

THE  
UNIVERSITY  
OF RHODE ISLAND  
FACULTY SENATE OFFICE

Green Hall, 35 Campus Avenue, Kingston, RI 02881 USA p: 401.874.2616



Serial Number #18-19-27C

TO: President David Dooley  
FROM: Hillary Leonard, Chairperson of the Faculty Senate

1. The attached BILL titled, the Curriculum and Standards Committee Report #2018-19-12: Creation of a Global Language and Area Studies major in the BA degree program, is forwarded for your consideration.
2. This BILL was adopted by vote of the Faculty Senate on April 18, 2019.
3. After considering this bill, will you please indicate your approval or disapproval. Return the original, completing the appropriate endorsement below.
4. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective May 2, 2019, three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; or (3) the University Faculty petitions for a referendum.

  
Hillary Leonard  
Chairperson of the Faculty Senate


April 18, 2019

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ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

- a. Approved \_\_\_\_.
- b. Approved subject to Notice of the Council on Postsecondary Education ✓.
- c. Disapproved \_\_\_\_.

  
Signature of the President

5.1.19  
(date)

## UNIVERSITY OF RHODE ISLAND FACULTY SENATE

April 18, 2019

### Faculty Senate Curriculum and Standards Committee Report 2018-2019-12

At the April 4, 2019 meeting of the Curriculum and Standards Committee, the following matters were considered and are now presented to the Faculty Senate.

#### SECTION II

#### Curricular Matters Which Require Confirmation by the Faculty Senate

#### NEW PROGRAMS:

##### College of Arts & Sciences:

##### Department of Modern and Classical Languages and Literatures:

##### Creation of a Global Language and Area Studies major in the BA degree:

The Global Language and Area Studies (GLAS) major is a Bachelor of Arts umbrella major for several language tracks, at present Arabic, Classics and Japanese, though the underlying design could be used for future language programs as well. The goal of the major is to bring students to a basic level of

linguistic proficiency, knowledge of areas studies, with further specialization in one of the above areas and a basic command of frameworks for linguistic and cultural analysis. All GLAS tracks have a similar structure: each has a minimum of 33 credits, 1 introductory course, 4 semesters of language study, 1 course in relevant area studies, 1 additional course in relevant area studies or additional language study, a capstone course, and sufficient relevant electives to reach the minimum of 33 credits, based on a list of relevant courses. The introductory and capstone courses are taken by students in all tracks, creating a shared experience for all majors. The parallel structure of the tracks likewise ensures similar experiences for all majors and allows us to specify minimum outcomes for the program. It also allows for the program to expand to include other languages in the future by providing a clear template for new tracks.

Abbreviated Proposal form  
For All Programs including Certificates  
**No New Funding**

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**A Proposal for: Major in Global Language and Area Studies**

**Date: -**

**A. PROGRAM INFORMATION**

**A1. Name of institution** University of Rhode Island

**A2. Name of department, division, school or college**

Department of Modern and Classical Languages and Literatures  
College of Arts and Sciences

**A3. Title of proposed program and Classification of Instructional Programs [\(CIP\) code](#)**

Program title:

Bachelor of Arts in Global Language and Area Studies, code: [16.0101](#)

**A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.**

Initiation date: ~~8/2018~~ Fall 2019

**A5. Intended location of the program**

University of Rhode Island - Kingston Campus

**A6. Description of institutional review and approval process**

Approval Date

Department:	9/26/17
JCAP:	10/23/17
College:	
CAC/Graduate Council	
Faculty Senate	
President of the University	

## **A7. Summary description of proposed program (not to exceed 2 pages)**

The Global Language and Area Studies (GLAS) major is a Bachelor of Arts umbrella major for several language tracks, at present Arabic, Classics and Japanese, though the underlying design could be used for future language programs as well. The goal of the major is to bring students to a basic level of linguistic proficiency, knowledge of areas studies, with further specialization in one of the above areas and a basic command of frameworks for linguistic and cultural analysis. All GLAS tracks have a similar structure: each has a minimum of 33 credits, 1 introductory course, 4 semesters of language study, 1 course in relevant area studies, 1 additional course in relevant area studies or additional language study, a capstone course, and sufficient relevant electives to reach the minimum of 33 credits, based on a list of relevant courses. The introductory and capstone courses are taken by students in all tracks, creating a shared experience for all majors. The parallel structure of the tracks likewise ensures similar experiences for all majors and allows us to specify minimum outcomes for the program. It also allows for the program to expand to include other languages in the future by providing a clear template for new tracks.

Students who graduate with a degree in GLAS will all demonstrate a basic working proficiency in the language and a broad knowledge of the area, while also having the basic theoretical tools they need to analyze language and culture in their own, or any region. Furthermore, all GLAS students will specialize further in language or area studies, either reaching higher levels of language proficiency, or having a deeper understanding of their region.

There is a major demand for global professionals, and it is of the utmost importance that American students have access to effective opportunities to expand their knowledge of global affairs. This major fundamentally recognizes that a truly global outlook combines both language proficiency and world knowledge, and that some graduates will need more of one or the other. Thus, this major program takes an innovative, multidisciplinary approach to language and area studies, designed to provide students not only with language proficiency but also with the necessary area-studies knowledge to make students effective global citizens. For some global professionals, it may not be necessary to achieve a high level of language proficiency, whereas for them, area studies knowledge is key. For example, in many of the petroleum-rich countries in the Arab world, business is conducted primarily (but not exclusively) in English - but for a business professional in that area, understanding the history, politics and culture of the region is absolutely vital, while basic language proficiency would allow them to build and develop a rapport with their clients. For this reason, the heart of the GLAS program is its flexibility, while maintaining necessary rigor. Even for students interested primarily in communicative language proficiency, GLAS provides a stronger background in area studies knowledge and methodology than traditional language majors and a more cohesive experience. For students for whom area studies knowledge is more vital, GLAS ensures a basic level of communicative language proficiency (necessary for in-depth understanding of these world regions), while allowing them to specialize more deeply in the history, politics, arts, and culture of these regions - at present, URI provides no such area-themed majors at all. GLAS builds connections across disciplines and departments by focusing on individual regions, a common way to organize studies in other universities across the country.

The GLAS major provides different area-specific tracks, united by common philosophy and experiences. The tracks proposed herein (Arabic, Classics and Japanese) do not have an existing major program, and the GLAS program is necessary to allow students to major in these languages. This is

important for two reasons: first, experience shows that there is significant demand for majors in all of these languages, and we expect to immediately be able to enroll a number of majors, with continual future growth. Second, all of URI's premier dual degree programs - International Engineering, International Business, International Studies and Diplomacy (along with new and developing programs in International Pharmacy, Computer Science, etc.) - require that students double major in both a language and their area of professional specialization. GLAS will make it possible for students to participate in those programs by providing the language-specific major, while also allowing the students to tailor their studies to the demands of their program - again, for a business major studying Arabic, they may wish to emphasize area studies over language study, while the opposite may be true for a business major studying Japanese.

The flexibility of the GLAS program has the additional advantage of allowing for more rapid completion in comparison with existing languages, which we anticipate will improve 4-year completion rates for students interested in global language study. One difficulty with existing language majors is that language is necessarily sequential - until an intermediate level of proficiency is reached, courses must be closely sequenced. Once students reach that level, they are able to take language courses in parallel, but this is typically not possible until the 3rd or 4th semester of language study. For a student starting language study as a sophomore or junior, it is very difficult to graduate with a traditional language major in 4 years. The structure of GLAS majors allows for significantly more parallelism in course selection - only the required 4-semester language sequence is purely sequential, while almost all other courses can be taken in parallel. A motivated junior could complete a GLAS major while still graduating within a standard 4-year college career. Indeed, our experience shows us that many students come late to language learning, but the GLAS major provides them with the ability to receive the many benefits of language and area studies while also receiving a degree that reflects their achievement. This is particularly important given the historical pattern in languages where the majority of language majors are double majors - the flexibility of GLAS should make this process of double-majoring even more seamless.

**A8. Signature of the President**

David M. Dooley

**A9. Person to contact during the proposal review**

Name: Daniel Carpenter  
Title: Teaching Professor  
Phone: 874-4703  
Email: carpedone@uri.edu

**A10. List and attach any signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.**

**B. RATIONALE: There should be a demonstrable need for the program.**

**B1. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.**

This Bachelor of Arts program would fulfill the following needs:

1. It would provide the possibility of receiving a major in each of the proposed GLAS tracks. For the proposed tracks, no existing major is available.<sup>1</sup> Based on expert analysis of student enrollments, advising meetings and informal discussion, we believe there is strong demand for majors in each of these languages, independent of all other considerations. Indeed, all of the tracks also advance the “Growing Global Presence” goal articulated in the University Strategic Plan (see C1 below).

a. Justification:

- i. Expert analysis of enrollment patterns in each of the proposed language tracks suggest that if the proposal were approved today, there would be the following quantity of majors in each track:

Arabic Studies Track: 10  
Classical Studies Track: 15  
Japanese Studies Track: 15  
Total: 40

- ii. Previous enrollments in the Classical Studies major, upon which the GLAS major proposal is loosely based had the following number of majors each year (Oct 15 data, though this often underestimates total majors):

1. 2018: 11 (13 at present)
2. 2017: 18
3. 2016: 18

2. An existing major program is a prerequisite for the development of interdisciplinary programs such as the International Engineering and International Business Programs, as well as the new International Studies and Diplomacy program. There is a strong need for language majors in each of these languages that would allow for the development of more dual degree programs. All of these programs require that students double-major in both a world language and the content-area second major (Engineering/Business/International Studies).

- a. Justification: Please see attached letters of support from Executive Director of the International Engineering Program Sigrid Berka and from ISD Director Marc Hutchinson.

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<sup>1</sup> The existing Classics major will be suspended at the end of the 2018-2019 academic year.

3. It would allow for rapid development of major programs in new languages. The University of Rhode Island is renowned for its foreign language programs, and has a large number of established language majors. New languages are added or expanded based on demand and strategic development. Arabic was developed into a stronger program in 2013, and Japanese in 2014. Portuguese has had consistent enrollments and is a major heritage language of Rhode Island, and may have enough enrollments to move towards a major in the near future. American Sign Language was taught for the first time in 2018. URI is also developing links with Indonesia, and other critical languages such as Hindi/Urdu, Russian and Farsi might be added in the future. State policy requires 11 majors to be graduating each year from a given major. Due to this statute, the Classics has lost its major status, though strong interest remains and there is demand for classics graduates, especially in education where there is a teacher shortage.<sup>2</sup> This statute means that effectively, any given major program have approximately 45 majors at a given time. For a new and growing program, it would be difficult to enroll, advise and graduate that many majors each year, even if there is consistent demand from students and employers for those particular language skills. For example, the demand for Sign Language Interpreters is expected to rise 46% from 2012 to 2022, an increase of 29,300 jobs<sup>3</sup> - but it is unlikely that the ASL program could develop, provide advising for, and sustain the 45 total enrolled majors needed to hit that 11 graduates/year requirement. GLAS not only provides a shared experience for all of its majors, but also allows growing programs to avoid the “chicken and the egg” issue created by this statutory situation. Moreover, the complex process of proposing a major may be too much work for the staff in a given language, whereas adding a track to GLAS is easier due to the consistency in how tracks are structured.

a. Justification:

At present, Arabic, Classic, and Japanese all lack a major, but already have significant enrollments through the fourth semester of language study. We estimate the number of GLAS majors for each of these tracks above, based on current enrollments in the language classes and stated student interest.

- i. This proposal was written primarily by faculty in Arabic and Classics. The staff in Japanese were under too much pressure to contribute significantly to this proposal beyond a consulting role, and thus it is extremely unlikely they would have been able to each propose their own separate major and shepherd it through the lengthy approval process.
- ii. Our approach to creating an umbrella program is not unique. As discussed elsewhere, RIC has a very similar umbrella program due to the same statutory need to show 11 graduates per year. Other universities similarly provide a single major with tracks for their language programs (or a subset of their language

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<sup>2</sup> <https://classicalstudies.org/amphora/there-shortage-certified-latin-teachers-please-spread-word-0>

<sup>3</sup> <https://wqad.com/2015/10/21/demand-for-sign-language-interpreters-expected-to-rise-nearly-50/>

programs.)<sup>4</sup> For example, UC-Berkeley's Slavics program very closely mirrors the flexibility of GLAS, with two tracks in the Slavics program - one focusing on language acquisition, and the other on area studies (but still with a 2-year language requirement).

## **B2. What is the economic need and workforce data related to the program?**

This major would provide students with a basic knowledge of a foreign language (Novice-High at minimum, though we expect higher proficiencies for "easier" European languages) and the area studies and cultural background and practices associated with that language, while students would specialize further in one of these aspects of the target language or culture. There is a significant economic benefit to a multilingual and multicultural workforce for both the individual and for society. On the individual level, knowledge of a foreign language in the United States is associated with a significant premium in earnings of 2-3% depending on the language in question.<sup>5</sup> While this may seem relatively minor, a 2% increase in wages compounded over time is highly significant - by retirement, a 2% bonus could mean an additional \$67,000 saved for retirement, with more depending on the language.<sup>6</sup> Speakers of multiple languages are also more likely to be considered for promotion compared to monolingual peers. A study in 2009 found that "foreign language learning is a financially attractive proposition for individuals", while "from the standpoint of society as a whole, [is a] highly profitable investment." (p. 138).<sup>7</sup> The bonus to the economy of multilingualism can be quite high, with the same study finding that it generated as much as 10% of the GDP in value in a Swiss context, and similar results in Quebec. The authors conclude that "there can be little doubt that the teaching and learning of foreign languages is economically advantageous." (p. 139)

It is more difficult to study the value of understanding area studies and culture since this is more abstract and less quantifiable. However, there is a growing acknowledgement that knowledge of cultural behaviors and cultural touchstones is vital to any international work. Even college educated Americans have significant gaps in their knowledge of global issues, foreign countries and foreign cultures. A 2016 survey of college students and college graduates found that only 29% of respondents would have earned a minimal pass of 66% correct or better on the survey, while only 1% were able to answer 91% or more of the knowledge questions.<sup>8</sup> Cultural knowledge, as a subset of area studies, is similarly important. The American Council of Teachers of Foreign Languages has recently codified specific guidelines for cultural proficiency, placing them on the same level of importance as linguistic skills. Many topics of debate in modern US and global affairs have antecedents going far back into Greek and Roman antiquity, knowledge of which will provide opportunities to our graduates to engage meaningfully with these modern day

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<sup>4</sup> Stetson University has a "World Languages and Cultures" major, Pace University "Modern Languages and Cultures", while Hunter College has a "Romance Languages" major that combines French, Spanish, Italian and Comparative literature.

<sup>5</sup> Saiz and Zoido, 2005, "Listening to What the World Says: Bilingualism and Earnings in the United States", *Review of Economics and Statistics* 87, no. 3, pp. 523-538

<sup>6</sup> <https://www.economist.com/prospero/2014/03/11/johnson-what-is-a-foreign-language-worth>

<sup>7</sup> Grin, Sfreddo and Vaillancourt, 2009, *The Economics of the Multilingual Workforce*, Routledge

<sup>8</sup> <https://www.cfr.org/global-literacy-survey>



concerns. The GLAS major program connect directly with URI's Academic Strategic Plan's Goal 3 of "Going Global."

Arabic and Japanese are critical languages which the US government strongly encourages students to study. Having sufficient speakers of those languages in government positions, but also in business and the private sector, is vital for national security and the long-term growth of the US international economy. Students who study a critical language enjoy a wide variety of benefits not available to other students - numerous study abroad scholarships (Critical Language Scholarship, Boren Scholarships and Fellowships, Gilman Scholarship) target students of critical languages, making it easier for them to study abroad. Agencies like the CIA offer up to a \$35,000 hiring bonus for knowledge of a critical language. Having a clearly structured major for these languages is key to helping them develop linguistic and area studies skills.

Area studies and cultural understanding in the workplace can be as valuable as language learning, and the flexibility of this major allows for students to choose how much they focus on language or on cultural practice. While conducting site visits in the GCC (Gulf Arab states), Professor Magidow conducted an informal survey on the importance of Arabic for potential employment in the area. Most people surveyed noted that Arabic was not absolutely required to conduct business, but that it could play an invaluable role as an ice-breaker that could lead to improved outcomes for meetings and partnerships. A GLAS major might choose to focus on the history and culture of the Middle East, rather than focusing on language for this reason. Similarly, they emphasized the value of knowledge of the history, religion and culture of the Arabic-speaking world.

**B3. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.**

A wide variety of fields benefit from international deep and broad knowledge of global languages and cultures. This degree program is highly flexible, and therefore we expect students to find employment in a diverse set of fields, including government, health and medical fields, international business, education, and the arts. They may work overseas, or in the United States. Even professionals, such as teachers and health care workers, in the United States enhance their credentials and employability with even a novice understanding of Arabic or Japanese culture. While students with the skills and expertise acquired within the GLAS major will be broadly appealing, here are a few examples of specific jobs and salary information for which our students will be highly competitive.

Field	Job Title	Average Salary or Range
Government	Foreign Service Officer, Department of State	\$52,000-\$134,000
Government	Navy Officer	\$36,000-88,000

International Business	Project Manager, Dubai (US citizens)	\$114,000
Health	Nurse, bilingual	\$48,000-\$109,000
English as a Second Language; English Language Learning	Elementary and Secondary Teachers	\$40,000-\$75,000

**C. INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.**

**C1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.**

The GLAS Bachelor of Arts program connects specifically to each of the goals of the Academic Strategic Plan as follows:

Goal One: Enhance Student Success: the GLAS major provides the opportunity to students to broaden their undergraduate experience by incorporating global experience and knowledge in conjunction with a second or even third major. This strength is especially appealing to students who may discover an affinity for another culture or language, particularly late in their undergraduate career. The GLAS major will allow even third-year students to complete their degree in the standard four years, as well as add an increasingly important element of global knowledge to their transcripts.

Goal Two: Expand Research, Scholarship, and Creative Work: the Capstone requirement ensures that GLAS majors will engage in original research or creative work as an undergraduate. What is more, the program as envisioned promotes interdisciplinary and collaborative endeavors across the university.

Goal Three: Grow a Global Presence: the GLAS major grows the global presence at URI by creating multiple new tracks in language studies which are globally oriented. The focus on both language and cultural practice enhances students' exposure to the increasing importance of globalism and literally broadens their horizons in order to "think big" about the world. The language requirement and cultural studies courses will open the door to important opportunities both for students and alumni.

Goal Four: Embrace Diversity and Social Justice: a sense of diversity is inherent in the GLAS major with its emphasis on language learning and cultural interdisciplinary study. The major fosters and requires engagement with at least one other world culture. Such exposure inevitably requires confronting issues of Social Justice.

Goal Five: Streamlining Processes to Improve Effectiveness: the GLAS major provides a highly efficient model for developing language majors. All tracks share the same characteristics (shared introductory and capstone courses, similar required and elective class structures), which allows for easier advising for students, similar experiences across different tracks, and easier development of future tracks versus every individual language proposing a distinct major program. The benefit of this centralized system is demonstrated by the ability of GLAS to provide a new home for the Classical Studies Major. This major, which itself had two tracks, would now be simply a single track within GLAS. Indeed, due to the flexibility of the GLAS tracks, students can themselves choose to maximize different aspects of the tracks, while not requiring a proliferation of different programs. In addition, the major will rely on the contributions of faculty already well acquainted with the university and its procedures. Initially, at least, there is no need for a “learning” or “transitional” period for the new program.

Goal Six: Implement a Bold Advancement Agenda: the GLAS major provides another opportunity for URI to establish itself on the global stage. Since the GLAS major allows the languages involved to provide the double-major necessary for programs such as the International Studies and Diplomacy Program, the International Engineering Program, and other similar programs, this greatly enhances the prospects for advancement for the university.

**D. INTER-INSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Council on Postsecondary Education pertaining to the coordination and collaboration between public institutions of higher education.**

**D1. Estimate the projected impact of this program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections. Have you communicated with other institutions about the development of this program and have any concerns been raised related to role, scope, and mission or duplication.**

Since this is a Bachelor of Arts program, the primary parallel programs are those offered at Rhode Island College. RIC also provides an ‘umbrella’ major in “Modern Languages,” with tracks in French and Francophone Studies, Latin American Studies, Portuguese and Spanish. There is no overlap between RIC’s programs and the proposed GLAS tracks. Even with this overlap, there is a fundamental difference in the RIC program structures. While the URI A&S catalog states that “the major comprises no fewer than 27 nor more than 36 credits [even excluding prerequisites...] the major may not exceed 39 credits,” the programs at RIC require between 41-47 minimum credits. This accounting of credits does not include introductory courses. For students at RIC starting with no prior knowledge of a language, they would need to complete an additional 12 credits of work as prerequisites. This is a significant difference between the RIC programs and the 33-credit, all-inclusive GLAS major tracks. We have communicated with RIC, and no significant concerns had been raised to date.

- D2. Using the format prescribed by the Council on Postsecondary Education, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also submit either a Joint Admissions Agreement transition plan or the reason(s) the new program is not transferable (see [\*Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs\*](#) ).**

There is an existing articulation agreement that provides easy transition for students who complete coursework at CCRI and then transfer to URI. Currently, there are program transfer plans for French, Spanish and Italian. (<http://www.ritransfers.org/program-transfer-plans/>). We would foresee that URI and CCRI would jointly develop a program transfer plan for the GLAS tracks once approved and implemented.

- D3. Describe any cooperative arrangements or affiliations with other institutions in establishing this program. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)**

Not applicable.

- D4. How does this program align to academic programs at other institutions?**

CCRI currently offers sequences in Arabic and Japanese through the intermediate level. These sequences would satisfy the requirements for the equivalent language courses for the GLAS major. Other courses offered at CCRI could satisfy requirements in the GLAS major, dependent on the regular procedures for transfer of course and established course equivalencies. See D2 for details on RIC's offerings.

- D5. Are recipients of this credential accepted into programs at the next degree level without issue?**

We anticipate that students will have no difficulty entering programs at the next degree level provided they meet those program requirements.

- D6. How does this program of study interface with degree programs at the level below them?**

Students who have studied elements of language and area studies as part of an associate's-level degree may be able to transfer credits as discussed in D2.

- D7. If external affiliations are required, identify providing agencies. (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)**

Not applicable

**D8. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).**

No. This program will not be available under the NEBHE RSP at this time.

**E. PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.**

**E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:**

The individual tracks are attached in this folder. All tracks follow the same basic outline. Each track requires an introductory course (LAN 220), 4 semesters of language study, one cultural content course specific to the track (from limited list), one cultural content course specific to the track (from limited list) or an additional language course, one capstone course (LAN 420) and sufficient electives to reach 33 credits chosen from a list of courses or subject to approval. In all tracks, students are required to complete at least 9 credits at the 300+ level.

All tracks are 33 credits, which is parallel to most other A&S majors. Most existing language majors require 30 credits, while the International Studies and Diplomacy major requires 33 credits. History requires 30 credits, Political Science 32, Economics 30.

**a. Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog.**

See individual tracks attached in this folder. The only new course for the major is LAN 420. The catalog description is: "Capstone experience to apply accumulated skills and knowledge in study of language and culture to comparative textual and cultural analysis across languages."

**b. Are there specializations and/or tracks/options/sub-plans/concentrations? If so, describe required courses in area of specialization or tracks/options/sub-plans/concentrations.**

See individual tracks attached in this folder.

**c. Course distribution requirements, if any, within program.**

The individual tracks are attached in this folder. All tracks follow the same basic outline. Each track requires an introductory course (LAN 220), 4 semesters of language study, one cultural content course specific to the track (from limited list), one cultural content course specific to the track (from limited list) or an additional language course, one capstone course (LAN 420) and sufficient electives to reach 33 credits chosen from a list

of courses or subject to approval. In all tracks, students are required to complete at least 9 credits at the 300+ level.

- d. **Total number of free electives available after specialization requirements are satisfied.**

Up to 9 credits (depending on track) of free electives from a list of courses or subject to approval for each track.

- e. **Total number of credits required for completion of program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measure, and comparability of lengths with similar programs in the state or region.**

All tracks are 33 credits, which is parallel to most other A&S majors. 120 credits are required for graduation, though some tracks may total 121-122, if they include four credit courses. 42+ credits are required at the 300+ level, as for all undergraduate majors. Most existing language majors require 30 credits, while the International Studies and Diplomacy major requires 33 credits. History requires 30 credits, Political Science 32, Economics 30.

As discussed elsewhere, RIC has a very similar umbrella program. Other universities similarly provide a single major with tracks for their language programs (or a subset of their language programs.)<sup>9</sup> For example, UC-Berkeley's Slavics program very closely mirrors the flexibility of GLAS, with two tracks in the Slavics program - one focusing on language acquisition, and the other on area studies (but still with a 2-year language requirement)

- f. **Identify any courses that will be delivered or received by way of distance learning (refer to [\*Policy on Distance Learning, Council on Postsecondary Education, State of Rhode Island and Providence Plantations\*](#)).**

No required courses for the major are currently delivered online or by way of distance learning. Some elective courses may be offered and taken online and have been approved for online offering.

- g. **Is the program content guided by program-specific accreditation standards or other outside guidance?**

No. There is no specific accreditation standards or outside guidance for these tracks.

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<sup>9</sup> Stetson University has a "World Languages and Cultures" major, Pace University "Modern Languages and Cultures", while Hunter College has a "Romance Languages" major that combines French, Spanish, Italian and Comparative literature.

- E2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.

Not applicable.

- E3. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.

**Goal 1:** Graduates will possess a breadth of knowledge of interdisciplinary theoretical frameworks and area studies information related to their target area, and will have basic proficiency in the target language.

**Outcome 1.1:** Students will **apply** interdisciplinary theoretical frameworks for cultural and linguistic analysis to **analyze** the internal logic of cultural or linguistic practices or artifacts.

**Outcome 1.2:** Students will **demonstrate** proficiency in a target language and sensitivity to communicative norms at the ACTFL Novice-High level or higher on the ACTFL standardized proficiency test (choice of test or modality determined by track)

**Outcome 1.3:** Students will **understand and explain** the cultural touchstones of a target area (including history, religion(s)/philosophies, politics, economy, art, and other cultural products of the target area) **in order to engage with the target population and area.**

**Goal 2:** Graduates will achieve a depth of knowledge and proficiency by specializing in advanced study in one focus area: language or area studies

**Outcome 2.1:** Students will **synthesize and apply** their learning in a specialty area to **create** a project showcasing their area of specialization in language or area study.

- E4. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.

See attached GLAS Assessment plan.

- E5. Provide an assessment plan detailing what a student should know and be able to do at the end of the program and how the skills and knowledge will be assessed. Consult with the [Office of Student Learning, Outcomes Assessment, and Accreditation \(SLOAA\)](#) to prepare a [Learning Outcomes Assessment Plan](#) for student learning assessment. Following consultation, submit a final draft of the plan to the Chair of the [Learning Outcomes Oversight Committee \(LOOC\)](#) for approval.

See attached GLAS Assessment plan.

**F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.**

**F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?**

The Bachelor of Arts GLAS program will not require any new FTE positions. Current faculty (tenure stream, lecturer stream and PTF) will teach all courses. With the single exception of the proposed capstone course, LAN 420, all courses for the major are currently taught on an ongoing basis by current faculty. LAN 420 will be taught on a rotating basis by tenure stream faculty and/or Teaching Professors who are teaching in one or more of the tracks in the GLAS major. Currently, the breakdown for faculty in each track is as follows:

Arabic Studies:	Existing faculty in Arabic: 1 Tenure-stream, 1 Lecturer, 1 PTF; Area studies courses are taught by tenure-stream (especially from the Mediterranean and Islamic Studies Cluster), lecturer-stream and part time faculty in other departments who teach courses that may fulfill the track.
Classical Studies:	Existing faculty in Classics: 1 Teaching Professor, 3 PTF. Area studies taught by tenure-stream, lecturer-stream and part time faculty in other departments who teach courses that may fulfill the track.
Japanese Studies:	Existing faculty in Japanese: 1 Senior Lecturer, 2 PTF, with a search for 1 tenure-stream faculty currently underway and the new hire will begin in Fall 2019. Area studies taught by tenure-stream, lecturer-stream and part time faculty in other departments who teach courses that may fulfill the track.

**G. STUDENTS: The program should be designed to provide students with a course of study that will contribute to their intellectual, social, and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.**



**G1. Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. For graduate programs, indicate which undergraduate programs would be a potential source of students.**

For the proposed tracks for this Bachelor of Arts program, there is an established target population of existing students who are studying those languages, but who can only receive a minor at this point. Though we have not conducted a formal survey,<sup>10</sup> instructors in all of those languages regularly field queries regarding the possibility of a major. Classics currently has 13 majors in the program that will be discontinued. For Japanese, as attested in the IEP letter of support, there have already been 22 students expressing sincere interest in studying abroad for a Japanese IEP. Arabic and Japanese all have a number of students minoring in them. Many of these students have expressed interest in majoring if it were possible, especially since a major would require only 12-15 more credits (15 if GLAS were approved) than a minor. We expect, as is the case with most language majors on campus, a significant number of double majors, with each language targeting a specific pool. Many Arabic students are already majoring in Political Science, for example, while many Japanese students study Engineering or Computer Science. Classics students are often studying History, Art History, or Anthropology.

Furthermore, for these tracks, we expect the GLAS major to provide the second major necessary for URI's famous dual major programs such as the International Engineering Program, the International Business Program, and the International Studies and Diplomacy program. Indeed, conversations have been underway for some time regarding the creation of a Japanese IEP and even a Japanese International Computer Science program - the GLAS would provide a route for such programs. As evidenced by the relative health of the German IEP program compared to German programs nationwide, there exists a significant population interested in dual-major programs like this that is not necessarily interested in a single-major language program - we expect significant interest from that population in GLAS with another major, particularly in light of the flexibility of the GLAS major.

The new tracks in GLAS would represent the first time these majors are available in the region. No public institution in Rhode Island offers an Arabic, Classics or Japanese bachelor's degree (see D1). At the time of writing, no public institution in New England offers a bachelor's degree in Arabic, which would make URI a major attractor for students interested in that major, particularly with the development of the International Studies and Diplomacy major. We therefore expect to actually drawn new incoming students specifically to these tracks that would not otherwise have chosen URI.

**H. EVALUATION: Appropriate criteria for evaluating the success of a program should be developed and used.**

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<sup>10</sup> We have not conducted a survey due to the very real concern that students may misunderstand a survey about potential interest in a major program as implying that such a program currently exists. This was an issue already in Japanese due to students' belief that a major program already existed when it in fact did not.

- H1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.**

The major will be evaluated by its ability to attract new majors, improvement in learning outcome assessments that we reference in our assessment plan, the ability of graduates to obtain their desired employment within a wide-range of public and private agencies and firms with a global focus. In addition, the major will complete course evaluations (using IDEA evaluations) and modifications will be made where necessary. This process will be directed and implemented by the heads of the respective GLAS tracks.

**I. IS THE PROGRAM FINANCIALLY VIABLE?**

- I1. ALL PROPOSALS: Complete the Rhode Island Office of Postsecondary Commissioner [Budget Form](#) demonstrating that existing funds are sufficient for carrying out the program. The completed proposal with Budget Form requires review by the URI Budget and Financial Planning Office. Proposers shall request a Statement of No Financial Impact from the URI Budget and Financial Planning Office.**

Yes. The program is financially viable as it requires no new additional resources beyond those currently budgeted for the existing component programs.

**BACHELOR OF ARTS  
GLOBAL LANGUAGE AND AREA STUDIES  
ARABIC STUDIES TRACK**

Required Courses:

1. LAN 220 (3 credits)
2. ARB 111 (4 credits)
3. ARB 112 (4 credits)
4. ARB 211 (4 credits)
5. ARB 212 (4 credits)
6. Area Studies Course: Take one of: ARB 251G/325 (for 3+ credits) OR PSC 221/322/421 OR HIS 176/178
7. Area Studies course or additional Language Course: Take one of: ARB 251G/325 (for 3+ credits) OR PSC 221/322/421 OR HIS 176/178 or additional ARB language course (ARB 315/415)
8. Approved Course from page 2 below
9. Approved Course from page 2 below if necessary to reach 33 total credits
10. LAN 420 (3 credits)

Elective courses: Students must take sufficient electives to reach a total of 33 total credits in the major and a total of 9 credits at or above the 300 level.

Notes:

1. Majors must complete the indicated four semester sequence in Arabic, or take a minimum of 4 courses in Arabic, if they place into the language beyond the 111 level.
2. See the list of courses (page 2) that may satisfy requirements.
3. LAN 420, Capstone, is required.

**SUGGESTED SPECIALIZATIONS FOR ELECTIVE COURSES**

**LANGUAGE SPECIALIZATION**

7. ARB 315 (4 credits)
8. ARB 315 (for different topic)/415(4 credits)

**AREA STUDIES SPECIALIZATION**

7. one of: ARB 325, PSC 221/322/421 (4 Credits), HIS 178/HIS179
8. one of: ARB 325, PSC 221/322/421 (4 Credits), HIS 178/HIS179

**COURSES THAT SATISFY REQUIREMENTS IN THE ARABIC STUDIES TRACK  
OF THE GLOBAL LANGUAGE AND AREA STUDIES MAJOR**

ARB 111      Intensive Beginning Arabic I

ARB 112	Intensive Beginning Arabic II
ARB 211	Intensive Intermediate Arabic I
ARB 212	Intensive Intermediate Arabic II
ARB 311	Intensive Advanced Arabic I
ARB 312	Intensive Advanced Arabic II
ARB 325	Topics in Arabic Studies in Translation
ARB 497	Directed Study
APG 200	Language and Culture
APG 465	Seminar in Cultural Heritage
ART 465	Seminar in Cultural Heritage
COM 354	International Business Communication Exchange
COM 361	Intercultural Communication
COM 462	Communication and Global Society
ECN 338	International Economics
HIS 176	Islamic History: From the Origins of Islam to 1492
HIS 178	History of the Modern Middle East
HIS 379	The Jews of Islamic Lands: A History
HIS 388	History of Sub-Saharan Africa
PHL 328	The Philosophy of Religion
PSC 221	Islam and Its Civilization
PSC 322	Politics of the Middle East
PSC 421	Secularism and Islamism in the Modern World
RLS 111	Judaism, Christianity, and Islam
RLS 221	Islam and Its Civilization

Other courses may be substituted with permission of director

### Example curriculum display for one program cycle

#### Language Specialization

Year	Fall	Semester Credits	Spring	Semester Credits	GenEd completed (yearly)
1	<b>ARB 111 (4) (A3, C2)</b> <b>PSC 221 (4) (A3, C2)</b> <b>LAN 220 (3) (A2, C3)</b> <b>ARB 251G</b>	15	<b>ARB 112 (4) (A3, C2)</b> GenEd: GEO 103 (4) (A1, B4) GenEd: COM 100 (3) (B2) Electives: 3 credits	14	A1, A2, A3 B2, B4, C2, C3 G Credits: 26

	<b>(A3, C2, G)- (4)</b>				
2	<b>ARB 211(4) (A3, C2)</b> MUS 101 (3) (A4, B1) Electives: 9 credits	16	<b>ARB 212 (4)</b> PHL 101 (3) (B3) HIS 304 (3) (B4, D1) HIS 354 (3) (B4, C1)	15	A4 B1, B3 C1 D1 Credits: 19
3	<b>ARB 315 - Geography (4)</b> Electives: 12 credits (3 300+)	16	<b>ARB 315 - Childhood (4)</b> Electives: 13 credits (9 300+ level)	16	Credits: 6
4	Electives: 15 credits (6 300+ level)	15	<b>LAN 420 - Capstone (3)</b> Electives: 12 credits (3 300+ level)	15	Credits: 3
	Major credits: 33	300+ credits (A&S): 42	General Education Credits: 40+ with all fulfilled	Total credits: 122	

### Example curriculum display for one program cycle

#### Area Studies specialization

Year	Fall	Semester Credits	Spring	Semester Credits	Gened completed (yearly)
1	<b>ARB 111 (4) (A3, C2)</b> <b>PSC 221 (4) (A3, C2)</b> <b>LAN 220 (3) (A2,</b>	15	<b>ARB 112 (4) (A3, C2)</b> GenEd: GEO 103 (4) (A1, B4) GenEd: COM 100 (3) (B2) Electives: 3 credits	14	A1, A2, A3 B2, B4, C2, C3 G Credits: 26

	<b>C3)</b> <b>ARB 251G</b> <b>(A3, C2,</b> <b>G)- (4)</b>				
2	<b>ARB 211(4)</b> <b>(A3, C2)</b> MUS 101 (3) (A4, B1) Electives: 9 credits	16	<b>ARB 212 (4)</b> PHL 101 (3) (B3) HIS 304 (3) (B4, D1) HIS 354 (3) (B4, C1)	15	A4 B1, B3 C1 D1 Credits: 19
3	<b>PSC 322</b> <b>(4)</b> Electives: 12 credits (6 300+ level)	16	<b>PSC 421 (4)</b> Electives: 12 credits (6 300+ level)	16	Credits: 6
4	Electives: 15 credits (6 300+ level)	15	<b>LAN 420 - Capstone (3)</b> Electives: 12 credits (3 300+ level)	15	Credits: 3
	Major credits: 35	300+ credits (A&S): 42	General Education Credits: 40+ with all fulfilled	Total credits: 122	

**BACHELOR OF ARTS IN  
GLOBAL LANGUAGE AND AREA STUDIES  
CLASSICAL STUDIES TRACK**

1. LAN 220
2. LAT 101 or GRK 101
3. LAT 102 or GRK 102
4. LAT 301 or GRK 301
5. LAT 302 or GRK 302
6. Area Studies course - one of: ART 251, ART 354, CLA 391, CLA 395, CLA 396, CLA 397, HIS 301, HIS 302, PHL 321
7. Area Studies course or additional language course- one of: ART 251, ART 354, CLA 391, CLA 395, CLA 396, CLA 397, HIS 301, HIS 302, PHL 321 or additional LAT or GRK language course
8. CLA 3xx or Approved Course from page 2 below
9. CLA 3xx or Approved Course from page 2 below
10. CLA 3xx or Approved Course from page 2 below
11. LAN 420

Notes:

1. Majors must complete the indicated four semester sequence in either Latin or Greek, or take a minimum of 12 credits in Latin or Greek, if they place into the language beyond the 101 level.
2. See the list of courses (page 2) that may substitute for CLA courses.
3. LAN 420, Capstone, is required.
4. LAT 302, GRK 302, LAT 497, and GRK497 may be taken multiple times for credit.

**SUGGESTED SPECIALIZATIONS FOR ELECTIVE COURSES**

**LANGUAGE SPECIALIZATION**

7. LAT 497 OR GRK 497
8. LAT 302 OR GRK 302
9. LAT 497 OR GRK 497

**AREA STUDIES SPECIALIZATION**

7. one of: CLA 391, CLA 395, CLA 396, CLA 397
8. one of: CLA 391, CLA 395, CLA 396, CLA 397
9. one of: CLA 391, CLA 395, CLA 396, CLA 397

**COURSES THAT SATISFY REQUIREMENTS IN THE ANCIENT CULTURE  
& CIVILIZATION TRACK OF THE LANGUAGES & CULTURES  
PROGRAM**

APG 200	Language and Culture
APG 417	Archaeological Method and Theory
APG 465	Seminar in Cultural Heritage
APG 490	Underwater Historical Archaeology
ART 251	Introduction to Art History: Ancient-Medieval
ART 354	Art of the Ancient Mediterranean
ART 356	Medieval Art
ART 465	Seminar in Cultural Heritage
CLA 301	The Hellenistic World
CLA 302	The Roman Empire
CLA 391	Ancient Laughter: The Comic Tradition in Greece and Rome
CLA 395	Greek Mythology: Gods, Heroes, and Humans
CLA 396	Myth of Rome
CLA 397	Greek Myth and Tragedy
CLA 497	Directed Study
COM 334	Orality and Ancient Greece
COM 335	Orality and Ancient Rome
COM 361	Intercultural Communication
COM 383	Rhetorical Theory
ENG 367	The Epic
ENG 368	The Bible
ENG 489	Literature and Empire
GRK 101	Ancient Greek I
GRK 102	Ancient Greek II
GRK 301	Intermediate Greek I
GRK 302	Intermediate Greek II
GRK 497	Directed Study
HIS 301	The Hellenistic World
HIS 302	The Roman Empire
HIS 490	Underwater Historical Archaeology
LAT 101	Beginning Latin I
LAT 102	Beginning Latin II
LAT 301	Intermediate Latin
LAT 302	Intermediate-Advanced Latin
LAT 497	Directed Study
LAT 498	Directed Study
PHL 321	Ancient Philosophy
PHL 322	Medieval Philosophy
PHL 328	The Philosophy of Religion
PSC 341	Political Theory: Plato to Machiavelli
RLS 111	Judaism, Christianity, and Islam



RLS 221      Islam and Its Civilization  
 THE 381      History of Theatre to 1642

Other courses may be substituted with permission of director

**Example curriculum display for one program cycle**

Language specialization

Year	Fall	Semester Credits	Spring	Semester Credits	Gened completed (yearly)
1	<b>LAN 220 (3) (A2, C3)</b> <b>LAT 101 (3) (A3, C2)</b> GenEd: HIS 119 (3) (A3, C1, G) Electives: 6 credits	15	<b>LAT 102 (3) (A3, C2)</b> GenEd: GEO 103 (4) (A1, B4) GenEd: COM 100 (3) (B2) Electives: 6 credits	16	A1, A2, A3 B2, B4, C1, C2, C3 G Credits: 19
2	<b>LAT 301 (3) (A3, C2)</b> <b>CLA 391 (3) (A3, C2)</b> MUS 101 (3) (A4, B1) Electives: 6 credits	15	<b>LAT 302 (3) - (A3, C2) - Livy</b> PHL 101 (3) (B3) HIS 304 (3) (B4, D1) Electives: 6 credits	15	A4 B1, B3 D1 Credits: 18
3	<b>LAT 497 (3) (A3, C2), Pliny</b> <b>PHI 321 (3)</b> Electives: 9 credits	15	<b>LAT 302 (3) (A3, C2) - Catullus</b> Electives: 12 credits (6 300+ level)	15	Credits: 6
4	<b>LAT 497</b>	15	<b>LAN 420 -</b>	15	Credits: 3

	<b>(3) - Ovid</b> Electives: 12 credits (6 300+ level)		<b>Capstone</b> Electives: 12 credits (3 300+ level)		
	Major credits: 33	300+ credits (A&S): 42	General Education Credits: 40+ with all fulfilled	Total credits: 121	

### Example curriculum display for one program cycle

#### Area Studies specialization

Year	Fall	Semester Credits	Spring	Semester Credits	Gened completed (yearly)
1	<b>LAN 220 (3) (A2, C3)</b> <b>LAT 101 (3) (A3, C2)</b> GenEd: HIS 119 (3) (A3, C1, G) Electives: 6 credits	15	<b>LAT 102 (3) (A3, C2)</b> GenEd: GEO 103 (4) (A1, B4) GenEd: COM 100 (3) (B2) Electives: 6 credits	16	A1, A2, A3 B2, B4, C1, C2, C3 G Credits: 19
2	<b>LAT 301 (3) (A3, C2)</b> <b>CLA 396 (3) (A3, C2)</b> MUS 101 (3) (A4, B1) Electives: 6 credits	15	<b>LAT 302 (3) - (A3, C2)- LIVY</b> PHL 101 (3) (B3) HIS 304 (3) (B4, D1) Electives: 6 credits	15	A4 B1, B3 D1 Credits: 18
3	<b>CLA 391 (3) ) (A3, C2)</b>	15	<b>CLA 395 (3) (A3, C2)</b> Electives: 12 credits	15	Credits: 6

	<b>PHI 321 (3)</b> Electives: 9 credits		(6 300+ level)		
4	<b>HIS 302 (4)</b> Electives: 12 credits (6 300+ level)	16	<b>LAN 420 - Capstone</b> Electives: 12 credits (3 300+ level)	15	Credits: 3
	Major credits: 33	300+ credits (A&S): 42	General Education Credits: 40+ with all fulfilled	Total credits: 121	

**BACHELOR OF ARTS IN  
GLOBAL LANGUAGE AND AREA STUDIES  
JAPANESE STUDIES TRACK**

1. LAN 220
2. JPN 101
3. JPN 102
4. JPN 103
5. JPN 104
6. Area Studies course - one of: HIS 171, HIS 375, JPN 310, JPN 497, 4; PHL 331; PSC 377; RLS 131
7. Area Studies course or additional language course - one of: HIS 171, HIS 375, JPN 310, JPN 497, 4; PHL 331; PSC 377; RLS 131; or additional JPN language course
8. JPN xxx or Approved Course from page 2 below
9. JPN xxx or Approved Course from page 2 below
10. JPN xxx or Approved Course from page 2 below
11. LAN 420

Notes:

1. Majors must complete the indicated four semester sequence in Japanese, or take a minimum of 4 courses in Japanese, if they place into the language beyond the 101 level.
2. See the list of courses (page 2) that may satisfy requirements.
3. LAN420, Capstone, is required.

**SUGGESTED SPECIALIZATIONS FOR ELECTIVE COURSES**

**LANGUAGE SPECIALIZATION**

7. JPN 205
8. JPN 206
9. JPN 305

**AREA STUDIES SPECIALIZATION**

7. one of: HIS 171, HIS 375, JPN 310, JPN 497, 4; PHL 331; PSC 377; RLS 131
8. one of: HIS 171, HIS 375, JPN 310, JPN 497, 4; PHL 331; PSC 377; RLS 131
9. one of: HIS 171, HIS 375, JPN 310, JPN 497, 4; PHL 331; PSC 377; RLS 131

**COURSES THAT SATISFY REQUIREMENTS IN THE JAPANESE STUDIES  
TRACK OF THE GLOBAL LANGUAGES STUDIES MAJOR**

APG 465	Seminar in Cultural Heritage
ART 465	Seminar in Cultural Heritage
COM 354	International Business Communication Exchange
COM 361	Intercultural Communication
COM 462	Communication and Global Society
ECN 338	International Economics
HIS 171	East Asian Culture and History
HIS 172	Southeast Asian Culture and History
HIS 375	History of Modern Japan
HIS 481	Advance Topics in Asian or Latin American History
JPN 101	Beginning Japanese I
JPN 102	Beginning Japanese II
JPN 103	Intermediate Japanese I
JPN 104	Intermediate Japanese II
JPN 205	Pre-Advanced Japanese I
JPN 206	Pre-Advance Japanese II
JPN 305	Advanced Japanese I
JPN 306	Advanced Japanese II
JPN 310	Japanese Language and Culture
JPN 497	Directed Study
PHL 328	The Philosophy of Religion
PHL 331	East Asian Thought
RLS 131	Introduction to Asian Philosophies and Religions

Other courses may be substituted with permission of director

**Example curriculum display for one program cycle**

Language specialization

Year	Fall	Semester Credits	Spring	Semester Credits	GenEd completed (yearly)
1	<b>LAN 220 (3) (A2, C3) JPN 101 (3) (A3, C2) GenEd:</b>	15	<b>JPN 102 (3) (A3, C2) GenEd: GEO 103 (4) (A1, B4) GenEd: COM 100 (3) (B2) Electives: 6 credits</b>	16	A1, A2, A3 B2, B4, C1, C2, C3 G Credits: 19

	HIS 119 (3) (A3, C1, G) Electives: 6 credits				
2	<b>JPN 103 (3) (A3, C2) HIS 171 (3) (B1, C2) MUS 101 (3) (A4, B1) Electives: 6 credits</b>	15	<b>JPN 104 (3) - (A3, C2) PHL 101 (3) (B3) HIS 304 (3) (B4, D1) Electives: 6 credits</b>	15	A4 B1, B3 D1 Credits: 18
3	<b>JPN 205 (3) Electives: THE 382 (3) 9 credits</b>	15	<b>JPN 206 (3) Electives: 12 credits (6 300+ level)</b>	15	Credits: 6
4	<b>JPN 305 (3) Electives: 12 credits (6 300+ level)</b>	15	<b>LAN 420 - Capstone Electives: 12 credits (3 300+ level)</b>	15	Credits: 3
	Major credits: 33	300+ credits (A&S): 42	General Education Credits: 40+ with all fulfilled	Total credits: 121	

#### Area Studies specialization

Year	Fall	Semester Credits	Spring	Semester Credits	Gened completed (yearly)
1	<b>LAN 220 (3) (A2, C3) JPN 101</b>	15	<b>JPN 102 (3) (A3, C2) GenEd: GEO 103 (4) (A1, B4)</b>	16	A1, A2, A3 B2, B4, C1, C2, C3 G

	<b>(3) (A3, C2)</b> GenEd: HIS 119 (3) (A3, C1, G) Electives: 6 credits		GenEd: COM 100 (3) (B2) Electives: 6 credits		Credits: 19
2	<b>JPN 103 (3) (A3, C2)</b> <b>HIS 375 (3) (A3, B1)</b> MUS 101 (3) (A4, B1) Electives: 6 credits	15	<b>JPN 104 (3) - (A3, C2)</b> PHL 101 (3) (B3) HIS 304 (3) (B4, D1) Electives: 6 credits	15	A4 B1, B3 D1 Credits: 18
3	<b>COM 361, (3)</b> <b>JPN 497 (3)</b> Electives: 9 credits	15	<b>PHL 331 (3)</b> Electives: 12 credits (6 300+ level)	15	Credits: 6
4	<b>JPN 310 (3)</b> Electives: 12 credits (6 300+ level)	15	<b>LAN 420 - Capstone</b> Electives: 12 credits (3 300+ level)	15	Credits: 3
	Major credits: 33	300+ credits (A&S): 42	General Education Credits: 40+ with all fulfilled	Total credits: 121	

**Example curriculum display for one program cycle**

MEMORANDUM

January 10, 2019

To: Dan Carpenter and Alex Magidow

From: Kris Bovy, LOOC Chair

KMB

Re: New BA in Global Language and Area Studies Assessment Plan Review and Approval

This memo and the attached SLOAA-LOOC Plan Review Feedback Form constitute approval of your Program Assessment Plan for the new Bachelor of Arts in Global Language and Area Studies.

The new version of the plan (also attached) has the approval date on the first page, and should replace any previous versions of this document. Please include this letter and the two attachments in your program proposal, and **ensure that any language relating to learning outcomes, goals, etc. in your final proposal aligns with the final approved draft** of the Assessment Plan.

Good luck and speed with your full proposal!

Cc: E. Finan, Karen de Bruin

Attachments



## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

Identified programs must have clearly articulated program goals (Section I) and student learning outcomes statements linked to curriculum and course experiences/requirements (Section II). This Assessment Plan will help programs determine the extent to which these outcomes are aligned with courses and other program requirements providing students with opportunities to develop and master the learning outcomes by graduation. As part of the Plan, each program will also create an assessment timeline (Section III) indicating when and how learning outcomes assessment will take place.<sup>1</sup>

**Date SLOAA review:**  
**1.9.19**

**Date LOOC\* review  
submitted to program:**  
**1.10.19**

**\*(LOOC Chair and review  
subcommittee)**

### Program Information:

<b>Program:</b>	Global Language and Area Studies (GLAS)
<b>Academic year plan submitted:</b>	2018-2019
<b>Degree(s):</b>	BA
<b>Department Chair:</b>	Karen DeBruin
<b>Program Director:</b>	Daniel Carpenter
<b>Accredited Program:</b>	<input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Yes, next accreditation report due:</b>
<b>Published learning outcomes (provide URL):</b>	URL will be provided to the Assessment Office when the program is approved. Learning outcome statements will be posted to the program website.

### Section I. Program Goals:

Broad, general statements of what it means to be an effective program in terms of student learning outcomes; what the program wants students to know and be able to do upon completion of the program. Goals should relate to the mission of the department, college, and university in which the program resides. Success in achieving Goals is evaluated directly or indirectly by measuring specific outcomes (Section II) related to the goal.

#1	<b>Graduates will possess a breadth of knowledge of interdisciplinary theoretical frameworks and area studies information related to their target area, and will have basic proficiency in the target language.</b>
#2	<b>Graduates will achieve a depth of knowledge and proficiency by specializing in advanced study in one focus area: language or area studies.</b>

\*Add lines as necessary

<sup>1</sup> If you have questions or need assistance, please contact: Office of Student Learning, Outcome Assessment, and Accreditation at [assess@uri.edu](mailto:assess@uri.edu).

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

### Section II. Curriculum Mapping:

Across the top of the matrix, list courses and other requirements for the program. Order the requirements from left to right in rough chronological sequence, and add a standard description of your program requirements. Down the side, list programmatic student learning outcomes associated with goals. Using the **Map Key** below, indicate the degree to which an outcome will be taught and assessed in relevant courses and by other program requirements.

Program: Global Language and Area Studies												
<b>MAP KEY</b> I = Outcome Introduced R = Outcome Reinforced E = Outcome Emphasized  <b>A</b> = assessment opportunity  <b>Student Learning Outcomes (Competencies) by Goal<sup>1</sup>:</b> Statements of observable, measurable results of the educational experience that specify what a student is expected to know or be able to do throughout a program. Outcomes are linked to overarching broader program goals and must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.		Course Numbers/Program Requirements:										
		LAN 220	1 <sup>st</sup> semester language	2 <sup>nd</sup> semester language	3 <sup>rd</sup> semester language	4th semester language	Area Studies Course*	Area/ Language Course 200/300 level	Elective 1	Elective 2	Elective 3	LAN 420
		In addition to specific course requirements, please include other requirements that may not be associated with a course number such as internships, service learning, portfolios, and thesis/dissertation proposals or defenses, and comprehensive exams for graduate programs.										
		Min 9 credits at 300-level or higher for selected track.										
<b>Goal 1</b> 1.1	Students will <b>apply interdisciplinary</b> theoretical frameworks for cultural and linguistic analysis to <b>analyze</b> the internal logic of cultural or linguistic practices or artifacts.	I A	R	R	R	R	R/E	(R/E)	(R/E)	(R/E)	(R/E)	E A
1.2	Students will <b>demonstrate</b> proficiency in a target language and sensitivity to communicative norms at the ACTFL Novice-High level or higher on the ACTFL standardized proficiency test (choice of test or modality determined by track)		I	R	R	R A	(R/E)	(R/E)	(R/E)	(R/E)	(R/E)	E A
1.3	Students will <b>understand and explain</b> the cultural touchstones of a target area (including history, religion(s)/philosophies, politics, economy, art, and other cultural products of the target area) <b>in order to engage with the target population and area.</b>		I	R	R	E	I/R A	(R/E)	(R/E)	(R/E)	(R/E)	E A
<b>Goal 2</b> 2.1	Students will <b>synthesize and apply</b> their learning in a specialty area to <b>create</b> a project showcasing their area of specialization in language or area study.	I	R	R	R	R	R/E	(R/E)	(R/E)	(R/E)	(R/E)	E A

Electives will be chosen from disciplines associated with the selected track (lang or area) and are provided in the full proposal documentation.

Assessment point for specialty track

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

### Section III. Assessment Timeline:

Indicates when and how student learning will be assessed based on learning outcome statements and expectations. Refer to the curriculum map to propose an assessment timeline in which you will plan to assess the program-level student learning outcomes.

Note: Specify a 6-year plan for assessment to represent **3 two-year reporting periods**:

- Assessment Reporting Period 1: the first academic year in which the program would plan to assess at least one outcome.
- Assessment Reporting Period 2: follows two years later, with plans defined for assessing another outcome(s).
- Assessment Reporting Period 3: follows two years later, with plans defined for assessing additional outcome(s).

All goal areas should be assessed by at least one outcome during the 6-year plan.

Academic Years	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
	<u>WHICH</u> outcome(s) will you examine in each period (use number(s) from curriculum map, e.g. 1.1)	<u>WHERE</u> will you look for evidence of student learning (i.e., what course(s)/program requirements)? Designate for each outcome.	<u>WHAT</u> student work or other evidence will you examine in order to generate conclusions and recommendations? Designate for each requirement.	<u>HOW</u> will you look at the evidence; what means will you use to quantify the evidence? Designate for each source of evidence.
<b>Assessment Reporting Period 1 Report Due May 2021*</b>	1.1	LAN 220	Exams/final project	Rubrics developed by faculty will be used to assess student work. Benchmarking in LAN 220, compared with LAN 420 exit assessment.
<b>Assessment Reporting Period 2 Report Due May 2023</b>	1.2, 2.1	1.2: 200-level and exit-level language courses (e.g., both 300/400)  2.1: LAN 220 and LAN 420	1.2: Existing Department of Languages Proficiency Test Program Results  2.1: Exams/final project in LAN 220. Capstone project (LAN 420) when first cohort goes through	1.2: Official scores returned from proficiency tests (National Standardized Exam). We expect that European languages will achieve higher scores than non-European languages (i.e. higher than the Novice-High minimum indicated above).  2.1: Rubrics developed by faculty will be used to assess student work. Benchmarking in LAN 220,

## Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

				work. Benchmarking in LAN 220, compared with LAN 420 exit assessment.
<b>Assessment Reporting Period 3 Report Due May 2025</b>	1.3, 2.1	Area studies courses; elective courses (where relevant) LAN 420	Exams/final projects  Capstone final projects/presentations	Rubrics developed by faculty will be used to assess student work in courses selected for assessment projects and capstone

**\* Initial reporting year is established by the program and will depend on the anticipated timeframe for program implementation.**

120 Credits Total

30-45 Credits in Major

Mockup advising sheet for GLAS – Arabic Track. We will construct similar advising sheets for all approved language tracks. Each track has a specialization: Either a concentration on language, or a concentration on area studies. This sheet should make advising more rapid, especially for students with a language specialization where course selection is much more restricted.

### ABOUT THE GLAS-ARABIC DEGREE

The BA Program in Global Language and Area Studies Arabic Track requires 33 credits. You must complete 9 credits at the 300+ level inclusive of all courses taken for the major.

Course	Semester	Credits	Grade
<b>Required courses</b>			
LAN 220		3	
ARB _____ (Usually 111)		4	
ARB _____ (Usually 112)		4	
ARB _____ (Usually 211)		4	
ARB _____ (Usually 212)		4	
One of: - ARB 251G/325 (3+ credits) - PSC 221/322/421 - HIS 176/178		3-4	
LAN 420		3	

In addition to the above required courses, you must complete the following depending on whether you wish to specialize in Area Studies or Language. Please see the appropriate box below.

<b>Language specialization</b>			
Course	Semester	Credits	Grade
<b>Required Additional Language Course</b>			
ARB 315/ARB 415		4	
<b>Electives</b>			
ARB 315/415		4	

Area Studies specialization			
Course	Semester	Credits	Grade
Required Additional Area Studies Course			
One of: - ARB 251G/325 (3+ credits) - PSC 221/322/421 - HIS 176/178			
Electives			
One of: - ARB 251G/325 (3+ credits) - PSC 221/322/421 - HIS 176/178 - Other relevant Area Studies Course from Electives List			
One of (if necessary to reach 33+ credits): - ARB 251G/325 (3+ credits) - PSC 221/322/421 - HIS 176/178 - Other relevant Area Studies Course from Electives List			

Electives List:

ARB 325	Topics in Arabic Studies in Translation
ARB 497	Directed Study
ART 465	Seminar in Cultural Heritage
COM 354	International Business Communication Exchange
COM 361	Intercultural Communication
COM 462	Communication and Global Society
ECN 338	International Economics
HIS 176	Islamic History: From the Origins of Islam to 1492
HIS 178	History of the Modern Middle East
HIS 376	Women in Muslim Societies
HIS 377	Revolution in Islam
HIS 379	The Jews of Islamic Lands: A History
HIS 388	History of Sub-Saharan Africa
PHL 328	The Philosophy of Religion
PSC 221	Islam and Its Civilization
PSC 322	Politics of the Middle East
PSC 421	Secularism and Islamism in the Modern World
RLS 111	Judaism, Christianity, and Islam
RLS 221	Islam and Its Civilization

## NEW PROGRAM ASSESSMENT PLAN REVIEW

**Date SLOAA review:**  
1.9.19

**Date LOOC\* review  
submitted to  
program:**  
1.10.19

**\*(LOOC Chair and review  
subcommittee)**

**Academic Program/Degree:** Global Languages and Area\* Studies

**College:** College of Arts and Sciences

**Date New Program Assessment Plan Submitted:** Fall 2018

**Faculty Member(s) Submitting Plan Proposal:** Daniel Carpenter, Alexander Magidow

\*Program uses the term “area” to reduce geographic boundaries in exploring a language or culture (e.g., Arabic language with area study of the Muslim population in France, etc.)

F E E D B A C K	Strengths:
	<p><b>SLOAA:</b></p> <ul style="list-style-type: none"> <li>• Documentation supports the thoroughness in planning for the execution of this program, with helpful supplementary materials to support the Plan.</li> <li>• The program created 2 overarching goal areas for the 4 measurable student learning outcomes in a curriculum map which also presents key program-level assessment points.</li> <li>• Program revised focus areas (moving from 3 to 2, removing the option for a theoretical focus). This revision was intended to streamline the program and also reduce the potential advising load. This change also better aligns the program offerings with the program name while retaining the theoretical underpinnings essential for the program.</li> <li>• An example mock-up advising checklist provides a useful visual for the student progression through the program.</li> <li>• A new capstone is the hallmark for the interdisciplinary experience for students where they will integrate knowledge/learning from the coursework, whether language or area study focused, into a unique student-driven project.</li> </ul> <p><b>LOOC:</b></p> <ul style="list-style-type: none"> <li>• Goals emphasize both breadth and depth of knowledge, and each goal has a small number of measurable outcomes. Both outcomes 1.3 and 2.1 emphasize the interdisciplinary nature of the program.</li> <li>• Major assessment opportunities occur across all four years of the program. Having an assessment activity in year 1 and one in year 4 may allow for some understanding of growth areas (depending on the projects and how they are analyzed).</li> <li>• The language assessment is based on national testing and may allow for benchmarking against other similar universities.</li> </ul>
	Suggestions for improvement:
	<p><b>SLOAA:</b> N/A</p> <p><b>LOOC:</b> N/A</p>

<b>Issue(s) of note:</b>					
<b>SLOAA:</b> <ul style="list-style-type: none"> <li>• This program was designed with a perspective that recognizes the reasonableness of students wanting a level of critical cultural knowledge, and the associated analytical framework, with sufficient language proficiency to engage meaningfully with another culture ("area").</li> <li>• Program endeavored to create a program that enhances other programs offered, expands student opportunity to double major and grow knowledge and skill using an increasingly mature global lens, and also supports the general education program (capstone is Gen ED D1).</li> <li>• It is anticipated that a majority of elective courses will be taken inside the department, although there are particular courses in other departments that will be popular and helpful to the track selected.</li> <li>• Language courses taken by students will depend on the aptitude and skill of the student as they enter the program, and on the courses available. This affects how far students can/will proceed in the level of the language curriculum.</li> </ul> <b>LOOC:</b> <ul style="list-style-type: none"> <li>• The committee had a few questions and suggestions about the wording of Goal #1 and the proposed Assessment timeline. The program responded quickly and altered the plan accordingly.</li> <li>• The strength of the assessment will depend on how well the rubrics are developed and used by faculty. Also, careful coordination will be needed if elective courses in other departments are to be used for assessment (e.g. Outcome 1.3).</li> </ul>					
<b>Assessment Plan Designation:</b>					
1 <input checked="" type="checkbox"/>		2 <input type="checkbox"/>		3 <input type="checkbox"/>	
The Assessment Plan is ready for implementation		The Assessment Plan can be implemented after minor revisions, as indicated, and does not require further review		The Assessment Plan requires revisions, and should be submitted for further review after revisions, by date: _____	



Program Information		Reviewer Ratings & Comments				
Information box complete		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Incomplete	<i>Suggestions:</i>		
Criteria		<i>Efficacy of Plan Description &amp; Content</i>				<i>Suggestions for improvement</i>
		Less Developed	Developing	Well Developed	Not addressed	
PART I	<b>1. Program goals</b>					
	a. Broad statements of program learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	b. Limited in number (ideally 2-5)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PART II	<b>2. Learning outcomes/competencies</b>					
	a. Linked to goals (numbered 1.1 etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	b. Each goal is represented by at least one outcome	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	c. Statements are observable/measurable	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	d. Directed at what students will know or be able to do	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	e. Reasonable number (ideally 1-3 per goal)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<b>3. Curriculum Map</b>					
	a. Program requirements are listed, developmentally when possible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
b. Outcomes are linked to appropriate requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

		Reviewer Ratings & Comments			
Criteria		<i>Efficacy of Plan Description &amp; Content</i>		<i>Suggestions for improvement</i>	
		Less Developed	Developing	Well Developed	Not addressed
PART III	<b>4. Assessment Timeline (3-year plan)</b>				
	a. Assessment Reporting Period 1 is thoroughly presented	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	b. Assessment Reporting Periods 2 and 3 are presented	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	c. All goals are represented by at least one outcome somewhere in the 3 reporting periods	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	d. Requirements are clearly stated and connected to outcomes (from Curriculum Map)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	e. Evidence is stated for each designated outcome	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	f. Selection of evidence takes advantage of existing indicators	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	g. Evidence is stated in enough detail to guide assessment activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	h. Evidence is feasible for collection within the timeline	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	i. Methods for quantifying evidence are stated for each designated outcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	j. Methods are appropriate for evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Program also indicates parallel assessment opportunities as the cohort moves through the program.

Rubrics are noted but will be developed when the program is approved. Languages are assessed based on rigorous national standards. Program expectations for learning achievement in languages are clear and will also depend on the target language, the learners skill coming in, courses available, etc.



**BUDGET AND FINANCIAL PLANNING**

Adams House, 85 Upper College Road, Kingston, RI 02881 USA p: 401.874.2509 web.uri.edu/budget

DATE: December 14, 2018

TO: Margaret Benz  
Coordinator, Faculty Senate

FROM: Linda Barrett  
Director, Budget and Financial Planning

SUBJECT: Proposal for a Major in Global Language and Area Studies

As requested in an email from Daniel Carpenter, Teaching Professor in the College of Arts and Sciences, dated December 5, 2018, the Budget and Financial Planning Office has reviewed the submitted documents related to the proposal for a Major in Global Language and Area Studies.

According to the proposal, the Major in Global Language and Area Studies will be offered through the College of Arts and Sciences and the Department of Modern and Classical Languages and Literatures, and will require no new funding by the University. The program will utilize existing resources and have the potential to contribute positively to the University's revenue in future years.

Please let us know if you require any further information.

cc:	Donald DeHayes	Dean Libutti
	Laura Beauvais	Matthew Bodah
	Jeannette Riley	Daniel Carpenter
	Cheryl Hinkson	Colleen Robillard
	Joanne Lawrence	John Humphrey
	Nedra Reynolds	Karen DeBruin

Office/BudgetImpactStatements/globallanguageandareastudies/BudgetImpactStatementLetter.draft

## ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 1 of 3**

Choose one: ☒ Full-time    ☐ Part-time    ☐ Combination of full- and part-time

### REVENUE ESTIMATES

	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23
Tuition: In-State	12002	12002	12002	12002
Tuition: Out-State	28972	28972	28972	28972
Tuition: Regional	\$21,004	\$21,004	\$21,004	\$21,004
Mandatory fees per student	\$1,790	\$1,790	\$1,790	\$1,790
FTE # of New Students: In-State	\$12	\$12	\$12	\$12
FTE # of New Students: Out-State	\$4	\$4	\$4	\$4
# of In-State FTE students transferring in from the institution's existing programs	0	0	0	0
# of Out-State FTE students transferring in from the institution's existing programs	0	0	0	0
	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs
<b>TUITION AND FEES</b>				
<b>First Year Students</b>				
In-State tuition	\$191,628.00	\$0.00	\$205,032.00	\$0.00
Out-of-State tuition	\$117,864.00	\$0.00	\$157,640.00	\$0.00
Regional tuition				
Mandatory fees	\$1,890.00	\$0.00	\$2,022.00	\$0.00
<b>Second Year Students</b>				
In-State tuition		\$144,024.00	\$144,024.00	\$144,024.00
Out-of-State tuition		\$115,888.00	\$115,888.00	\$115,888.00
Regional tuition				
Mandatory fees		\$28,640.00	\$28,640.00	\$28,640.00
<b>Third Year Students</b>				
In-State tuition				
Out-of-State tuition				
Regional tuition				
Mandatory fees				
<b>Fourth Year Students</b>				
In-State tuition				
Out-of-State tuition				
Regional tuition				
Mandatory fees				
<b>Total Tuition and Fees</b>	\$311,382.00	\$0.00	\$653,246.00	\$0.00
<b>GRANTS</b>	\$0.00	\$0.00	\$0.00	\$0.00
<b>CONTRACTS</b>	\$0.00	\$0.00	\$0.00	\$0.00
<b>OTHER (Specify)</b>	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Grants, Contracts, Other</b>	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL</b>	\$311,382.00	\$0.00	\$653,246.00	\$0.00

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

## ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 2 of 3**

### EXPENDITURE ESTIMATES

	Year 1 2019-20		Year 2 2020-21		Year 3 2021-22		Year 4 2022-23	
	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources
<b>PERSONNEL SERVICES</b>								
Administrators	\$0.00		\$0.00		\$0.00		\$0.00	
Faculty	\$0.00		\$0.00		\$0.00		\$0.00	
Support Staff	\$0.00		\$0.00		\$0.00		\$0.00	
Others	\$0.00		\$0.00		\$0.00		\$0.00	
Fringe Benefits %	\$0.00		\$0.00		\$0.00		\$0.00	
<b>Total Personnel</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>OPERATING EXPENSES</b>								
Instructional Resources	\$0.00		\$0.00		\$0.00		\$0.00	
Other (specify)	\$0.00		\$0.00		\$0.00		\$0.00	
<b>Total Operating Expenses</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>CAPITAL</b>								
Facilities	\$0.00		\$0.00		\$0.00		\$0.00	
Equipment	\$0.00		\$0.00		\$0.00		\$0.00	
Other	\$0.00		\$0.00		\$0.00		\$0.00	
<b>Total Capital</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>NET STUDENT ASSISTANCE</b>								
Assistantships	\$0.00		\$0.00		\$0.00		\$0.00	
Fellowships	\$0.00		\$0.00		\$0.00		\$0.00	
Stipends/Scholarships	\$0.00		\$0.00		\$0.00		\$0.00	
<b>Total Student Assistance</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>TOTAL EXPENDITURES</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

### ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 3 of 3**

	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23
<b>BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM</b>				
Total Revenue	\$311,382.00	\$653,246.00	\$678,787.00	\$706,096.00
Total Expenses	\$0.00	\$0.00	\$0.00	\$0.00
<b>Excess/Defecency</b>	<b>\$311,382.00</b>	<b>\$653,246.00</b>	<b>\$678,787.00</b>	<b>\$706,096.00</b>
<b>BUDGET SUMMARY OF EXISTING PROGRAM ONLY</b>				
Total Revenue	\$0.00	\$0.00	\$0.00	\$0.00
Total Expenses	\$0.00	\$0.00	\$0.00	\$0.00
<b>Excess/Defecency</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>BUDGET SUMMARY OF NEW PROGRAM ONLY</b>				
Total of Newly Generated Revenue	\$311,382.00	\$653,246.00	\$678,787.00	\$706,096.00
Total of Additional Resources Required for	\$0.00	\$0.00	\$0.00	\$0.00
<b>Excess/Deficiency</b>	<b>\$311,382.00</b>	<b>\$653,246.00</b>	<b>\$678,787.00</b>	<b>\$706,096.00</b>

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

September 26, 2018

Dr. Daniel Carpenter  
Teaching Professor, Classics  
Swan Hall, 158  
University of Rhode Island

Dear Dr. Carpenter:

The Department of Sociology and Anthropology supports the inclusion of the following courses in the proposed Language and Cultural Practice major and we believe there will be sufficient capacity in these courses to allow Language and Cultural Practice majors to enroll in them.

APG 417  
APG 465  
APG 490

At this time, our department faculty have agreed that we do not have sufficient resources to donate APG 200, 303, 315, 329, or 415 to the program. We are open to discussion about how to share more resources so that we may contribute these additional courses.

Yours truly,

Helen Mederer  
Chair, Department of Sociology and Anthropology

Cc: Dr. Karen de Bruin, Chair, Department of Modern and Classical Languages and Literatures

On Fri, Jul 6, 2018 at 9:05 AM Daniel Carpenter <[carpedone@uri.edu](mailto:carpedone@uri.edu)> wrote:  
July 6, 2018

Dear Dr. Mederer:

The Department of Languages is developing a major program entitled Languages and Cultural Practice and writing to you to request a letter of support for the program.

In particular, we are soliciting your support for the the courses listed following the email body which we would like to include as elective requirements in the LCP major.

Please indicate in your letter that the courses can accommodate students from the new program.

We are anticipating approximately 25 total majors in the first cohort starting in the 2019-2020 academic year.

In most cases, no more than 3-5 LCP majors are anticipated to enroll in any particular course in a given semester.

This new program will have five tracks, Arabic Studies, Classical Studies, German Studies, Japanese Studies, and Portuguese and Spanish Studies, and is designed as an interdisciplinary umbrella program within the Department of Languages to foster new and small language programs.

Much like the current Ancient Civilization Track in the Classics Major, this program will require four semesters of language study plus an array of courses in other disciplines.

Please find attached a sample template for the letter. Feel free to adjust and add to it as needed.

We are aiming to submit the program proposal for the first curriculum committee meeting in Fall 2018. It would be helpful to have letters of support included in that proposal. I look forward to hearing from you and am available to answer questions as needed.

Please send the letter as a pdf on department letterhead with the department chair's signature.

Thanks,  
Daniel Carpenter  
Teaching Professor, Classics

Course list:  
Anthropology

APG200	Language and Culture
APG303	Archaeology in the Americas
APG315	Cultures and Societies of Latin America
APG329	Contemporary Mexican Society
APG415/SOC415	Migration in the Americas
APG417	Archaeological Method and Theory
APG465	Seminar in Cultural Heritage
APG490	Underwater Historical Archaeology

--

Daniel Carpenter  
Teaching Professor  
Classics Section Head  
158 Swan Hall  
(401) 874-4703

--

Helen Mederer  
Professor of Sociology  
Chairperson, Department of Sociology and Anthropology



507 Chafee Social Science Center  
University of Rhode Island  
Kingston, RI 02881  
401.874.4144



July 31, 2018

Dr. Daniel Carpenter  
Teaching Professor, Classics  
Swan Hall, 158  
University of Rhode Island

Dear Dr. Carpenter:

The Department of Art & Art History enthusiastically supports the inclusion of the following courses in the proposed Language and Cultural Practice major (see next page) and we believe there will be sufficient capacity in these courses to allow Language and Cultural Practice majors to enroll in them.

Sincerely,

A handwritten signature in dark ink, appearing to read "Ron Onorato", with a long horizontal flourish extending to the right.

Ronald J. Onorato  
Chair and Professor of Art History  
Department of Art & Art History  
University of Rhode Island

Cc: Dr. Karen de Bruin, Chair, Department of Modern and Classical Languages and Literatures

## Art History

ART251	Introduction to Art History: Ancient to Medieval
ART252	Introduction to Art History: Renaissance - Modern
ART354	Art of the Ancient Mediterranean
ART356	Medieval Art
ART359	Baroque Art
ART361	Nineteenth- Century Art
ART362	Twentieth- Century Art
ART364	American Art
ART365	Renaissance Art
ART465	Seminar in Cultural Heritage

On Fri, Jul 6, 2018 at 2:47 PM, Norbert Mundorf [nmundorf@gmail.com](mailto:nmundorf@gmail.com) wrote:

Dear Dr. Carpenter,

Thank you for approaching the Department of Communication Studies about your new major program 'Languages and Cultural Practice'  
We are happy to support this exciting initiative.

Based on your description I expect that we will be able to accommodate students from your program in future semesters.

I look forward to future collaboration.

Norbert Mundorf  
Professor and Chair  
Department of Communication Studies  
Harrington School of Communication and Media

Dr. Norbert Mundorf  
Communication Studies  
Harrington School of Communication and Media  
University of Rhode Island  
401-874-4725  
401-439-5119 (mobile)

On Fri, Jul 6, 2018 at 9:32 AM, Daniel Carpenter <[carpedone@uri.edu](mailto:carpedone@uri.edu)> wrote:  
July 6, 2018

Dear Dr. Mundorf:

The Department of Languages is developing a major program entitled Languages and Cultural Practice and writing to you to request a letter of support for the program.

In particular, we are soliciting your support for the the courses listed following the email body which we would like to include as elective requirements in the LCP major.

Please indicate in your letter that the courses can accommodate students from the new program.

We are anticipating approximately 25 total majors in the first cohort starting in the 2019-2020 academic year.

In most cases, no more than 3-5 LCP majors are anticipated to enroll in any particular course in a given semester.

This new program will have five tracks, Arabic Studies, Classical Studies, German Studies, Japanese Studies, and Portuguese and Spanish Studies, and is designed as an interdisciplinary umbrella program within the Department of Languages to foster new and small language programs.

Much like the current Ancient Civilization Track in the Classics Major, this program will require four semesters of language study plus an array of courses in other disciplines.

Please find attached a sample template for the letter. Feel free to adjust and add to it as needed.

We are aiming to submit the program proposal for the first curriculum committee meeting in Fall 2018. It would be helpful to have letters of support included in that proposal. I look forward to hearing from you and am available to answer questions as needed.

Please send the letter as a pdf on department letterhead with the department chair's signature.

Thanks,  
Daniel Carpenter  
Teaching Professor, Classics

Course list:  
**Communications**

COM334	Orality and Ancient Greece
COM335	Orality and Ancient Rome
COM354	International Business Communication Exchange
COM361	Intercultural Communication
COM383	Rhetorical Theory
COM462	Communication and Global Society

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Daniel Carpenter  
Teaching Professor  
Classics Section Head  
158 Swan Hall  
(401) 874-4703

9 July 2018


Dr. Daniel Carpenter  
Teaching Professor, Classics  
Department of Modern and Classical Languages and Literatures  
Swan 112  
Campus

Dear Dr. Carpenter:

The Department of English supports the inclusion of the following courses in the proposed Language and Cultural Practice major and we believe there will be sufficient capacity in these courses to allow Language and Cultural Practice majors to enroll in them.

ENG 367 The Epic  
ENG 368 The Bible  
ENG 489 Literature and Empire

Sincerely,



Travis D. Williams  
Associate Professor and Chair

tdwilliams@uri.edu / 401 874 9501

Cc: Dr. Karen de Bruin, Chair, Department of Modern and Classical Languages and Literatures

INTERNATIONAL ENGINEERING PROGRAM

Heidi Kirk Duffy Center, 61 & 67 Upper College Road, Kingston, RI 02881 USA  
p: 401.874.4283 f: 401.874.7088 iep@etal.uri.edu uri.edu/iep

November 13, 2018

To Whom It May Concern

I am delighted to write this a letter in support of the proposed GLAS major. The program will greatly help to advance the Japanese IEP in developing the only aspect it does not have yet: a major. As you may know the International Engineering Program (IEP) as well as the International Business Program (IBP) and the International Computer Science Program (ICSP) is a five year dual Bachelor program in which students can pursue a simultaneous major in an engineering, business, computer science discipline and in a foreign language (Chinese, French, German, Italian and Spanish); in their 4<sup>th</sup> year they spend a year abroad first studying at one of our partner institutions, then interning for six months in a company in the target language and country.

The Japanese IEP has been launched in 2016 – there are currently 22 students in the program excited to go abroad and to develop Japanese proficiency to a level that they can succeed in Japan. While all cornerstones that make a successful IEP program have been accomplished – from signing agreements with four partner universities in Japan to developing a network of host companies for the internships to appointing a Japanese IEP director – yet students have expressed frustration that there isn't a major yet in Japanese and some have dropped out of the JIEP for that reason. While we are planning to create a Japanese language major in the future – a tenure track position search is on the way this year – it will still take several years until the major has been developed and approved. Given that this search will be successful and a tenure track faculty hired for 2019-20, this person first has to develop the major courses on the 400 level (currently the highest level is the JPN 305, 306 and 310 classes), submit them to the A&S CC, CAC, Fac Sen, and state level officials so the earliest we would have a JPN major approved is 2020 or 2021. This full-fledged major is an option for the very best in this most difficult, level IV language, so having an alternative track where they can earn a GLAS major will help keep students on track and excited to complete higher level language and culture class work. There are students currently in their junior year of Japanese who have taken all available courses and ran out of options. Having the goal of completing a **Global Language and Areas Studies Major** would give them a purpose and show them the path towards more related coursework and a purpose to complete it.

The situation is similar situation for Arabic and Portuguese, both languages with a minor which the IEP according to our 5 year strategic plan would like to develop into an Arabic and a Portuguese IEP. For that to happen a major is required. There have been first success stories in Arabic: Prof. Magidow successfully applied for a Department of Education UISFL grant and was awarded \$213, 000 to develop an Arabic IBP. He has partner institutions and companies lined up but without a major in Arabic and an alternative GLAS major there won't be much traction. Classical Studies could also grow significantly if students could complete a GLAS major in Classical Studies.

I urge you to approve the entrepreneurial GLAS major Profs. Magidow & Carpenter have created and put much thought into. Its creation would greatly help our efforts to sustain the Japanese IEP, build on the Arabic IBP and develop a Portuguese IEP in the future. It would be a big step in diversifying our award winning IEP program.

Sincerely,



Executive Director, International Engineering Program (IEP) and Professor of German



November 19, 2018

To Whom It May Concern:

I write in enthusiastic support for the proposed GLAS major on behalf of the Department of Political Science and the International Studies and Diplomacy (ISD) program. This is a well-designed major that would offer URI students exciting new language opportunities while also working through existing on-campus resources. The languages supported in this new major, Arabic, Japanese, and Portuguese, will also support two important dual degree programs requiring language, the International Engineering Program and the International Studies and Diplomacy Program.

For the International Studies and Diplomacy program, the new GLAS major is vital for our students. We believe that the demand for the languages supported in this new major will only increase within the State Department, other government agencies related to national security and diplomacy, and NGOs. Already the State Department has identified Arabic, Japanese, and Portuguese as critical languages and developed the Critical Language Scholarship Program to support them (<https://exchanges.state.gov/cls>). As the CLS program notes, these languages “are critical to our national security and prosperity. These critical languages are less commonly taught in U.S. schools, but are essential to America’s positive engagement with the world.”

We have already had to turn away several, highly qualified interested student from the ISD program that were interested in Arabic and Japanese. Given that students need to major in a language as a requirement for the program, these students did not have the option of enrolling. With the approval of the GLAS major, these students would be afforded that opportunity. Without the new GLAS major, I am afraid that it will unfairly limit some of the demand for our program, especially since these critical languages are in demand for the type of careers many of our students want to pursue.

I encourage you to approve the proposed GLAS major. Its creation would greatly expand our language offerings to students studying critical languages, particularly Arabic and Japanese, that should be a big draw for students in the International Studies and Diplomacy program.

Yours truly,



Marc L. Hutchison  
Professor & Chair  
Department of Political Science  
University of Rhode Island  
(401) 874-4054  
[mlhutch@uri.edu](mailto:mlhutch@uri.edu)



4/30/18

Dr. Daniel Carpenter  
Teaching Professor of Classical Studies  
Swan Hall, 158  
University of Rhode Island

Dear Dr. Carpenter

The department of history is supports the inclusion of the following courses in the proposed Japanese Studies Track of the Languages & Cultures Program:

HIS171 – East Asian Culture and History

HIS375 – History of Modern Japan

We strongly recommend that HIS375 be a requirement.

Please let me know if you need anything else.

Yours truly,



Rod Mather, DPhil (Oxon), RPA  
Chair, Department of History

Cc: Dr. Masako Hoya  
Dr. Timothy George

DEPARTMENT OF POLITICAL SCIENCE

206 Washburn Hall, Kingston, RI 02881 USA p: 401.874.2183 f: 401.874.4012 uri.edu/artsci/psc

July 9, 2018

Dr. Daniel Carpenter  
Teaching Professor, Classics  
Swan Hall, 158  
University of Rhode Island

Dear Dr. Carpenter:

The Department of Political Science supports the inclusion of the following courses (PSC 116G, 221, 320, 322, 341, 415, 421) as electives in the proposed Language and Cultural Practice major and we believe there will be sufficient capacity in these courses to allow Language and Cultural Practice majors to enroll in them.

Yours truly,



Marc L. Hutchison  
Professor & Chair  
Department of Political Science  
University of Rhode Island  
(401) 874-4054  
[mlhutch@uri.edu](mailto:mlhutch@uri.edu)

Cc: Dr. Karen de Bruin, Chair, Department of Modern and Classical Languages and Literatures

July 9, 2018

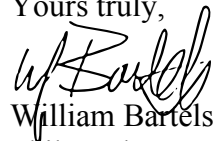
Dr. Daniel Carpenter  
Teaching Professor, Classics  
Swan Hall, 158  
University of Rhode Island

Dear Dr. Carpenter:

The Department of Philosophy supports the inclusion of the following courses in the proposed Language and Cultural Practice major and we believe there will be sufficient capacity in these courses to allow Language and Cultural Practice majors to enroll in them.

PHL 235!	Modern Thought: Philosophy and Literature!
PHL 321!	Ancient Philosophy!
PHL 323!	Modern Thought: Decartes to Kant!
PHL 324!	Recent European Philosophy!
PHL 328!	The Philosophy of Religion!
PHL 331!	East Asian Thought!
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RLS 111!	Judaism, Christianity, and Islam!
RLS 131!	Introduction to Asian Philosophies and Religions
RLS 221!	Islam and Its Civilization!
RLS 226!	Christian Thought – Agreements and Differences!

Yours truly,



William Bartels, Teaching Professor and Chair  
Philosophy Department

Cc: Dr. Karen de Bruin, Chair, Department of Modern and Classical Languages and Literatures

**LIBRARY IMPACT STATEMENT (New Program Proposal)**  
**LIBRARIAN'S ASSESSMENT**

The Collection Management Officer will complete this form as requested, assessing library materials and collections as detailed below, returning. Subject selectors who receive requests for Library Impact Statements for new programs should forward those requests to the CMO.

Program: Global Language Studies \_\_\_\_\_

Department, College: Languages, Arts and Sciences \_\_\_\_\_

Faculty Member: Daniel Carpenter \_\_\_\_\_

Date returned to Faculty: September 6, 2018 \_\_\_\_\_

Librarian Completing Assessment: Joanna M. Burkhardt \_\_\_\_\_

Collection Management Officer: Joanna M. Burkhardt \_\_\_\_\_

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Assessment of:

- Suitability of existing library resources;
- New library resources required to support the program;
- Information skills education required by the students; and
- Funds needed for library materials and services.

Please include:

1. What library holdings already exist in relevant subject categories? How much money is now allocated in the program subject area?

The library has holdings in all of the areas covered in this program. Holdings in conversational Arabic/Portuguese, etc. are somewhat dated. The allocation for purchases of monographs for Languages for 2018-19 is \$6,000. There is no separate departmental allocation for journals.

2. Does URI have the essential journals as noted in the Faculty Questionnaire?

There are no specific journal titles noted in the Faculty Questionnaire. However, the library holds relevant journals in all categories for this major as described.

3. What new resources are required to support the program (including media, electronic, or other non-print materials)?

As there is only one new class proposed for this program, the acquisitions allocation for Languages should be sufficient to acquire any materials required for that class (LAN 420).

4. What information mastery sessions will be required for the students?

Information mastery sessions are not specifically required for the students. Instructors may make arrangements for classes on an ad hoc basis at the beginning of each semester.

5. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs?

There are no new costs to the library for the support of this major.

## Responses to feedback from JCAP committee

After discussion, the JCAP committee members unanimously recommend that the proposed program move forward, but with careful attention to the following concerns:

1. Consider a common body of courses in culture across the different tracks, which would embed the commonalities of culture in general and provide a deconstruction of cultures.

*RESPONSE : First, we found some confusion in the understanding of how the proposed major approaches 'culture.' In response to this, we have renamed the major from "Language and Culture" to "Global Language and Area Studies (GLAS)," in order to emphasize the practical and applied nature of cultural knowledge students will receive from this program. The goal of this program is not primarily to cultivate a deep knowledge of paradigms for cultural analysis, but rather to ensure that students have a strong, functional knowledge of major cultural patterns and touchstones within the area/language track they are studying.*

*That said, we do provide a cross-track shared experience by requiring students take as an introductory course, LAN 220, and the required capstone, LAN 420. Through the introductory courses, students will gain a basic understanding of cultural and linguistic analysis that will carry over into their other coursework. With the capstone course, students will be asked to apply the knowledge of their target area study and language while being able to compare those practices and experiences with peers in other tracks.*

*We have also included in each track a course slot for an area studies course, such that every student in a given track will take one of a small*

*number of highly important area studies courses. This too will provide an additional shared experience.*

2. Consider internships in real-world experience courses.

*RESPONSE: Internships and experiential learning opportunities are anticipated, but cannot be incorporated at this stage of the program. Such real world experiences are developed over longer time periods, as demonstrated by the IEP program. Additionally, we expect many double majors in programs which do offer experiential opportunities such as ISD, IBP, IEP, Peace Corps Prep, etc. Directors from each track can approve courses not already listed on those tracks, which could include experiential courses subject to approval.*

3. Ensure that there has been collaboration with the existing language programs, as well as the instructors/departments of the “culture” program, such as IEP, IBP, and ISD.

*RESPONSE: Collaboration with these programs has already begun and been intensive in the development of the GLAS major proposal. Since many of those programs require a double major, the principals from those programs have been extremely supportive of the major proposal as it would allow for expansion of those programs to Arabic, Japanese and potentially future languages not yet even offered at URI. Moreover, the GLAS major comes out of the languages department which is an integral member of the IEP, IBP and ISD programs. Please see our numerous letters of support.*

4. The distinctive piece should be what degree of culture is different from existing language courses for all degree recipients.

*RESPONSE: Though this point is somewhat opaque, we believe our response to comment #1 should allay the underlying concerns that prompted this comment.*

5. Provide more structure: specific amount of culture/specific amount of language.

*RESPONSE: All tracks require a specific number of language courses (4 semesters) and a specific number of area study courses (1-2 courses) as a baseline minimum. All students will receive that baseline minimum, but the additional courses they take will be tailored to their specific interests, needs and strengths. Indeed, we feel that it is a strength of the proposal that tracks can be tailored to individual needs - one student's career path may not require high level language proficiency, but might benefit significantly from cultural and area studies knowledge, while another student (e.g. a student in the ISD program) might need significantly more language study to meet proficiency requirements and their own goals.*

6. Research focus without the course methodology may be problematic – consider not having the research component.

*RESPONSE: LAN 420 is conceived as a capstone course which integrates study of the target language and target area study, and which will result in a student-chosen project. This project need not be research based - it could be a creative work, service learning project, or take a variety of forms. The only requirement for the capstone project is that it leverage students' language and area studies with basic analytical tools from linguistics/cultural studies/area studies analysis acquired in LAN 220/420 and in their area studies coursework. For students double majoring with GLAS, we expect that some will indeed draw upon the research expertise that they have acquired in their second major.*

7. Capstone piece and introductory course could be heavily culture-oriented – perhaps independent of a particular language.



*RESPONSE: Yes, this is indeed how we have conceived of those courses and indeed how LAN 220 has been taught (it would be difficult to teach it any other way, since it caters to a general education audience.) The introductory course will be more culturally oriented (more specifically, oriented to general issues of language and culture) while the capstone will be able to draw on both a student's linguistic expertise and cultural expertise. The fact that students in the capstone will be from different tracks will make it a fertile place for intercultural exchange and learning.*