Studies Math course as a prerequisite, then the Fundamental Studies Math course is considered to be fulfilled (e.g., students who place into and pass a calculus course, which counts for FS-AR, do not need to take a less advanced Math course to fulfill the FS-MA requirement).

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### Distributive Studies: 25 Credits

|  |   |    |
|--|---|----|
| Distributive Studies Natural Sciences                        | 3 | NS |
| Distributive Studies Natural Science Lab Course <sup>2</sup> | 4 | NL |
| Distributive Studies History and Social Sciences             | 6 | HS |
| Distributive Studies Humanities                              | 6 | HU |
| Distributive Studies Scholarship in Practice <sup>3</sup>    | 6 | SP |

<sup>2</sup> A second DS-NL course can fulfill the DS-NS course requirement.

<sup>3</sup> Students learn and practice skills of critical evaluation and participate in the process of applying knowledge in the pursuit of a tangible goal. At least one course must be outside of the major.

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### Big Question Courses: 6 Credits <sup>4</sup>

The signature courses of the UMD General Education program, Big Question courses investigate a significant issue in depth and demonstrate how particular disciplines and fields of study address problems.

|                     |   |    |
|---------------------|---|----|
| Big Question Course | 6 | IS |
|---------------------|---|----|

<sup>4</sup> Big Question credits may be double-counted with courses taken for the Distributive Studies requirement.

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### Diversity: 4-6 Credits<sup>5</sup>

|   |     |    |
|---|-----|----|
| Diversity Understanding Plural Societies <sup>6</sup>               |     |    |
| Courses examine how diverse cultural and ethnic groups co-exist.    | 3-6 | UP |
| Diversity Cultural Competence                                       |     |    |
| Courses help students develop skills to succeed in a diverse world. | 0-3 | CC |

<sup>5</sup> These credits may be double-counted with courses taken for the Distributive Studies requirement.

<sup>6</sup> Students may take either two DV-UP courses or one DV-UP course and one DV-CC course.

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