

0216

THE UNIVERSITY OF MARYLAND, COLLEGE PARK PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:

- Provide one form with original approval signatures in lines 1 - 4 for **each** proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED__Feb. 14, 2008__

PCC LOG NO. 07048

COLLEGE/SCHOOL_ARHU__

DEPARTMENT/PROGRAM__ARAB

PROPOSED ACTION (A separate form for each) ADD__x__ DELETE_____ CHANGE_____

DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide **old** and **new** sample programs for curriculum changes.)

B.A. in Arabic Studies

Enclosed:

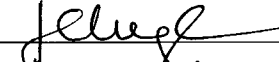

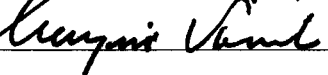

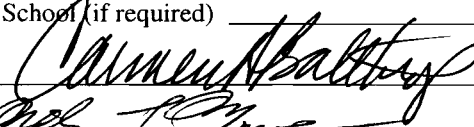
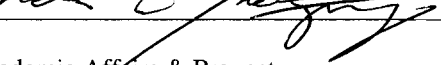
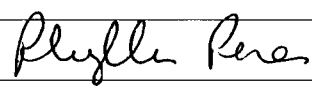
1. Rationale/ Resources
2. BA description
3. Staffing and phase-in plan
4. LOA list; LOA plan
5. 4-year plans for three profiles
 - student who begins Arab 104 in Fall of freshman year
 - student who begins Arab 104 in Fall of sophomore year
 - advanced heritage student

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)

The School of Languages, Literatures and Cultures proposes a BA in Arabic Studies in response to student demand, national need, and university focus on Middle Eastern studies. Students who complete the BA in Arabic Studies will have language competency allowing them to communicate orally and in writing with native speakers of Arabic; they will have be grounded in the traditions of Arabic-speaking peoples, as well as their contemporary political and religious cultures and relations.

The development of this program will be supported in part by the National Security Education Program's Flagship initiative. The University of Maryland is currently one of three nationally-designated UG Flagship programs in Arabic (University of Texas at Austin and Southern Methodist University being the other two). A Graduate Certificate and Masters of Professional Studies in Arabic are already successfully launched. An undergraduate minor in Arabic is being proposed as well.

APPROVAL SIGNATURES - Please print name, sign, and date

1. Department Committee Chair Lauretta C Clough  2.14.08
2. Department Chair PIERRE VERDAGUER  2-14-08
3. College/School PCC Chair MAMONNE VENOT  2/25/08
4. Dean Elizabeth Lorent  3/25/08
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC Clément Balthus  3/28/08
7. Chair of Senate André Breguère  _____
8. Vice President for Academic Affairs & Provost Phyllis Perez  8/11/08

PROPOSAL FOR

NEW INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND

BA in Arabic Studies

COLLEGE OF **ARTS AND HUMANITIES**
DEAN **JAMES HARRIS**

Proposed initiation Date: **FALL 08**

Rationale:

The School of Languages, Literatures and Cultures is pleased to propose a new undergraduate bachelor degree program in Arabic Studies. The major responds to national educational priorities, to student demand for official recognition of their interest in Arabic language, literature, and culture, to the increasing commercial and strategic importance of the understanding of Arabic language and culture, and to efforts to internationalize UM, especially in non-Western traditions. We expect to attract students who wish to become grounded in their Arabic heritage, students working toward expertise in Middle Eastern studies who would like to expand the geographical and linguistic range of their knowledge, students majoring in another language/culture in SLLC, and students who intend to work in government service or the international arena.

Students who complete the BA in Arabic Studies will have language competency allowing them to communicate orally and in writing with native speakers of Arabic; they will be able to function in cultures where Arabic is the language of daily life; they will be readers of Arabic; they will have knowledge of the culture of speakers of Arabic; they will have a sense of the richness of the traditions of Arabic-speaking peoples, as well as of its contemporary political and religious culture and relations. They will have gained increased respect for cultural difference in general and for a specific set of cultural differences, both from their knowledge of (and struggle with) linguistic difference and from their broad academic experience of the worldview of another people. Our graduates will be well situated to navigate the increasingly globalized environment they have inherited.

The major is designed to allow students with little or no background in Arabic to reach the 300-level in Arabic at minimum. A student arriving at UM with no experience in Arabic could begin with the prerequisite of ARAB104 (6 credits) and ARAB105 (6 credits) as a freshman, start the major in the third semester with ARAB204 (6 credits), and by senior year, be taking 4xx-level courses in Arabic (see attached 4-year plans). A student arriving with no experience in Arabic who began his/her language study as a sophomore would be able to complete the major at the 3xx-level of language study, with the remaining credits for the major being earned through courses taught in English. The major as designed would also serve the heritage population, offering students who enter with some knowledge of the language the flexibility of placing out of the initial sequences and taking advanced courses in Arabic more suited to their needs.

All language classes are also classes in culture, but in addition to the relatively higher attention paid to language acquisition in some courses, the major includes a solid number of what are often termed “content” courses, both in English and in Arabic. These include courses in literature, politics, the media, and film. In addition, students will be encouraged to study abroad and to live in the Arabic “cluster” of the Language House Living/Learning program in St. Mary’s Hall.

The attached catalogue-style description of the Major lists the courses that can be used to satisfy its requirements. Courses shown in italics are under development. The courses in

normal font are fully approved. The complex nature of Arabic, the requirement that students study a spoken version of the language as well as the standard written form (12 prereq and 12 major credits of dialect), and the desire to design a coherent program that students can complete in 4 years, has meant that students can complete the Arabic major with 15 upper-level credits.

Demand:

UM began offering classroom courses in Arabic in 2001. We currently offer courses in Modern Standard Arabic (MSA), the formal variety of Arabic used throughout the Arab world, particularly for reading and writing, at elementary, intermediate, and advanced levels, as well as one of the major spoken varieties in the Middle East (Egyptian Colloquial). Formalizing these offerings into a major and a minor allows us to add important cultural and literary content courses and more advanced language-focus courses to the roster. The 184 students enrolled in UG Arabic courses in Fall 2007 is evidence for the demand for this expertise. In addition, we get monthly requests both from students already in the program and from students not yet enrolled at UM about whether we currently offer an Arabic major (or minor) or plan to offer one soon.

Examples of successful UG Arabic programs in the US include those at Georgetown University, University of Michigan (Ann Arbor), and University of Texas (Austin). The youngest of these has been extant for 20 years. These programs offer both a major and a minor, with about 20 - 30 undergraduates total. They all have overseas outlets in Egypt and/or Jordan, and they all have graduate programs (M.A. and Ph.D.). What distinguishes our proposed program from these more traditional ones is a focus on progress in terms of national standards such as those of the American Council on the Teaching of Foreign Languages (ACTFL), a structure that welcomes an interdisciplinary outlook, and the early introduction of dialect courses to complement the acquisition of Modern Standard Arabic.

Description of the Major:

This 42-credit major provides students with a solid background in linguistic, literary, and cultural aspects of the study of Arabic, inclusive of the cultures of North Africa, Egypt, the Arabic-speaking countries of Asia, and the peoples of the diaspora.

The B.A. in Arabic Studies prepares students for a range of professional opportunities, including careers in government, education, business, and international development and communication. Students work toward competence in speaking, reading, writing, and listening; they will study the culture of Arabic-speaking peoples in their diverse perspectives, practices, and products; they will become conversant with the contemporary political and daily life of Arabic-speaking peoples, with cultural comparison implicit throughout their 4 years. It is expected that many undergraduates will choose to double major or do a double degree in Arabic and another subject, including arts and humanities majors, business, computer science, and journalism.

All students planning to pursue the major in Arabic Studies should contact the undergraduate advisor, who will be responsible for placement, oversight, and record keeping. A grade of C (2.0) or better is required in all courses.

Prerequisites (18 credits):

Students must take the prerequisite courses ARAB104 (Elementary Modern Standard Arabic I-II, 6 credits) and ARAB105 (Elementary Modern Standard Arabic III-IV, 6 credits) and ARAB106 (Elementary Egyptian Colloquial Arabic I, 3 credits) and ARAB107 (Elementary Egyptian Colloquial Arabic II, 3 credits) or satisfy these requirements by placement. **(Modern Standard Arabic is the formal variety of Arabic used throughout the Arab world, particularly for reading and writing. Egyptian Colloquial Arabic is one of the major spoken varieties in the Middle East.)**

Once credits have been received for a higher-level language focus course, a lower-level course in the same strand (written or spoken) may not be taken for credit. (ARAB204 may not be taken after ARAB205, for example. ARAB107 may not be taken after ARAB206, etc.)

Courses required for major:

All courses are 3 credits unless noted otherwise.

*Listings in italics are under development. *= draft syllabuses received, see attached for course descriptions*

Core sequence (24 credits)

ARAB 204 Intermediate Modern Standard Arabic I (6) *(HO)*
ARAB 205 Intermediate Modern Standard Arabic II (6) *(HO)(prereq 204)*
ARAB 304 Advanced Modern Standard Arabic I (prereq 205)
ARAB 305 Advanced Modern Standard Arabic II (prereq 304)
ARAB 206 Intermediate Egyptian Colloquial Arabic III (prereq 107)
ARAB 207 Intermediate Egyptian Colloquial Arabic IV (prereq 206)

Electives – a minimum of 18 credits

a. Required Upper-level electives in Arabic (a minimum of 9 credits)

*ARAB 311 The Arab World Today * (pre-coreq 304)*
*ARAB 312 Islamic Culture * (pre-coreq 304)*
*ARAB 321 Arabic Media * (pre-coreq 304)*
ARAB 322 Commercial Arabic (pre-coreq 304)*
ARAB 401 Readings in Arabic Literature (prereq 305)
ARAB 402 Arabic Translation (prereq 305)*
ARAB 411 US-Arab Relations (prereq 305)

*ARAB 412 Modern Arabic Literature: A Survey * (prereq 305)*
*ARAB 499 Special Topics in Arabic Studies **

Other ARAB courses may be included on written approval of UG advisor. All prerequisites imply “or equivalent knowledge.” In cases where a student has equivalent knowledge, required language-focus credits are replaced in consultation with, and with the written approval of, the UG advisor.

b. Optional Electives in English (a maximum of 9 credits) (no prereqs)

*ARAB 251 Arabic Cinema (HA/D)**
*ARAB 252 Arabic Literature in Translation (HL/D)**
ARAB 351 Arab Culture and Civilization (D)
ARAB 499 Special Topics in Arabic Studies

Courses in Middle Eastern Studies taught in English in other departments can be substituted on approval of UG advisor.

Study Abroad

Students majoring in Arabic Studies are encouraged to spend a summer or a semester abroad. Credits earned toward the major during study abroad must be approved by the department prior to departure. A maximum of 15 non-UM credits may be applied to the major.

Course descriptions for ARAB courses under development:

ARAB 311: The Arab World Today

Examines issues, values, institutions of the contemporary Arab world, primarily through analysis and discussion of current events. While focus will be on content, students will continue their acquisition of Modern Standard Arabic through exercises and activities designed for their level of competency.

ARAB 312: Islamic Culture

Overview of core topics related to Islamic culture, including political systems, caliphates, reform movements, Shari a law, human rights, gender roles, and Jihad. While focus will be on content, students will continue their acquisition of Modern Standard Arabic through exercises and activities designed for their level of competency.

ARAB 321: Arabic Media

Examines the role of the Arabic media in shaping public opinion and influencing relations between the Arab world and the non-Arab world. Key modern Arab newspapers, magazines, radio and television news programs will be explored. While

focus will be on content, students will continue their acquisition of Modern Standard Arabic through exercises and activities designed for their level of competency.

ARAB 322: Commercial Arabic

An introduction to the stylistic registers and vocabulary of Modern Standard Arabic that are used in the business world, including correspondence, memos, short reports, financial statements, etc., as well as to the cultural context of Arab business and commerce.

ARAB 402: Arabic Translation

Practicum in translation from Arabic to English in a presentation, discussion, and workshop format. In addition to achieving increased proficiency in Arabic, students will study interdependence of language, context, and culture, and how they come into play in the various decisions a translator must make.

ARAB 411: US-Arab Relations

Covers history and current state of relations between the US and the Arab world; the issues that have given rise to conflict and accord; the language and culture of diplomacy. While focus will be on content, students will continue their acquisition of Modern Standard Arabic through exercises and activities designed for their level of competency.

ARAB 412: Modern Arabic Literature: A Survey

Themes and genres of Arabic literature from the mid-19th century to the present. While focus will be on content, students will continue their acquisition of Modern Standard Arabic through exercises and activities designed for their level of competency.

ARAB 499: Special Topics in Arabic Studies

Range of courses to include language, literature, culture; English or Arabic.

ARAB 251 (English) Arabic Cinema

A visual approach to Arab societies and cultural spheres. Range of countries and filmmakers. Course serves not only as way in to understanding of the Arab world, but also as an introduction to the art of seeing, or visual “reading.”

ARAB 252 (English) Arabic Literature in Translation

Reading of works from range of countries, time periods, authors, and genres. Specific titles to depend on instructor.

ARAB 351 (English) Arab Culture and Civilization

A survey of the literary, artistic, political, and religious traditions of the Arab world. Includes brief historical overview.

Learning Outcomes:

Students graduating with a **B.A. in Arabic Studies** should be able to:

A. Demonstrate Language Proficiency

1. understand and make themselves understood by native speakers of Arabic in spoken and written media
2. present prepared material orally in Arabic
3. speak extemporaneously with advanced proficiency in Arabic
4. narrate and describe in past, present, and future
5. combine and link sentences into connected spoken discourse of paragraph length
6. handle a routine situation or familiar task that presents a complication
7. infer meaning of unfamiliar words in new spoken and written contexts
8. recognize and use a variety of registers of written and spoken Arabic
9. practice both spontaneous and reflective writing and recognize the process required for effective writing in the latter case.
10. demonstrate analytical knowledge of language and its structure
11. identify language comparisons at phonological, lexical, syntactic, pragmatic, and semantic levels
12. translate simple texts from Arabic to English beyond a word-for-word level
13. recognize and use strategies for improving linguistic competence in Arabic

B. Demonstrate knowledge of the institutions, values, and cultural products of the Arabic-speaking world

14. interpret written texts in a variety of genres (literature, realia, correspondence, newspaper and magazine articles, narratives and descriptions, academic work, etc.)
15. demonstrate knowledge and understanding of major ideas in the study of Arabic and/or texts and traditions
16. understand and articulate the importance of authorial or speaker perspective in the interpretation of texts and relations
17. connect their study of Arabic to their studies in other domains
18. conduct research in the fields of language, literature and culture in Arabic
19. demonstrate sensitivity toward speakers and learners of other languages
20. demonstrate cultural sensitivity toward individuals and groups from other linguistic traditions

Resources:

The University currently hosts a Graduate program in Professional Studies in Arabic leading to either a professional certificate or a master's. The program is largely funded by the National Flagship Language Program (NFLP) and the National Security Education Program (NSEP), with the goal of producing students with high proficiency Arabic who agree to a term of government service after receipt of this degree. These sponsors are anxious to partner with the University and to refocus its efforts on fostering language and cultural understanding at the undergraduate level, this time with no government service

component. The sponsors understand that the success of this program will depend on a strong supporting undergraduate environment, and they are therefore willing to support the full spectrum of our undergraduate endeavors, even those not directly involving Flagship students. The NSEP will partner with the university in several ways:

Faculty: The undergraduate major will require 2 tenured/tenure-track faculty in addition to Professor Alaa Elgibali, a tenured linguist with expertise in second language acquisition. One scholar will add expertise in the cultural domain and a second will specialize in Arabic literature. The sponsor has agreed to provide funds to hire at either the Assistant or Associate Professor level for the first two years and the University has agreed to pick up these costs starting in the Fall of 2010. We currently have a search underway for this first additional faculty member. Dean Harris has also agreed to a search for the 3rd required member in Fall 2008, the funds to be reallocated within ARHU. In addition, two of the full-time lecturers needed, currently entirely soft-funded, will be hard-budgeted over the next two years, also with ARHU funds. (See attached documentation.)

Library resources: After consultation among Deans Harris and Lowry and Desidor Viktor, the library is undertaking research to determine requirements for providing adequate library resources for the B.A. program in Arabic Studies. The NSEP Flagship program will contribute up to \$15,000/year for three years, should research show that this is necessary to adequately serve the undergraduates' needs. Please see attached documentation from Dean Harris.

Stipends: The NSEP will sponsor competitive undergraduate fellowships for the study of Arabic at UM, and for summer travel and study in Alexandria, Egypt. These Flagship Fellows, who will be majors in Arabic Studies, agree to train to a superior level of performance according to the Interagency Language Roundtable (ILR) scale, with no service or other requirements. The Alexandria program will be open to all UM students who meet the admission requirements of at least Level 1 in Arabic, but preferably Level 2 proficiency as measured on the Interagency Language Roundtable proficiency scale (ILR) (or Intermediate proficiency as measured on the ACTFL scale).

A. Sample Program Offerings at Maturity; Staffing

This first chart represents the courses needed for students majoring in Arabic Studies when there are four levels of students working through the major.

We anticipate that demand will warrant this schedule in 2 years. The suggested hiring schedule (one search this year; one during FY09) fits this estimate. Two lecturers will be hard-budgeted; 1 in 08-09, 1 in 09-10.

Seat caps: assuming current norm of 15-20 for courses in Arabic; 35 for CORE
1 section of each except where noted.
Area of two T/TT hires in caps.

Fall 09	Spr 10
104 (6) Elem MSA 5 sect = 30 Instr	105 (6) Elem MSA 4 sect = 24 Instr
106 Elem Colloq 2 sect = 6 Instr	107 Elem Colloq Instr
204 (6) Interm MSA 2 sect =12 Instr	205 (6) Interm MSA 2 sect = 12 Instr
206 Interm Colloq Elgibali	207 Interm Colloq Instr
251 ^E Cinema LIT	252 ^E Lit in Trans LIT
304 Adv MSA CULT	305 Adv MSA CULT
311 Arab World CULT	312 Islamic Culture CULT
401 Readings LIT	402 Translation Elgibali
	412 Lit Survey LIT
<u>Total credits: 63</u>	<u>Total credits: 57</u>

This schedule represents approximately 120 credits of staffing per year.

Total load for 3 professors, 3 full-time lecturers, 1 pt-time lecturer: = 120 credits

Tenured professor 3/3 Elgibali
Tenure-track professor 6/6 Literature
Tenure-track professor 6/6 Culture

3 full-time lecturers: 36/36
1 part-time lecturer: 12/6

B. Sample program until full capacity

Assumes: 1 New T/TT Hire; 3 FT instructors; 1 PT instructor in addition to Prof. Elgibali

Fall 08	Spr 09
104 (6) Elem MSA 5 sect = 30 Instr	105 (6) Elem MSA 4 sect = 24 Instr
106 Elem Colloq Instr	107 Elem Colloq Instr
204 (6) Interm MSA 2 sect =12 Instr	205 (6) Interm MSA 2 sect = 12 Instr
206 Interm Colloq Instr	207 Interm Colloq New Hire
251 ^E Cinema New Hire	
304 Adv MSA New Hire	305 Adv MSA New Hire
311 Arab World Elgibali	312 Islamic Culture Elgibali

Instructors: 48/39
 Elgibali: 3/3
 New T/TT Hire: 6/6

Should demand for Arab312 be deemed insufficient, we would offer a CORE course in Arabic Literature in Translation, Arab 252, in its stead.

C. FY08 Arabic Enrollments, pre-minor, pre-major

For comparative purposes, the following shows the enrollments in the courses currently offered in absence of Minor/Major. Covered by 3 FT lecturers and 1 tenured professor.

Fall 07			Spr 08		
104	Elem MSA	111 students	105	Elem MSA	66 students
106	Elem Colloq	16	107	Elem Colloq	11
204	Interm MSA	28	205	Interm MSA	29
206	Interm Colloq	14	207	Interm Colloq	7
304	Adv MSA	15	305	Adv MSA	10
Total students:			123		

TABLE 1: RESOURCES

Resources Categories	2008 – 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013
1.Reallocated Funds ¹	\$97,975	\$172,874	\$335,517	\$348,092	\$365,497
2. Tuition/Fee Revenue ² (c+g below) X 25%	\$19,277	\$28,587	\$44,620	\$77,527	\$97,503
a. #F.T Students	7	10	15	25	30
b. Annual Tuition/Fee Rate	\$10,598	\$11,128	\$11,684	\$12,269	\$12,882
c. Annual Full Time Revenue (a x b)	\$74,186	\$111,280	\$175,260	\$306,725	\$386,460
d. # Part Time Students	1	1	1	1	1
e. Credit Hour Rate	\$487	\$511	\$537	\$564	\$592
f. Annual Credit Hours	6	6	6	6	6
g. Total Part Time Revenue (d x e x f)	\$2,922	\$3,066	\$3,222	\$3,384	\$3,552
3. Grants, Contracts, & Other External Sources ³	\$594,032	\$623,733	\$522,929	See footnotes	See footnotes
4. Other Sources	\$115,597	\$120,627	\$125,908	\$110,158	\$115,666
TOTAL (Add 1 - 4)	\$826,881	\$945,821	\$1,028,974	\$535,777	\$578,666

Justification:

1. Reallocated funds in Year 1 = Dr. Elgibali @\$97K, Year 2 = the same as Year 1 + an Asst Prof @\$70K & a 5% inflation factor. Year 3 = Year 2 + a 2nd Asst Prof @\$70K and 2 lecturers @\$40K each + a 5% inflation factor. Years 4 & 5 = the same as Year 3 plus a 5% inflation factor for each year.
2. Tuition & fee revenue is calculates at the rate of 25% of total, expected annual tuition & fees.

2.b The annual tuition rate is calculated at 70% in-State and 30% out-of-State. There is an inflation factor of 5% for Years 2, 3, 4 & 5.

3. In Years 1, 2 & 3 external support will be received from NSEP's FlagShip program. These contracts are written in three (3) year intervals. At this time, the sponsor's continued funding cannot be confirmed for Years 4 & 5, though there is every indication that funding, in some measure, will be continued in these out years. At a minimum, the request to the sponsor for continued support would be in the form of funding for one or more lecturers to fill the gap between UMD's resources and the program's expenses.

4. Other sources includes \$15K from the School, each year for Years 1, 2 & 3 for the purchase of library materials plus \$100,597 for salary & benefits related to the committed cost sharing associated with the three year contracts. The cost sharing is from both the School of Languages and the College of Arts & Humanities.

TABLE 2: EXPENDITURES

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$333,325	\$438,190	\$450,902	\$473,448	\$497,120
a. # FTE	4.1	5.1	5.1	5.1	5.1
b. Total Salary	\$264,543	\$347,770	\$357,859	\$375,752	\$394,540
c. Total Benefits	\$68,782	\$90,420	\$93,043	\$97,696	\$102,580
2. Total Administrative Staff Expenses (b + c below)	\$12,381	\$12,999	\$13,649	\$14,333	\$15,049
a. # FTE	0.20	0.20	0.20	0.20	0.20
b. Total Salary	\$9,826	\$10,317	\$10,833	\$11,375	\$11,944
c. Total Benefits	\$2,555	\$2,682	\$2,816	\$2,958	\$3,105
3. Total Support Staff Expenses (b + c below)	\$102,902	\$108,048	\$113,340	\$118,961	\$124,564
a. # FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$85,440	\$89,712	\$94,198	\$98,862	\$103,804
c. Total Benefits	\$17,462	\$18,336	\$19,142	\$20,099	\$20,760
4. Equipment					
5. Library	\$15,000	\$15,000	\$15,000	\$0	\$0
6. New or Renovated Space					
7. Other Expenses	\$218,730	\$224,056	\$230,777	\$0	\$0
TOTAL (Add 1 - 7)	\$682,338	\$798,293	\$823,668	\$606,742	\$636,733

Justification:

1. Total Faculty Expenses - In Year 1, Elgibali = \$111K (includes a 9 month salary of \$97K + one month of summer salary @\$10,875), \$70K for an Asst Professor, \$5,693 for Weinberg as the FlagShip PI, and \$80K for 2 lecturers. Year 2 = the same as Year 1 + a 2nd Asst Professor @ \$70K and a 5% inflation factor. Years 3, 4 & 5 are the same as Year 2 with a

5% inflation factor in each year. Benefits are calculated at the rate of 26% of salary under item 1.c

2. Total Administrative – Year 1 = \$6,918 for the School's Manager of Sponsored Programs to help administer the FlagShip contracts + \$2,908 for a Graduate Administrative Assistant who is supporting the FlagShip PI, Amy Weinberg. Years 2 through 5 have a 5% inflation factor for each year. Benefits are calculated at 26% of salary.
3. Total Support Staff – Year 1 = \$59,040 for a Faculty Research Assistant to serve as the UG Program Coordinator + \$26,400 for Language Peer Tutors who will be paid hourly. A 5% inflation factor is calculated in Years 2 through 5. Benefits are calculated @26% of salary for the UG Prog Coor and @8% of salary for the Language Peer Tutors.
4. \$15,000 will be expended in Years 1 through 3 on Library materials, for a total of \$45K.
5. Other Expenses include the following, as they appear in the FlagShip sponsored contract budget: \$188K for tuition & stipends in Year 1, with a 5% inflation factor in Years 2 & 3, \$2,350 for Oral Proficiency of Instruction tests in Year 1, followed by a 5% inflation factor in Years 2 & 3, \$1,200 in Year 1 to provide copier maintenance contract, followed by a 5% inflation factor in Years 2 & 3, \$21,560 for expendable supplies associated with the program for things like instructional materials, A/V supplies, web site maintenance, long distance and UG student activities held in our Language House, \$4,373 is budgeted for speaker travel and \$1,200 to support new student recruitment activities with a 5% inflation factor budgeted in Years 2 & 3. In Years 1, 2 & 3 external support will be received from NSEP's FlagShip program. These contracts are written in three (3) year intervals. At this time, the sponsor's continued funding cannot be confirmed for Years 4 & 5, though there is every indication that funding, in some measure, will be continued in these out years.



ASSESSMENT PLAN

MAJOR IN ARABIC STUDIES

(Program of Study / Major / Degree Level, etc.)

Program Contact: Dr. Alaa Elgibali Phone: ext. 5-4034 E-mail: elgibali@umd.edu

Date submitted to Academic Unit Head: February, 2008

Program Goals: The Major in Arabic Studies provides students with a linguistically sound and culturally appropriate foundation in Modern Standard Arabic and one variety of spoken Arabic, together with a broad introduction to history/civilization, linguistics, and literature in preparation for Middle East-related careers in such fields as business, government, international relations, the media and careers in humanities.

Relevance of goals to the mission statements and/or strategic plans of the University, College, or Program as applicable:

The College of Arts and Humanities pursues excellence in the acquisition, interpretation, preservation, synthesis, and transmission of knowledge related to the development of peoples and cultures as well as their artistic and creative forms of expression. The academic and artistic disciplines within the College enrich our understanding of the past, contribute to the creation and appreciation of all forms of artistic expression, expand our ability to understand and interpret our own culture as well as cultures separated from ours by language or geography, and examine issues centered in language, logic, ethics, and value.

Student Learning Outcomes (list the three-to-five most important)	Assessment Measures and Criteria (describe one or more measures for each outcome and criteria for success)	Assessment Schedule (initial year, and subsequent cycle)
1. Spoken goals: Students will be able to ask and answer questions (including requests) about a range of everyday topics, using passable grammar, vocabulary, and speech style(s) appropriate to specific social contexts.	Final oral interview examination. 80% of students should earn a grade of C or better on the oral interview portion of the final exam for Arab 207 or their last language course requirement (the latter for heritage students).	Results of exams of 20 majors selected at random to be reviewed every third year. Data collection to begin in Spring 09.

<p>2. Reading goals:</p> <p>Describe, analyze and interpret a variety of genres of Arabic texts</p>	<p>80% of students should earn a grade of C or better on the reading comprehension section of the final exam for Arab 305 or their last language course requirement (the latter for heritage learners).</p> <p>A rubric will be developed for the grading of this section of the exam.</p>	<p>Results of exams of 20 majors selected at random to be reviewed every third year. Data collection to begin in Spring 09.</p>
<p>4. Civilization/culture:</p> <p>Demonstrate range of knowledge of Arab culture and society (including literature, arts, history, and other traditions).</p>	<p>80% of majors should receive a B or better on one of 5 Core questions determined by program for final exam in Arab 311, Arab 312, or Arab 321.</p> <p>A rubric will be developed for the grading of this section of the exam.</p>	<p>Questions of 20 majors selected at random to be evaluated every third year. Data collection to begin in Fall 08.</p>

3/24/2008

ARTS AND HUMANITIES ACADEMIC PLAN WORKSHEET

Sample Arabic BA : Student 1 – starts Arab 104 Fall freshman year (42 credits, requirements satisfied)

Course numbers followed by E = taught in English

YEAR 1

Semester 1 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
Arab 104 Elem MSA	6	Arab 251E Cinema	3		

Semester 2 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
Arab 105 Elem MSA	6				

YEAR 2

Semester 3 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
Arab 106 Elem Colloq	3	Arab 204 Interm MSA	6		

Semester 4 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
Arab 107 Elem Colloq	3	Arab 205 Interm MSA	6		

YEAR 3

Semester 5 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
		Arab 304 Adv MSA	3		
		Arab 206 Interm Colloq	3		

Semester 6 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
		Arab 305 Adv MSA	3		
		Arab 207 Interm Colloq	3		

3/24/2008

YEAR 4

Semester 7 _____

Total Credits _____

CORE/ARHU/ELECTIVES CR. MAJOR CR. ADD'L COURSES/TERMS CR.

CORE/ARHU/ELECTIVES	CR.	MAJOR	CR.	ADD'L COURSES/TERMS	CR.
		Arab 3II Media	3		
		Arab 401	3		
		Readings Lit			

Semester 8 _____

Total Credits _____

CORE/ARHU/ELECTIVES CR. MAJOR CR. ADD'L COURSES/TERMS CR.

CORE/ARHU/ELECTIVES	CR.	MAJOR	CR.	ADD'L COURSES/TERMS	CR.
		Arab 402 Trans	3		
		Arab 322	3		
		Commercial			
		Arab 351E	3		
		Cult/Civ			

3/24/2008

ARTS AND HUMANITIES ACADEMIC PLAN WORKSHEET

Sample Arabic BA : Student 2 – starts Arab 104 Fall sophomore year (42 credits, requirements satisfied)

Course numbers followed by E = taught in English

YEAR 1

Semester 1 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
		Arab 251E Cinema	3		

Semester 2 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
		Arab 252E Lit in Translation	3		

YEAR 2

Semester 3 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
Arab 104 Elem MSA	6				
Arab 106 Elem Colloq	3				

Semester 4 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
Arab 105 Elem MSA	6				
Arab 107 Elem Colloq	3				

YEAR 3

Semester 5 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
		Arab 204 Adv MSA	6		
		Arab 206 Interm Colloq	3		

Semester 6 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
		Arab 205 Adv MSA	6		
		Arab 207 Interm Colloq	3		

3/24/2008

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YEAR 4

Semester 7 _____

Total Credits _____

CORE/ARHU/ELECTIVES CR. MAJOR CR. ADD'L COURSES/TERMS CR.

		Arab 311 Arab World Today	3		
		Arab 304	3		

Semester 8 _____

Total Credits _____

CORE/ARHU/ELECTIVES CR. MAJOR CR. ADD'L COURSES/TERMS CR.

		Arab 305	3		
		Arab 312 Culture	3		
		Arab 321 Media	3		

3/24/2008

ARTS AND HUMANITIES ACADEMIC PLAN WORKSHEET

Sample Arabic BA : Student 3 –heritage placing out of 205, 207 (42 credits, requirements satisfied)

Course numbers followed by E = taught in English

YEAR 1

Semester 1 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
		Arab 251E Cinema	3		
		Arab 304 Adv MSA	6		

Semester 2 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
		Arab 252E Lit in Trans	3		
		Arab 305 Adv MSA	6		

YEAR 2

Semester 3 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
		Arab 311 Media	3		
		Arab 321 Media	3		

Semester 4 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
		Arab 312 Culture	3		

YEAR 3

Semester 5 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
		Arab 401 Readings	3		

Semester 6 _____		MAJOR		Total Credits _____	
CORE/ARHU/ELECTIVES	CR.		CR.	ADD'L COURSES/TERMS	CR.
		Arab 412 Lit	3		
		Arab 351E Cult/Civ	3		



UNIVERSITY OF MARYLAND

COLLEGE OF ARTS AND HUMANITIES

Office of the Dean

1102 Francis Scott Key Hall
College Park, Maryland 20742-7311
301.405.2088 TEL 301.314.9148 FAX
www.arhu.umid.edu

March 10, 2008

Professor Nariman Farvardin, Senior Vice President for Academic Affairs
And Provost
University of Maryland
Main Administration Building
Campus

Dear Nariman:

I write in relation to the proposed major and minor in Arabic. Elsewhere you will see various documentation of the assemblage of resources both human and material to make this happen. This letter relates to one of them – library resources.

The current status of library resources will be addressed by the libraries, though I think it fair to say that progress has been made in an area that is difficult by the nature of the language and the relative dearth of cataloguers and subject classification specialist (I may have the titles listed inaccurately). For this program, we are privileged to enjoy support from the National Security Education Program (NSEP) which agrees to provide \$15,000/year for the next three years to assist with library costs. At this stage the library is calculating those costs.

Should the above financial support prove too little, the College of Arts and Humanities will strive to make good the difference through fund-raising. In the short term, the college is willing to provide, if needed, \$15,000 over two years to allow the library to build excellent undergraduate collections in Persian and Arabic combined.

It is important for many reasons that the new major in Arabic not be delayed because of concern about library resources. I believe the Library under Charles Lowry's leadership will work with us to secure this outcome.

Cordially,

James F. Harris, Professor and Dean

Re: Support for programs in Arabic and Persian

Subject: Re: Support for programs in Arabic and Persian
From: Pat Cleveland <pclevela@rhsmith.umd.edu>
Date: Tue, 11 Mar 2008 13:38:44 -0400
To: ebl@umd.edu
CC: lccclough@umd.edu

Dear Beth: It would be my pleasure to help support these programs...which will be great for our Global Opportunities and International Fellows students. I am including Dr. Lauretta Clough on this email, as we work together as "co-champions" for these two programs. This will also be great for our BMGT majors in general, so thank you for the hard work I know this must have entailed! pat

Patricia Cleveland
Associate Dean
Undergraduate Programs
Robert H. Smith School of Business
1570 Van Munching Hall
University of Maryland
College Park, MD 20742-1815
301/405-2292 TEL
301/314-1990 FAX
pclevela@rhsmith.umd.edu
<http://www.rhsmith.umd.edu>

Elizabeth Bergmann Loizeaux
<ebl@umd.edu>

To Pat Cleveland <pclevela@rhsmith.umd.edu>

cc

Subject Support for programs in Arabic and Persian

03/10/2008 07:13 PM

Please respond to
ebl@umd.edu

Dear Pat,

Attached are descriptions of proposed new BA and Minor programs in Arabic and Persian. I was wondering if you might be able to provide a brief letter in support of the importance of these programs to the campus and, if you agree, your programs. An email would be fine. I've attached only the main documents, but can certainly provide more, if you'd like. I think these programs would only benefit students in Business who could minor and, possibly, double-major. The Persian BA requires students to take 9 credits of a supporting area, which they could conceivably want to do in Business, but there are plenty of options in ARHU and elsewhere as well. Feel free to give me a call with questions. Thanks.

All best,

Beth Loizeaux
--

Elizabeth Bergmann Loizeaux
Associate Professor of English
Associate Dean
College of Arts and Humanities
1102 Francis Scott Key Hall



UNIVERSITY OF MARYLAND

PHILIP MERRILL COLLEGE of JOURNALISM
Office of the Dean

1117 Journalism Building
College Park, MD 20742-
1117
301.405.2399 (t)
301.314.9166 (f)

March 12, 2008

Dean James Harris
College of Arts and Humanities
University of Maryland
College Park, MD 20742

Dear Jim:

I am writing to strongly endorse the College of Arts and Humanities' effort to launch bachelor's degrees and minors in Arabic and Persian studies. These new programs will be a strategically important addition to the university community, and I think they are apt to be particularly valuable to students in the Philip Merrill College of Journalism.

In a post-9/11 world, with hostilities continuing in Iraq and threats looming everywhere from Iran to Gaza, this part of the world remains central to the news agenda. It is clear there is, and will continue to be, a high demand for journalists who speak Arabic and Persian and/or understand those cultures.

News organizations still struggle to capture unvarnished accounts of events and the people in Arabic and Middle Eastern countries. Historically, reporters parachute in and out of these zones, relying on locals to assist in the coverage. However, it is clear from coverage such as Anthony Shadid's Pulitzer Prize-winning stories on the Iraq war for *The Washington Post* that native speakers and reporters intimately familiar with the local culture provide the most compelling and complete coverage.

Thus students in the Merrill College who double-major or choose an upper-level focus in Arabic or Persian studies will be very appealing to any media organization. Each year a number of our students pursue courses already offered in Arabic and Persian studies. These new programs will only strengthen this draw for these talented students.

These new degree programs seem certain to enhance the University's overarching efforts to become a center of expertise in international and homeland security issues. And as I say, it would seem to us that the benefits to a journalism program are obvious.

Warmest regards,

A handwritten signature in black ink, appearing to read "Thomas Kunkel".

Thomas Kunkel
Dean



UNIVERSITY OF MARYLAND

COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES
Office of the Dean

2141 Tydings Hall
College Park, Maryland 20742
301.405.1679 TEL 301.314.9086 FAX
www.bsos.umd.edu

March 26, 2008

Elizabeth B. Loizeaux, Associate Dean
College of Arts and Humanities
Campus

Dear Beth:

I have reviewed the College of Arts and Humanities proposals for a major and minor in Persian Studies, a major in Arabic Studies, and a minor in Arabic. I support all four proposals enthusiastically and without reservation. These proposals are timely responses to Maryland students' growing interest in the Arab and Persian world. I am certain that many BSOS majors will want to complement their work in the social sciences by choosing a second major or a minor in one of these fields. These programs, for example, will be very valuable to our Government and Politics majors who have a particular interest in the Middle East.

Thanks very much for the opportunity to review these proposals.

Sincerely,

Edward Montgomery
Dean

INSTITUTE OF
INTERNATIONAL
EDUCATION

C. Goebele - SUC
1400 K Street, NW
Washington, DC 20005-2403
TEL 202 898 0600

October 24, 2007

Ms. Monique Anderson
Assistant Director
Office of Research Administration and Advancement
The University of Maryland
College Park, MD 20742-5141

Subject: **Modification No. 4 to Subaward N° NSEP-U631006-UMD-ARA**

Reference: NSEP Contract N° HQ0034-07-C-1010

Dear Ms. Anderson:

The Institute of International Education ("Grantor") is pleased to modify the above-referenced Subaward with the University of Maryland, College Park, MD 20742 ("Grantee"), originally dated July 18, 2006 and as modified, to provide an additional \$702,850.00, subject to the availability of funds, to support continuation of an Arabic Language Flagship Program. The Subaward is hereby modified as follows:

I. Attachment 1 ("Schedule"), paragraph 2 ("Period of Subaward"), is revised to read:

2) **Amount of Award and Payment**

The effective date of this Subaward is June 1, 2006. The estimated completion date of the Subaward is extended from May 31, 2007 through May 31, 2008. The period of performance may be modified by amendment to this Subaward, under similar terms and conditions.

II. Attachment 1 ("Schedule"), paragraph 3 ("Amount of Award and Payment"), items a, b, and c are revised to read:

3) **Amount of Award and Payment**

- a. The total estimated amount of this Subaward for the period shown in 2) above is \$1,695,426.00. The total budgets, as modified, submitted by the Grantee dated May 11, 2006, May 25, 2006, August 3, 2006, December 11, 2006, and August 30, 2007, as revised, are incorporated by reference herein. Any changes to such budgets must be approved in advance by IIE in accordance with the referenced regulations set forth below.
- b. IIE hereby awards the amount of \$1,695,426.00, subject to the availability of funds, for program expenditures during the period set forth in 2). IIE is not obligated to reimburse the Grantee for the expenditure of amounts in excess of the total obligated amount.
- c. Payment shall be made to the Grantee in a fixed quarterly payment schedule. Requests for payment may not be submitted more frequently than quarterly, must be in accordance with the approved budget of this Subaward, must identify the subject Subaward number, IIE GL Account 480731, and must be submitted to the IIE Project Director.

- 1) Payment #1 – Upon full execution of the Subaward - \$159,797.00;
- 2) Payment #2 – Upon full execution of Modification No. 1 - \$178,142.00;
- 3) Payment #3 – Estimated on/about September 1, 2006 - \$283,336.00;
- 4) Payment #4 – Estimated on/about December 1, 2006 - \$283,336.00;

- 5) Payment #5 – Upon full execution of Modification No. 2 - \$60,479.00;
- 6) Payment #6 – Estimated on/about April 1, 2007 - \$40,319.00;
- 7) Repayment #1 – Received, per conditions of Modification No. 3 - (\$12,833.00)
- 8) Payment #7 – Upon full execution of Modification No. 4 - \$175,713.00;
- 9) Payment #8 – Estimated on/about September 1, 2007 - \$175,713.00;
- 10) Payment #9 – Estimated on/about December 1, 2007- \$175,713.00;
- 11) Payment #10 – Estimated on/about March 1, 2008 - \$175,713.00.

III. Attachment 1 (“Schedule”), paragraph 5 (“Reporting and Evaluation”) is revised to read:

5) Reporting and Evaluation

Grantee shall submit the following reports:

a. Program Reporting

The Grantee shall submit one original and one copy of a performance report to IIE. The reports are required to be submitted semiannually and are due not later than 30 calendar days after the end of each period. Reports shall summarize progress of major activities and detail results and benchmarks by using targets defined in the work plan. Additionally, notification should be given in the case of challenges, delays, or adverse conditions which materially impair the ability to meet the objectives of the program. Reports shall be in accordance with the provisions set forth in 32 CFR32.51.

A final program report shall be submitted no later than 75 days from the end of the Subaward period.

b. Quarterly Financial Reporting

The Grantee shall submit one original and one copy of a financial report to IIE. The reports are required to be submitted quarterly and are due not later than 30 calendar days after the end of each calendar year quarter. A cumulative report of the total costs incurred in program implementation versus the total program budget awarded herein shall be delineated.

IV. Attachment 1 (“Schedule”), paragraph 7 (“Specific Approvals”), item b is revised to read:

- b. Changes in key personnel designated under this program. The persons designated as key personnel are: Dr. Amy Weinberg and Dr. Alaa Elgibali.

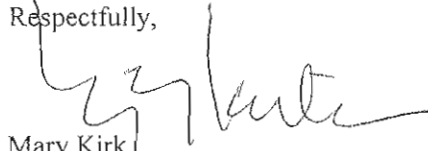
V. Attachment 2 (“Program Description”) to this modification for the Arabic Flagship Program from the proposal submitted by the University of Maryland dated August 30, 2007, as revised, is incorporated by reference herein.

VI. Attachment 3 (“Detailed Budget”) to this modification for the Arabic Flagship Program from the budget submitted by the University of Maryland dated August 30, 2007, as revised, is incorporated by reference herein.

All other terms and conditions of the Subaward remain the same.

Please sign both originals of this letter to acknowledge your acceptance of this Modification, and return one original to the IIE Project Director, Sharon Nishizaki. Please contact Ms. Nishizaki at 202-326-7768 or at flagship@iie.org should you have any questions concerning this authorization.

Respectfully,


Mary Kirk
Vice President, Student Exchanges

ACKNOWLEDGED:

THE UNIVERSITY OF MARYLAND

By: Monique Anderson

Title: Monique Anderson, Asst. Director
Authorized Official

Date: 11/12/07

Attachments:

1. Program Description
2. Budget

ATTACHMENT 2

PROGRAM DESCRIPTION

**University of Maryland
Arabic Flagship Program
June 1, 2007 – May 31, 2008**

I. Introduction

This program description deals with three (3) important components of the University of Maryland Arabic Flagship effort:

- a. The Post-BA Arabic Flagship Program;
- b. Materials development efforts and a calendar for the undergraduate Arabic Flagship program, which begins recruitment for a pre-Flagship cohort in January 2008; and
- c. Recruitment efforts for 2008-09 and plans for wider undergraduate programs in Arabic at UMD.

II. Program Management

Program Director – Amy Weinberg will oversee the 2007-08 activities within the program and serve as a liaison to the sponsor and, along with the Co-PI, to Flagship participants at other universities.

Co-Program Director – Alaa Elgibali provides overall academic oversight of the Arabic Flagship Programs, including faculty recruitment, training, development and evaluation; curricular design; liaison with appropriate host university, and ministry administrators; meetings; etc. The co-Director also provides oversight/monitoring and coordination of participant selection; and oversight/monitoring and coordination of overall program quality. The co-Director also designs and reviews Arabic Flagship Program materials, texts, public announcements, conferences, and media relations. Further, the co-Director develops the selection exam and plans for and delivers the pre-program orientation; as well as coordinates inspection visits and periodic reports to grant sponsor and other clients. The co-Director also conducts research on the acquisition of Arabic as a second language at the higher levels of proficiency with the purpose of enhancing and maximizing the learning and teaching processes; this includes travel to national and international conferences, and site visits to various academic institutions in the Arab world. Finally, the co-Director participates in all National Flagship activities, including the annual meeting.

Project Coordinator – Ridha Krizi is responsible for:

- * Scheduling classes, group distribution, and space management for each term.
- * Tending to the daily needs of students and instructors, photocopying, managing library material, and technical support for audiovisual media use.
- * Refurbishing library with new titles and audiovisual resources.
- * Editing, printing, and distributing of teaching materials (paper, CDs, DVDs, etc.).
- * Organizing cultural activities, field visits, and other program events.
- * Organizing guest speakers (identifies a guest relevant to the topic being covered, establishes contact, schedules the lecture, and informs students and teachers. Guest lecturers speak almost on a weekly basis).
- * Setting up and organizing the logistics of guest lecturers (guest travel, welcome, introduction, videotaping lectures, etc.)

- * Post production of videotaped lecture, editing, captioning, copying, and labeling (lectures are made available to students both in Audio and Video formats).
- * Maintaining close cooperation with the Office of Professional Studies both for current cohort issues and for upcoming cycles.
- * Coordinating with OPS, IIE and SLLC to set up application and registration procedures and unify deadlines.
- * Following up on the university course approval process.
- * Updating the stateside Arabic Flagship Program website.
- * Responding to daily inquiries about the program both by e-mail and phone.
- * Generating and monitoring all events and activities for files and reports.
- * Providing general assistance to the Arabic Flagship co-Director.

III. Arabic Post-BA Flagship Program

Calendar

The program for the 2007-08 post-BA Arabic Flagship cohort runs for a calendar year, beginning in June 2007 and ending in May 2008.

At the end of their program of study at UMD, students are expected to continue in the overseas Arabic Flagship program. We have been actively engaged with the American Councils for International Education, the administrator of the overseas Arabic Flagship, to ensure a smooth transition as UMD students move overseas. The UMD Arabic Flagship's emphasis on dialects of spoken Arabic is also extremely helpful in this regard.

SUMMER TERM 2007

May 28: Staff begins preparation
 June 4: Classes Start
 July 20: Last day of Class
 July 24: End exams
 July 27: Staff wrap up

FALL TERM 2007

Aug 20: Staff begins preparation
 Aug 29: Classes Start
 Dec 11: Last day of Class
 Dec 14: End Exams
 Dec 21: Staff wrap up

SPRING TERM 2008

Jan 21: Staff begins preparation
 Jan 28: Classes Start
 May 13: Last day of Class
 May 16: End Exams
 May 23: Staff wrap up

Teaching Faculty

In 2007-08, the number of faculty members and students (respectively 4 and 12) will be the same as in 2006-07. The number of faculty charged to the grant will be reduced to two (2). Instructors are designated as A, B, C, and D in the attached schedule.

Each Arabic Flagship faculty is tasked with (a) teaching one section of the core task-based courses (up to four students) and (b) either teaching a second three-credit course or developing materials. In core task-based courses, faculty meet with their group for two hours and with each of the individual students for three hours (total 14 hours). Additionally, each faculty member performs other faculty duties, including holding office hours (four hours per week), reviewing each other's work, attending meetings, and contributing to the guest lecture program, etc.

The University of Maryland is aware of the sponsor's goal of turning the post-BA program into a self-sustainable, professional program and will address this issue over the course of this program year. A preliminary plan will be presented to the sponsor as part of UMD's proposal for 2008-10.

IV. Transition to Undergraduate Flagship

The goal of the undergraduate Flagship-specific program is to create an innovative curriculum of language, culture, and area study instruction to enable students seeking language training at different entry points to reach the ILR level 3, professional working proficiency, in Arabic. The minimum language proficiency requirement for admission will be ILR level 1. The undergraduates would be distributed across the four years, and enter at different proficiency levels, consequently with varying amounts of coursework required.

The undergraduate Flagship is assigned two full-time lecturers and three part-time staff (see budget for FTE percentages) for materials development. To initiate the move towards a fully implemented undergraduate program in 2008-2009, starting in September 2007 UMD will increase the number of lower level Arabic courses to enhance the capacity of the pre-Flagship pool. This will serve as the primary source for recruiting Flagship students in the Spring 2008. UMD will offer four (4) new sections of lower level Arabic in the Fall and Spring of this year. These include ARAB 104 and 105. In addition, the undergraduate training will be functional and include content and skills courses specifically designed for the program. All courses will be taught in Arabic and require active use of the language to access content and more language.

UMD expects to be able to recruit up to 15 undergraduates to enter the program in Fall 2008. Recruitment for the new program would begin in early Fall 2007 and continue into early Spring 2008. The goal for Summer/Fall 2008 would be to admit up to 15 qualified undergraduate students from a projected applicant pool of 30 or more. Ten additional undergraduates would be added a year later, for a cumulative total of 20-25 undergraduates, and another 10 in Fall 2010 for a cumulative total of 30-35. From then on, new cohorts would enter, but roughly equivalent numbers would exit the program, with a steady state of 30-35 from 2011 onwards.

The following calendar will be followed:

FALL TERM 2007

Aug 20: Staff begins preparation and development
Aug 29: Classes Start
Dec 11: Last day of Class
Dec 14: End Exams
Dec 21: Staff wrap up

SPRING TERM 2008

Jan 21: Staff begins preparation and development
Jan 28: Classes Start
May 13: Last day of Class
May 16: End Exams
May 23: Staff wrap up

SUMMER TERM 2008

May 28: Staff continues development

July 24: End

Further, in this fiscal year, UMD will embark on the development of supplementary and support materials as well as a number of sheltered content-courses specifically designed for the Flagship students to assist them in attaining professional level ability in Arabic. The program plans to steadily increase the number of Arabic courses offered, create more advanced-level courses, and more diverse course coverage of Arabic-speaking cultures and area studies. UMD will develop four (4) new Flagship courses in this fiscal year. The following is a tentative list of new courses that we will select from, with the rest being added in subsequent years:

- The Arab World Today
- Issues in Contemporary Arab Culture
- Issues in Contemporary Arab Societies
- Secularism vs. Fundamentalism in the Arab World
- Arabic for Islamic Culture
- Arabic Cinema
- Survey of Arabic Media
- The Arab World through the Arab Media
- Arabic/English Translation
- Arabic/English Consecutive Interpretation
- Readings in Arabic Literature
- Special Topics in Arabic Linguistics

These courses will be designed to provide intensive exposure to domain-specific language and content, and will ensure a clear articulation with the student's academic and post undergraduate professional interests.

It is worth noting that it will likely take two to three years of concentrated effort before 21st century materials for new undergraduate courses have been developed, implemented, and revised as needed. Materials development will start as soon as possible in order to minimize the need for commercially published and off-the-shelf material. During the transition period, use of a blend of Flagship-authored and existing, commercially published, off-the-shelf materials is inevitable, the proportion of the latter diminishing over time.

The program will combine group work and individualized guidance and feedback to students, through some one-on-one contact with instructors. This approach maximizes learning, takes into consideration the individual learning style and pace of each student, and has proven to be indispensable in the post-BA UMD Arabic Flagship.

A unique feature of the program will be combining dialect with Modern Standard Arabic. Egyptian dialect will be offered beyond the current elementary level and, if funding permits, the dialect offerings may be expanded to include Levantine.

Students work with advisors to develop a specialized project that relates to the Flagship scholar's academic field of interest.

Immersion-type experiences include:

- residence in a newly created Arabic cluster in Language House for interested and qualified students,
- native Arabic-speaking language partners,

- Arabic lecture series, and
- internships.

UMD plans to include an overseas component for Flagship-funded undergraduate students and will coordinate with American Councils to do so. Flagship-funded undergraduates will spend some time (to be determined) at an overseas Arabic Flagship site. During that year, UMD envisages the students:

- continuing their structured language acquisition in a true immersion environment,
- enrolling in courses within their field of study, e.g. humanities, social and natural sciences, technology, engineering, or business,
- participating in internships or volunteer projects in Arabic-speaking environments to help Flagship scholars hone their language skills in areas relating to their academic field of study,
- continuing work on their respective specialized project, gathering information and resources during the year abroad.

UMD will develop its plan for overseas immersion in collaboration with American Councils to ensure smooth and productive programmatic and academic overseas experience for the Flagship undergraduates. This applies to the pre-departure, during-, and post-experience activities. An essential component of a successful Arabic overseas experience is adequate, meaningful, and efficient pre-departure training in culture and dialect – all integral features of the UMD Flagship-specific undergraduate program, especially during the sophomore year. During the students' stay abroad, UMD will coordinate with American Councils to monitor students' progress and their data collection for their research project. After the students return, UMD will have in place a robust senior year experience that builds upon their language and area study experience and take their language proficiency up to the required ILR level.

The UMD program expects the size of the first cohort of its students to go to the overseas Arabic Flagship site to be between 5 and 10. Upon approval of the transition plan by NSEP, UMD, through its Study Abroad Office, will work the programmatic details related to costs and finances, and transfer or recognition of credits. In addition, if the position of Resident Director of the overseas Flagship site rotates among the stateside Arabic Flagships, UMD will be willing to participate.

In designing the program, special efforts will be made to ensure strong articulations between work done at UMD and in the overseas Flagship program. A course will be created to prepare students for academic work with native speakers in Egypt as well as internships. It will provide students with the necessary tools and strategies to facilitate their adjustment to content, format and culture on an Arab campus. Flagship students' progress will be regularly monitored by official OPI testers and Maryland testing.

The University of Maryland is committed to searching for and appointing outstanding professorial and adjunct faculty required to deliver the proposed program successfully. UMD will work during this fiscal year to establish a relevant undergraduate credential (potentially a major) by FY 2008.

In 2008-2009, the Arabic undergraduate Flagship will be fully operational: students selected, additional language courses offered, and sheltered courses offered. UMD is developing plans for the undergraduate overseas program. A preliminary plan will be presented in UMD's proposal for 2008-10.

V. Recruitment Plan

Flagship undergraduate applicants will be attracted via several means and the program staff will work with University admissions to identify outstanding out-of-state and Maryland students to recruit in addition to its own SLLC internal pool. Non-UMD students will be reached through the UMD SLLC and Arabic Flagship web

sites, newspaper and television advertisements, and notices to Arabic programs across the country, professional organizations, etc. UMD students will be reached through advertisements in the UMCP newspaper (The Diamondback), undergraduate advisors, plus specific targeted recruiting in undergraduate programs known to have faculty, courses, areas of specialization and students with existing interests in Arabic and the Arab world. At UMD, this would include History, Communication, Journalism, Government and Politics, and Business, among others. Maryland will enhance its contacts with the K-12 community through various means of communications to promote the program among students of Arabic. The participation of UMD's Michael Long and Alaa Elgibali on the STARTALK K-12 board is an asset as they will be directly connected to the national K-12 efforts. In addition, UMD's post-BA Arabic Flagship is a unique asset. Undergraduates who cannot or will not commit to reaching IRL level 3 during their undergraduate years may continue their language training in the graduate program. This may also enable students who start in their junior or even senior years.

ATTACHMENT 3

DETAILED BUDGET

UNIVERSITY OF MARYLAND ARABIC FLAGSHIP BUDGET June 1, 2007 - May 31, 2008		
	IIE/NSEP	UMCP COST SHARE
Salaries, Wages and Benefits		
PI: Amy Weinberg - 9 mos, 11% FTE (\$97,596)	\$0	\$10,844
Co-PI: Alaa Elgibali - 2 mos (SU), 100% FTE (\$97,974)	\$21,772	\$0
Co-PI: Alaa Elgibali - 9 mos (AY), 20% FTE (2 course buyout)	\$19,997	\$0
Administrative Graduate Assistant, 30 % FTE	\$0	\$5,815
Subtotal PI, Co-PI + New Faculty	\$41,769	\$16,659
Post-BA Program		
Lecturer (instruction): M. Elgibali - 12 mos, 100% FTE (\$70,363)	\$70,363	\$0
Lecturer (instruction): J. Mansour - 12 mos, 100% FTE (\$66,963)	\$66,963	\$0
Lecturer (instruction): A. Alikaj - 9 mos, 33% FTE (\$45,000)	\$0	\$15,000
Lecturer (instruction): S. Al-Nusairat - 9 mos, 100% FTE (\$55,101)	\$0	\$55,101
Subtotal Post-BA Program Salaries	\$137,326	\$70,101
Undergraduate Program		
Materials Development: M. Bukai - 9 mos, 75% FTE (\$50,000)	\$37,500	\$0
Materials Development: A. Alikaj - 9 mos, 67% FTE (\$45,000)	\$30,738	\$0
Materials Development: TBD - 12 mos, 25% FTE (\$50,000)	\$12,500	\$0
Lecturer (instruction): I. Haasan - 9 mos, 100% FTE (\$35,700)	\$0	\$35,700
Lecturer (instruction): M. Cherrouk - 9 mos, 100% FTE (\$35,700)	\$0	\$35,700
Subtotal Undergraduate Program Salaries	\$80,738	\$71,400
Project Coordinator: Ridha Krizi - 1 mo (06/2007), 100% FTE (\$53,765)	\$4,480	\$0
Project Coordinator: Ridha Krizi - 11 mos, 100% FTE (\$56,453)	\$51,749	\$0
Administrative Coordinator: Angela Wish - 1 mo (06/2007), 15% FTE (\$63,000)	\$788	\$0
Administrative Coordinator: Angela Wish - 11 mos, 15% FTE (\$66,150)	\$9,096	\$0
Language Peer Tutors (1/student): 14 tutors * \$20/hr * 4 hrs/wk * 32 wks	\$35,840	\$0
Subtotal Project & Admin Coordinators/Peer Tutor Salaries	\$101,952	\$0
Subtotal Salaries & Wages	\$361,785	\$158,160
Benefits @ 28%	\$101,300	\$44,285
Residency Tuition for Damascus Students (\$2,082/sem * 2 sem * 5 students)	\$20,820	\$0
Subtotal Benefits + Tuition	\$122,120	\$44,285
Subtotal Salaries/ Wages + Benefits + Tuition	\$483,905	\$202,444
Consultants & Honoraria		
OPI Evaluators (80 pre-tests * \$50/testing hr)	\$4,000	\$0
OPI Evaluators (14 post-tests * \$50/testing hr)	\$700	\$0
Guest Speakers Honoraria (~\$400/speaker * 30/yr)	\$12,000	\$0
Subtotal Consultants	\$16,700	\$0

Equipment		
Photocopier Lease & Maintenance (\$200/mo)	\$2,400	\$0
Subtotal Equipment	\$2,400	\$0
Expendable Supplies & Equipment		
Satellite Access Fees (\$100/mo)	\$1,200	\$0
Publication Costs	\$4,800	\$0
Instructional Materials & Media	\$12,000	\$0
Language House Expenses - mentors, stipend, space usage	\$11,500	\$0
Language House Arabic Table Coffee Chats (\$100/mo)	\$1,200	\$0
Audio-Visual Supplies	\$1,200	\$0
Website Maintenance	\$1,200	\$0
Postage	\$600	\$0
Freight (FedEx)	\$1,200	\$0
Stationery	\$300	\$0
Other Supplies	\$1,200	\$0
Long Distance Telephone Cards	\$720	\$0
Arabic Culture Club Activities	\$3,600	\$0
Meeting Expenses	\$2,400	\$0
Subtotal Expendable Supplies & Equipment	\$43,120	\$0
Travel		
Conference Travel - 2 people * \$2,074 each	\$4,148	\$0
Recruitment Travel - 2 trips * \$1,500 each	\$3,000	\$0
Guest Speakers' Travel - 2 people * \$800 each	\$1,600	\$0
Subtotal Travel	\$8,748	\$0
Miscellaneous Costs		
Recruitment (advertising)	\$2,400	\$0
Subtotal Miscellaneous Costs	\$2,400	\$0
Total Direct Costs	\$557,273	\$202,444
Facilities and Administrative Costs (50%), tuition exempt	\$268,226	\$101,222
Subtotal Direct + Indirect Costs	\$825,499	\$303,667
Less carryover funds from prior awards	-\$122,649	\$0
TOTAL (June 1, 2007 - May 31, 2008)	\$702,850	\$303,667

Budget Notes:

Salaries & Wages

- *Co-PI* – Alaa Elgibali, 2 summer months (\$21,772) and 20% effort (2 course buyout), 9 months during the AY (\$19,997): to supervise academic and administrative affairs of program material development; faculty and staff; regular meetings with students; reporting, hiring, and training faculty.
- *Post-BA Program Lecturers* – to write materials under supervision of the PI; recruit, teach, and test students.
 - * Lecturer – M. Elgibali, 100% effort, 12 months Yr 1 only (\$70,363).
 - * Lecturer – J. Mansour, 100% effort, 12 months Yr 1 only (\$66,963).
- *Undergraduate Program Materials Development* – to develop four (4) original Flagship-related courses to be added to the current Arabic offerings. They will also support the development of an undergraduate Arabic credential by writing the required syllabi and other documents needed for University approval.
 - * Materials Development – M. Bukai, 75% effort, 9 months (\$37,500).
 - * Materials Development – A. Alikaj, 67% effort, 9 months (\$30,738).
 - * Materials Development – TBD, 25% effort, 12 months (\$12,500).

- *Project Coordinator* – Ridha Krizi, 100% effort, 12 months (\$56,229): to manage day-to-day activities of the program, including arranging the peer tutor program, visiting speakers, site visits and cultural programs, etc.
- *Administrative Coordinator* – Angela Wish, 15% effort, 12 months (\$9,884): to manage all budgetary, accounting, procurement, contractual, and other administrative work for the program.
- *Language Peer Tutors* – one per student, 4 hrs/wk x 32 wks/yr @ \$20/hr., Yr 1 = 14 students (\$35,840): to provide Flagship students with the invaluable opportunity to speak on a one-on-one basis and to explore language and cultural issues in depth. They are matched, where possible, for age, field of study, etc., for professional, academic, and social conversation and assistance with Flagship students' course work, if needed.

Fringe Benefits

- *Fringe Benefits* budgeted at 28% (\$101,300) for faculty and staff. However, only actual fringe benefit rates are charged to the sponsor.
- *Residency Tuition*: UMD students participating in the overseas phase of the Arabic Flagship Program at the University of Damascus are required to maintain residency at UMD in order to qualify for a master's degree. Students are required to register for three (3) credits per semester (\$2,082) and there are five (5) students participating in the Damascus program this year (\$20,820).

Consultants/Honoraria

- *OPI Evaluators*: to provide pre-testing of 80 applicants at \$50/testing hr in Yr 1 (\$4,000) out of whom the most qualified will be selected for admission into the Arabic Flagship Program. In addition, OPI Evaluators will provide post-tests at \$50/test for Yr 1 = 14 students (\$700).
- *Guest Speakers*: Honoraria will be paid to 30 invited speakers per year at ~\$400 each (\$12,000) to give talks and engage in debate around pre-defined topics relevant to the courses, and be video-recorded to create a video archive that current and future students can consult.

Equipment

- *Photocopier Lease & Maintenance* at ~\$200/mo (\$2,400). Photocopies are to be used in the preparation of pedagogic materials and program administration announcements, as well as by students.

Expendable Supplies & Equipment

- *Monthly Satellite Access* fee at ~\$100/mo x 12 months (\$1,200) in order to capture four (4) Arabic speaking TV networks, which are made available in the student lounge. In addition, satellite access allows the capture of programs for use in materials development.
- *Publication Costs* (\$4,800) include the costs of publication of promotional materials, such as brochures for the program, announcements of program availability, application deadlines, etc.
- *Instructional Materials & Media* (\$12,000) includes instructional DVD's, reference books, multimedia resources, Arabic newspapers and journal subscriptions, both for academic and cultural use by students and instructors.
- *Language House Expenses* include mentors' stipends plus space usage (\$11,500).
- *Arabic House Coffee Chats* at ~\$100/month for 12 months (\$1,200) to cover the cost of minimal refreshments for students to meet weekly for the opportunity to converse informally with a variety of native speakers in a relaxed (non-classroom) setting. This activity is necessary to facilitate the students' awareness of and interest in Arabic language and culture. It also serves to increase the pool of prospective undergraduate applicants and provides a cultural context as the sharing of food is inherent in the overall cultural experience. The Language House is a student residence hall adjacent to the School of Languages, which organizes and conducts informal "chats" in various languages, each under the mentorship of a native speaker.
- *Audio-Visual Supplies* (\$1,200) are used in the development and administration of in-house formative language tests for instruction and for testing.
- *Website Maintenance* (\$1,200) for the UMCP Arabic Flagship website used in program outreach.
- *Postage* (\$600) for communications with invited speakers and applicants to the program.
- *Freight-Overnight Express* (\$1,200) includes the cost of preparation, delivery, and administration of UMCP Arabic Flagship diagnostic language tests to all applicants.
- *Stationery* (\$300) for day-to-day office/academic requirements.
- *Other Supplies* (\$1,200) such as printer cartridges and paper for materials development and student use.

- *Long Distance Telephone Cards* (\$720) for the cost of communication between UMCP Arabic Flagship and prospective hires, overseas suppliers of academic materials, etc.
- *Arabic Culture Club* (\$3,600) provides periodic cultural enrichment activities/programs, such as Arabic movies, visits to sites related to the Arabic language or culture. This budget item is intended to be used to pay for all costs, including food, for these events and field trips.
- *Meeting Expenses* (\$2,400) to host Arabic-speaking scholars and professionals to interact with the Flagship students in specific academic or professional domains. In particular, this money is to be used for honorarium, food, etc.

Travel

- *Conference Travel* (\$4,148) is budgeted for round trip transportation, hotel, per diem, cost of registration and fees for two (2) people from the Flagship staff to attend conferences such as ACTFL, MESA, ALS
- *Recruitment Travel* (\$3,000) is budgeted for at least two (2) domestic trips to perform program recruitment.
- *Guest Speakers' Travel* (\$1,600) is budgeted for two (2) invited speakers per year residing in states other than Maryland. Guest Speakers an integral part of the academic, linguistic, and professional training of Flagship students because they provide perspective on topics relevant to students' specific professional fields.

Miscellaneous Costs

- *Recruitment* (\$2,400) to place advertisements to recruit students to the program.

Facilities & Administration

- *F&A* (formerly Indirect Costs) (\$268,226): The University of Maryland, College Park has a negotiated F&A rate of 50% that is applied to a modified total direct cost base. Residency tuition costs (\$20,820) for students currently in Damascus have been deducted from the direct costs of \$557,273 for a modified total direct cost base figure of \$536,453. A carryforward amount of \$122,649 yields a funding request in the amount of \$702,850.

SLLC/UMCP Cost Sharing

- *PI – Amy Weinberg*, 10% effort, 12 months (\$10,844): to handle liaison with the sponsor, reporting, hiring, and supervision of staff; and to supervise materials production.
- *Administrative Graduate Assistant* (\$5,815): to support Dr. Weinberg's administrative needs for the Arabic Flagship Program.
- *Post-BA Lecturers*: UMD is contributing funds (\$70,101) for two lecturers teaching in the post-BA Arabic Flagship Program.
- *Undergraduate Lecturers*: UMD is contributing funds (\$71,400) for two additional lecturers to staff the courses needed to create a pre-Flagship pool of students for 2008-09.
- With the addition of fringe benefits and the applicable F&A, the total amount of UMD cost sharing is \$303,667.

DATE: March 28, 2008

TO: Amy Weinberg
Professor, Department of Linguistics

FROM: Susanna Van Sant
Leader, Collection Management Team

Dr. Desider Viktor
Director for Collection Management and Special Collections

RE: Library Resources to Support Undergraduate Major and Minor in Arabic

Library Resources in English

The Libraries have comprehensive purchase plans to acquire English-language books from US, UK and some European scholarly and society publishers and university presses. As a Regional Depository in the Federal Depository Library Program, the Libraries have comprehensive holdings of materials published by United States Government agencies and branches. The Libraries' English-language holdings of monographs, both current and retrospective, on Middle Eastern history, culture and literature and on linguistics and language education are generally sufficient to support the proposed course of undergraduate study.

Library Resources in Arabic

Library holdings in Arabic are modest: a generic search of the Catalog identifies 1,213 items in Arabic. These include video recordings, music, US Federal Government Documents, dictionaries, literary works, religious texts and commentary, and works that have portions or parallel texts in Arabic.

The only current subscription to an Arabic-language serial in the UM Libraries is to the weekly edition of al-Ahram.

At this proposal stage the degree to which undergraduate students will be expected to consult library materials in Arabic is unclear, making it difficult to determine the level of funding required. The Libraries would need one-time funds to build the collection retrospectively as well as ongoing funds to maintain currency. Consultations with Middle Eastern Studies librarians at a range of US academic institutions lead us to conclude that \$10,000, in annual expenditures for materials in Arabic, should be sufficient to support the proposed undergraduate program.

Some additional points to consider

- book supplier services exist to provide materials in Arabic that would match a profile the Libraries would establish in consultation with the teaching faculty
- book prices are within a standard range for scholarly publications, however shipping, binding and processing fees add substantially to funding requirements

Human Resources

No one currently on staff in the Libraries has the necessary proficiency in Arabic to identify, select, acquire or catalog materials needed to support this proposal. It will be necessary to hire a specialist who would serve as a bibliographer, cataloger and liaison to program faculty and students. The Libraries will continue to investigate ways in which to address these needs.

Funding

Materials

Books and film/media: \$10,000 per annum

The College of Arts & Humanities has funding available over the next three years to support directly the creation of a core collection for the program.

Staff

In the short-term, the Libraries will work directly with the teaching faculty in the Arabic program to identify specific materials required for purchase. A long-term solution to book selection remains to be investigated. Short-term and long-term solutions to cataloging remain to be investigated, as indicated above.

The above figures are reasonable for expectations associated with an undergraduate program. Should the University expand the program and begin to offer graduate degrees, the number of resources needed would increase. At the graduate level, students would require scholarly journal subscriptions and other more expensive resources.