July 28, 2008

MEMORANDUM

TO: James F. Harris  
Dean, College of Arts and Humanities

FROM: Phyllis Perez  
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to establish a B.A. in Persian Studies

On June 20, the Board of Regents approved your proposal to establish a new B.A. in Persian Studies. On July 15, the Maryland Higher Education Commission gave final approval to the creation of this degree program. Copies of their approval letters and the proposal documents are attached.

The approval is effective Fall 2008. The College should ensure that the degree program is fully described in the Undergraduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

CWR/

Enclosure

cc: Carmen Balthrop, Chair, Senate PCC Committee  
Sarah Bauder, Office of Student Financial Aid  
Reka Montfort, University Senate  
Barbara Hope, Data Administration  
Denise Nadasen, Institutional Research & Planning  
Anne Turkos, Archives  
Linda Yokoi, Office of the Registrar  
Scott Wolpert, Undergraduate Studies  
Elizabeth Bergmann Loizeaux, College of Arts & Humanities  
Amy Weinberg, School of Languages, Literatures & Cultures  
Ahmad Karimi-Hakkak, School of Languages, Literatures & Cultures  
Michael Long, School of Languages, Literatures & Cultures
June 30, 2008

Dr. C.D. Mote, Jr.
University of Maryland, College Park
1101 Main Administration Building
College Park, MD 20742

Dear Dan:

This is to officially inform you that the Board of Regents, meeting in public session on Friday, June 20, 2008 at Salisbury University, approved the following new academic program proposals for UMCP:

  B.A. in Arabic Studies
  B.A. in Persian Studies
  PBC in Assessment and Evaluation
  M.S. in Couple and Family Therapy
  M.S. and Ph.D. in Biophysics

The Education Policy Committee, meeting on June 4, 2008, recommended approval.

Sincerely,

[Signature]

William E. Kirwan
Chancellor

WEK/tm

cc: Irwin Goldstein
    Janice Doyle
July 15, 2008

Dr. C. D. Mote, Jr.
President
University of Maryland, College Park
Main Administration Building
College Park, MD 20742-5025

Dear Dr. Mote:

The Maryland Higher Education Commission has received and reviewed a request from the University of Maryland, College Park to offer a new Bachelor of Arts (B.A.) in Persian Studies. On the recommendation of the Assistant Secretary for Planning and Academic Affairs, Dr. George W. Reid, the new program has been approved. This decision was based on an analysis of the proposal in conjunction with the Maryland Higher Education Commission’s Policies and Procedures for Academic Program Proposals, and the Maryland State Plan for Postsecondary Education. The program demonstrates potential for success, an essential factor in making this decision.

For purposes of providing enrollment and degree data to the Commission, please use the following HEGIS and CIP codes:

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<th>Degree Level</th>
<th>HEGIS</th>
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<td>0309-01</td>
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Should the program require any substantial changes in the future, please keep the Commission apprised. I wish you continued success.

Sincerely,

[Signature]

James E. Lyons, Sr.
Secretary of Higher Education

cc: Ms. Theresa Hollander, Associate Vice Chancellor for Academic Affairs, USM
Dr. George W. Reid, Assistant Secretary for Planning and Academic Affairs, MHEC

MARYLAND HIGHER EDUCATION COMMISSION
839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013
T 410.260.4500 • 800.974.0203 • F 410.260.3200 •TTY for the Deaf 800.735.2258 • www.mhec.state.md.us
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 18, 2008

PCC LOG NO. 07050

COLLEGE/SCHOOL_ARHU_

DEPARTMENT/PROGRAM_PERS

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 Persian Studies

Enclosed:

1. Rationale, resources, and recruitment plan
2. BA description
3. Staffing phase-in plan
4. LOA list; LOA plan
5. 4-year plans for three profiles
   - student who begins Pers101 in Fall of freshman year
   - student who begins Pers 101 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 Persian Studies to respond to student interest, national need, and university focus on Middle Eastern Studies. The Major in Persian Studies will provide students with a solid background in linguistic, literary, and cultural aspects of the study of Persian, including the cultures of Iran, Afghanistan, Persian-speaking Central Asia, and the Persian diaspora.

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 the only nationally-designated UG Flagship program in Persian. A Graduate Certificate and Masters of Professional Studies in Persian are already successfully launched. An undergraduate minor in Persian Studies is being proposed as well.
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<td>2. Department Chair</td>
<td>Pierre Verdaguer</td>
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<td>3. College/School PCC Chair</td>
<td>T. Moore</td>
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<td>4. Dean</td>
<td>Elizabeth B.</td>
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<td>5. Dean of the Graduate School (if required)</td>
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<td>6. Chair, Senate PCC</td>
<td>G. Matthews</td>
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<td>7. Chair of Senate</td>
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<td>8. Vice President for Academic Affairs &amp; Provost</td>
<td>Aylin Rosen</td>
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VPAAP 8-05
PROPOSAL FOR
NEW INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND

BA in Persian Studies

COLLEGE OF ARTS AND HUMANITIES
DEAN JAMES HARRIS

Proposed initiation Date: FALL 08
Rationale:

SLLC is pleased to propose a Bachelor of Arts program in Persian Studies. The major responds to national educational priorities, to student demand for official recognition of their interest in Persian language, literature, and culture, to a desire to capitalize upon the newly created Roshan Cultural Heritage Institute Center for Persian Studies (formerly known as the Persian Studies Center) within SLLC, to the needs and interests of the sizeable and growing Persian-speaking community in the State of Maryland and beyond, to the increasing commercial and strategic importance of the understanding of Persian language and culture, and to efforts to internationalize UM, especially in non-Western traditions. We expect to attract students who would like to become grounded in their Persian 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, students who intend to work in government service or the international arena, and lovers of history and the arts.

Students who complete the BA in Persian Studies will have language competency allowing them to communicate orally and in writing with native speakers of Persian; they will be able to function in cultures where Persian is the language of daily life; they will be readers of Persian; they will have knowledge of the culture and history of speakers of Persian; they will have a sense of the richness of the traditions of Iran and other Persianate cultures as well as of its contemporary political and religious culture. 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 successfully navigate the increasingly globalized environment they have inherited.

The major is designed to allow students with little or no background in Persian to reach the 300-level in Persian language at minimum. A student arriving at UM with no familiarity with Persian could begin with the prerequisite of Pers 101 (4 credits) and 102 (4 credits) as a freshman, start the major in the third semester with the co-offered 201 (3 credits) and 211 (3 credits), and by senior year, be taking 4xx-level courses taught in Persian. A student arriving with no Persian who began their language study as a sophomore would be able to complete the major at the 3xx-level of language study, completing the credits with 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 Persian more suited to their needs. A student who wishes to take all courses in the target language is welcome to do so. 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 Persian. These include courses in classical and modern Persian literature, politics, history, and film.
In addition to practicing their Persian language skills in class, students will be encouraged to consider living in the Persian “cluster” in the Language House Living/Learning program in St. Mary’s Hall.

All of the courses taught in English will be proposed for CORE designation. Students who initially take the courses in English to satisfy their CORE requirements may be attracted to the major through those very content courses.

The 9 upper-level credit Supporting Area is designed to enhance students’ integration of their learning in Persian studies with another area of inquiry related to language, literature or culture. Students might choose another language, linguistics, a social science, art history, English or Comparative Literature, for example.

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.

Recruitment:

The Persian Studies Center began offering courses in Fall 2005. We currently offer a series of six sequential courses in the Persian language at three levels (elementary 1 & 2, intermediate 1 & 2, and advanced 1 & 2) as well as courses taught in Persian at the 4xx-level in Persian literature (classical, modern, and contemporary) and CORE courses in modern Iranian culture and civilization. Recognizing the potential for excellence of our program, the Roshan Cultural Heritage Institute (RCHI) has extended to us a $3,000,000 grant aimed at expanding our course offerings both at the undergraduate and graduate levels, and for supporting our students through undergraduate scholarships and graduate fellowships. RCHI has designated $400,000 of the grant for cultural enhancement and community involvement programs and for our outreach activities. RCHI has further indicated that it is prepared to extend other grants once we institute our major and minor in Persian Studies.

While current enrollment alone would not provide sufficient justification for a BA program at this time, the University and the sponsor have adopted a forward-looking strategy in committing resources to this endeavor based on commitment to service to the state, its citizens, and the nation. Optimism for the growth of the program stems from several sources. There is rising public awareness of the importance of Persian on the global scene for both strategic and commercial reasons. In addition, the Persian speaking community (even considering just the Iranian segment of this community) has grown from 121,000 in 1980 to 1,560,000 in 2000, according to US census figures, with Maryland being home to the third largest community of Iranians in the country. There is broad interest in the study of Persian language and culture, as the attached letters suggest. However, the lack of a both a terminal degree (and a minor) and the inability of this program to provide more than an introductory cultural and linguistic focus along with the high-level literary offerings has been a barrier to enrollment growth. The University believes that establishment of a major with a dual focus – first, on competency in Persian
language and culture for purposes of global communication and, in combination with
other majors, competitive advantage in the global market, and second, on Persian literary
and identity studies -- will lead to a rapid increase in enrollment. Our recruitment plan
capitalizes on these features.

The attached packet of messages provides examples of the over 50 inquiries the Roshan
Center has received from people interested in majoring (or completing a minor) in
Persian Studies. Once the major is instituted, the Center will embark on an extensive
recruitment plan. (It should be kept in mind that only two BA programs in Persian
currently exist in the United States, at UCLA and the University of Texas, which means
that UM will be one of only three BA programs in the country, and the only one on the
East Coast. Please see attached descriptions of the programs at UCLA and Texas.

1. Dr. Karimi-Hakkak will contact the undergraduates who have taken PERS
courses in the past; the students who over the past three years have expressed an
interest in majoring or minoring in Persian Studies; UM departments and
programs whose students would be likely candidates for Persian Studies
(Comparative Literature, Women’s Studies, Linguistics, Art History, Government
and Politics, Engineering, etc.), asking students to spread the news that the PS
major has been approved.

2. He will have the news of the approval and the list of course requirements, etc.
posted on the RICPS web site and will forward the link to the email address of the
more than 3,000 persons interested in receiving news of the Center and who have
been following the course of the Center's development over the years.

3. He will draw up travel plans to visit the various Centers of Iranian and Persian-
speaking communities to take the news to them and encourage them to let the
students or potential college-bound students in their midst know that they now
have the option of a major in Persian studies at UM. Possible destinations
include, but are not limited to, southern and northern California, Chicago, NY,
and multiple localities in and around the states of Maryland and Virginia.

4. He has a weekly radio interview with Hossein Mohri, the most respected radio
anchor at LA-based KRSI, the best-known radio station in the US. He has been
telling the story of the Center for Persian Studies and its various activities and
achievements and has received hundreds of inquiries about the Center ever since
its establishment. He will now give everyone the news of the approval of the PS
Major and encourage everyone to inform students of this development.

5. He is also interviewed frequently by the BBC World Service and BBC Persian,
the VOA and the VOA Persian Service, RFI mode Persane, Radio Israel, Radio
Deutsche Welle, Radio Zamaneh in Holland and other international broadcasting
services in the Persian language. Although primarily targeting Iran, these radio
programs have a wide listenership through the Internet. He will share the news of
the approval of the PS major with all of them, always referring people to the
RICPS web site.

6. He will grant interviews to numerous Persian print media around the US and
Canada, including Washington Iranians, The Iran Times, Shahrvand of Toronto,
Shahrvand of Vancouver, Javanan Magazine in LA, Pezhvak in St. Jose,
Description:

The 36-credit major in Persian Studies (12 courses) will provide students with a solid background in linguistic, literary, and cultural aspects of the study of Persian, inclusive of the cultures of Iran, Afghanistan, Persian-speaking Central Asia, and the Persian diaspora. Students will work toward competence in speaking, reading, writing, and listening; students will study the evolution of Iranian and Persianate cultures in their diverse perspectives, practices, and products. They will become conversant with the contemporary political and daily life of Persian-speaking peoples, with cultural comparison implicit throughout their 4 years.

The B.A. in Persian Studies prepares students for a range of professional opportunities, including careers in government, education, the arts, business, and communication. We expect that many undergraduates will choose to double major or do a double degree in Persian and another subject, including arts and humanities majors, business, computer science, engineering, and journalism.

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

It is important to point out that the major in Arabic and the major in Persian have been crafted differently because of the differing nature of the two languages. To put it in common parlance, Arabic is harder (grammatically more complex as well as dual in nature). The Persian program finds that 4 credits is sufficient for each of the two courses in the elementary sequence, for example, the 8 credits of which satisfies the ARHU language requirement; the current 4-credit courses at the intermediate level will be reduced to 3 credits each, and offered each semester with a co-requisite. The total number of credits required, 36 (exclusive of Supporting Area) put the Persian BA in line with many language majors in SLLC (Fren, Germ, Ital, Span). (For comparison, Chinese requires 39; Russian, 40; Japanese, 42; Arabic is being proposed at 42).

Prerequisites (8 credits):

PERS 101   Elementary Persian I (4 credits)
PERS 102   Elementary Persian II (4 credits)

There are no prerequisites for students with equivalent knowledge.

Courses required for major (in cases where a student has equivalent knowledge, required language-focus credits are replaced in consultation with UG advisor. This may
include courses in Arabic for those students who intend to study Persian literature in Persian, as Arabic is integral to the history of Persian literature.)

The BA in Persian Studies begins at the 201/211 level, while the Minor in Persian Studies begins at the 202/212 level. Requirements for timely graduation, for the major, and for 9 credits minimum at the upper level, for the minor, have prompted this distinction. (Most language majors and minors begin at the same level, but precedent for a distinction does exist, in Japanese.)

*Italics indicate courses under development. Draft syllabuses have been received for Pers: 311, 312, 372, 402, 411, 412, and 498. See attached for course descriptions.

Core sequence (18 credits)

All prerequisites imply “or equivalent knowledge.”

PERS 201 Intermediate Persian I (prereq 102)
PERS 211 Intermediate Conversation (coreq 201)
PERS 202 Intermediate Persian II (prereq 201/211)
PERS 212 Intermediate Reading (coreq 202)
PERS 301 Advanced Persian I (prereq 202/212)
PERS 302 Advanced Persian II (prereq 301)

Upper-level electives in Persian (at least 6 credits)
PERS 311 Persian Media (pre-coreq 301)
PERS 312 Iranian Culture (prereq 301)
PERS 401 Persian Composition (prereq 302)
PERS 402 Persian Translation (prereq 302)
PERS 411 Readings in Modern Iranian History and Culture (prereq 302)
PERS 412 Language and Identity (prereq 302)
PERS 452 Modern Persian Literature: A Survey (prereq 302)
PERS 453 Classical Persian Literature: A Survey (prereq: 302 and 6 credits Arabic)
PERS 498 Special Topics in Persian Studies
PERS 499 Special Topics in Persian Literature

Electives in English (up to 12 credits; no prerequisites)
PERS 250 Contemporary Iranian Arts (HA/D)
PERS 251 Modern Iran (SH/D)
PERS 283 Iranian Cinema (HA-HO/D)
PERS 353 Iranian Life in Literature and Film (D)
PERS 371 Introduction to Persian Literature in Translation (D)
PERS 372 The History of Persian (D)
PERS 441 Islam in Iran (D)
Courses in Middle Eastern Studies taught in English outside the Dept. may be substituted on approval of UG advisor.

**Supporting Area (9 credits)**

Students must take 9 upper-level credits in a single area of study outside Persian Studies as a complement to their major. Plan should be cleared with the UG advisor upon declaring of major. Double majors and minors fulfill this requirement.

**Course descriptions for PERS courses under development:**

**PERS 211: Intermediate Conversation**
Focus on aural and oral skills. Includes vocabulary enrichment, parsing of grammatical structures in context, activities designed to help student seize key terms in active communication (including comprehension of audiovisual materials, as well as inter-student classroom practice). Various genres and registers of speech.

**PERS 212: Intermediate Reading**
Focus on skills specific to reading. Includes vocabulary enrichment; parsing of grammatical structures in context; activities designed to help student move from word to word reading to integration of larger portions of text; approaches to foreign language texts beyond Q and A; print and online dictionary use; introduction to written traditions of Persian.

**PERS 311: Persian Media**
Examines issues, values, institutions of the contemporary Persian and Persianate world, primarily through analysis and discussion of current events as reported in the written and audiovisual press. While focus will be on content, students will continue their acquisition of Persian through exercises and activities designed for their level of competency.

**PERS 312: Iranian Culture**
Overview of core topics related to Iranian culture, including basic history, political systems, religion, daily life, gender roles, and literature and the arts. While focus will be on content, students will continue their acquisition of Persian through exercises and activities designed for their level of competency.

**PERS 401: Persian Composition**
Persian 401 is both a course in writing and a course in writing in Persian. Practice in preparing to write, formulating a thesis or theme, considering tone, point of view, and audience, rewriting, proof-reading, and using writers’ tools. Includes lessons in grammar, style, usage. Possible genres include: writing evocative description, convincing argumentation, focused narrative, goal-appropriate reviews and reports, and fluid, varied journal entries.
**PERS 402 : Persian Translation**
Practicum in translation from Persian to English in a presentation, discussion, and workshop format. In addition to achieving increased proficiency in Persian, students will study interdependence of language, context, and culture, and how they come into play in the various decisions a translator must make.

**PERS 411 : Readings in Modern Iranian History and Culture**
General introduction to modern Iran from establishment of the Qajar dynasty in the late 18th century to the present day, through close reading of texts in Persian. While focus will be on content, students will continue their acquisition of Persian through exercises and activities designed for their level of competency.

**PERS 412 : Language and Identity**
Explores Iranian identity as anchored in the Persian language. Iranians have spoken languages as diverse as Arabic, Turkish, Kurdish and local dialects that approach separate languages, yet their cultural identity has almost always been expressed through the use of Persian, at least in the last millennium. What constitutes an “Iranian identity” as it relates to the Persian language? How do modern Iranians use Persian to distinguish themselves from non-Iranians? What role has Persian played among diasporic Iranians? While focus will be on content, students will continue their acquisition of Persian through exercises and activities designed for their level of competency.

**PERS 453: Classical Persian Literature: A Survey**
Covers the history of Persian Literature from Rudaki to Hafiz. Explores epic, lyric, and mystic traditions and texts, including the Qasida, the Ghazal, the Ruba`l, and the Masnavi.

**PERS 498 : Special Topics in Persian Studies**
Courses in language and culture or interdisciplinary areas; English or Persian.

**PERS 499 : Special Topics in Persian Literature**
Courses in range of subjects related to Classical or Modern Persian literature; English or Persian.

**PERS 250 : (English) Contemporary Iranian Arts**
No description available.

**PERS 372 : (English) The History of Persian**
Evolution of the Persian language from Old Persian, through the Middle period, to Modern Persian. Covers geographic/social/cultural history, as well as attention to script and basic descriptive linguistics. No knowledge of Persian required.
Learning Outcomes:

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

A. Demonstrate Language Proficiency

1. understand and make themselves understood by native speakers of Persian in spoken and written media
2. present prepared material orally in Persian
3. speak extemporaneously in Persian
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 Persian
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 Persian to English beyond a word-for-word level
13. recognize and use strategies for improving linguistic competence in Persian

B. Demonstrate knowledge of the institutions, values, and cultural products of the Persian-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 Persian language and/or texts and traditions
16. understand and articulate the importance of authorial or speaker perspective in the interpretation of texts
17. connect their study of Persian to their studies in other domains
18. conduct research in the fields of language, literature and culture in Persian
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 Persian leading to either a professional certificate or a masters. 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 Persian who agree to a term of government service after receipt of the 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 Roshan Foundation and the NSEP will partner with the university in several ways:

1. Faculty: The undergraduate major will require 2 tenured/tenure track faculty in addition to Prof Ahmad Karimi-Hakkak, a world renowned scholar in Persian language, literature, and culture. One scholar will specialize in Persian language and linguistics and a second will add expertise in the cultural domain. Dean Harris is supplying funds for the first position (Assistant Professor) and the Roshan Center, with monies from the Provost, has contributed the funds for last position. Thus all of the tenured/tenure track faculty resources to support the program are already in place.

2. Library resources: The Roshan Center has approximately 2,000 donated volumes. The library has agreed to hire a cataloguer so these items can be added to the collection. In addition, $15,000 of NSEP monies will be made available to the library for each of the next three years, if research currently being undertaken by the library indicates that additional resources will be needed. (See attached letter)

3. Stipends: The NSEP will sponsor up to 60 competitive undergraduate Fellowships to students majoring in Persian Studies who agree to train to a superior level of performance (according to the Interagency Language Roundtable [ILR] scale) through summer study (funded by the sponsor). These students will have no service or other requirements.
### B.A. in Persian: Staffing and Phase-in

#### A. Sample Program Offerings at Maturity; Staffing

Karimi-Hakkak, tenured professor  
FT Instructor  
New T/TT hire I  
New T/TT hire II

(E indicates courses taught in English)

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Courses would be offered every year up through 312 in this pattern; variation in CORE; variation in advanced offerings.
B. Possible phase-in plans

1. **Fall 08/Spring 09**
   Goal: Minor in place, Major in place

   a. assumes: 1 New Hire; PT instructor; no 4xx lang demand

<table>
<thead>
<tr>
<th>Fall 08</th>
<th>Spr 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 (4) Elem I Instructor</td>
<td>102 (4) Elem II Instructor</td>
</tr>
<tr>
<td>201 Interm I Instructor</td>
<td>202 Interm II Instructor</td>
</tr>
<tr>
<td>211 Interm Conv Instructor</td>
<td>212 Interm Read Instructor</td>
</tr>
<tr>
<td>301 Adv I New Hire</td>
<td>302 Advanced II New Hire</td>
</tr>
<tr>
<td>251E Modern Iran New Hire</td>
<td>353E Lit/Film Karimi-Hakkak</td>
</tr>
<tr>
<td>371E Lit in Trans Karimi-Hakkak</td>
<td>441E Islam in Iran New Hire</td>
</tr>
<tr>
<td>371E Lit in Trans Karimi-Hakkak</td>
<td>452 Lit Survey Karimi-Hakkak</td>
</tr>
</tbody>
</table>

   b. assumes: 2\textsuperscript{nd} New Hire; PT instructor; demand for 4xx in Persian language

<table>
<thead>
<tr>
<th>Fall 08</th>
<th>Spr 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 (4) Elem I Instructor</td>
<td>102 (4) Elem II Instructor</td>
</tr>
<tr>
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</tr>
<tr>
<td>211 Interm Conv Instructor</td>
<td>212 Interm Read Instructor</td>
</tr>
<tr>
<td>301 Adv I New Hire II</td>
<td>302 Advanced II New Hire I</td>
</tr>
<tr>
<td>311 Persian Media New Hire I</td>
<td>312 Iranian Culture New Hire I</td>
</tr>
<tr>
<td>401 Persian Composition NewHireI</td>
<td>412 Lang and Ident NewHire II</td>
</tr>
<tr>
<td>371E Lit Trans Karimi-Hakkak</td>
<td>283E Cinema Karimi-Hakkak</td>
</tr>
<tr>
<td>251E Modern Iran New Hire II</td>
<td>452 Persian Lit Karimi-Hakkak</td>
</tr>
<tr>
<td>312 Culture NewHire</td>
<td>Sllc499a Islam and Democ New Hire II</td>
</tr>
</tbody>
</table>

   c. assumes: 1 new hire; instructor at 26 credits; Fall demand for 4xx in Persian

<table>
<thead>
<tr>
<th>Fall 08</th>
<th>Spr 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 (4) Elem I Instructor</td>
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<tr>
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<tr>
<td>211 Interm Conv Instructor</td>
<td>212 Interm Read Instructor</td>
</tr>
<tr>
<td>301 Adv I Instructor</td>
<td>302 Adv II Instructor</td>
</tr>
<tr>
<td>401 Composition NewHire</td>
<td>412 Lang /Identity NewHire</td>
</tr>
</tbody>
</table>
should there be two new hires, FT instructor, and Karimi-Hakkak, next year, the extra staffing capabilities could cover increased CORE courses, an HONR, or credits in Spanish. The current instructor is a trained teacher of Spanish, and has taught Span language for SLLC.

2. Fall 09/Spring 10

The demand for Major courses for FY10 would likely resemble scenario B above.
## TABLE 1: RESOURCES

<table>
<thead>
<tr>
<th>Resources Categories</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reallocated Funds</td>
<td>$164,531</td>
<td>$172,756</td>
<td>$181,395</td>
<td>$190,465</td>
<td>$199,988</td>
</tr>
<tr>
<td>2. Tuition/Fee Revenue</td>
<td>$85,041</td>
<td>$101,226</td>
<td>$130,641</td>
<td>$148,838</td>
<td>$180,374</td>
</tr>
<tr>
<td>(c+g below) X 25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a. #F.T Students</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>b. Annual Tuition/Fee Rate</td>
<td>$10,598</td>
<td>$10,598</td>
<td>$11,128</td>
<td>$11,684</td>
<td>$12,268</td>
</tr>
<tr>
<td>c. Annual Full Time Revenue (a x b)</td>
<td>$317,940</td>
<td>$381,528</td>
<td>$467,376</td>
<td>$537,464</td>
<td>$613,400</td>
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<tr>
<td>d. # Part Time Students</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. Credit Hour Rate</td>
<td>$463</td>
<td>$487</td>
<td>$511</td>
<td>$536</td>
<td>$563</td>
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<tr>
<td>f. Annual Credit Hours</td>
<td>12</td>
<td>12</td>
<td>18</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>g. Total Part Time Revenue (d x e x f)</td>
<td>$22,224</td>
<td>$23,376</td>
<td>$55,188</td>
<td>$57,888</td>
<td>$108,096</td>
</tr>
<tr>
<td>3. Grants, Contracts, &amp; Other External Sources</td>
<td>$410,438</td>
<td>$429,111</td>
<td>$449,959</td>
<td>$131,275</td>
<td>$137,838</td>
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<tr>
<td>4. Other Sources</td>
<td>$23,601</td>
<td>$24,031</td>
<td>$24,482</td>
<td>$9,957</td>
<td>$10,455</td>
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<tr>
<td>TOTAL (Add 1 - 4)</td>
<td>$683,611</td>
<td>$727,124</td>
<td>$786,477</td>
<td>$480,535</td>
<td>$528,655</td>
</tr>
</tbody>
</table>

### Justification

1. Reallocated funds in Year 1 = $99,531 for Dr. Karimi-Hakkak as the Director of the Roshan Institute Center for Persian Studies for the School and $65K for a new Assistant Professor in Persian from the ARHU dean. Years 2 through 5 have a 5% inflation factor in each of them.
2. Tuition & fee revenue is calculated 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. In Years 1 through 5 external support comes in the form of $90K for the hire of the Roshan Endowed Chair + benefits for the hire which are calculated at the rate of 26% of salary. A 5% inflation factor is calculated in Years 2 through 5.

4. Other sources includes $15K from the School, each year for Years 1, 2 & 3 for the purchase of library materials plus $92,737 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>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Total Faculty Expenses (b + c below)</td>
<td>$492,602</td>
<td>$517,232</td>
<td>$543,094</td>
<td>$570,248</td>
<td>$598,760</td>
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<tr>
<td>a. # FTE</td>
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<td>5.1</td>
<td>5.1</td>
<td>5.1</td>
<td>5.1</td>
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<tr>
<td>b. Total Salary</td>
<td>$390,954</td>
<td>$410,501</td>
<td>$431,027</td>
<td>$452,578</td>
<td>$475,207</td>
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<td>c. Total Benefits</td>
<td>$101,648</td>
<td>$106,731</td>
<td>$112,067</td>
<td>$117,670</td>
<td>$123,553</td>
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<tr>
<td>2. Total Administrative Staff Expenses (b + c below)</td>
<td>$12,381</td>
<td>$13,000</td>
<td>$13,650</td>
<td>$14,332</td>
<td>$15,049</td>
</tr>
<tr>
<td>a. # FTE</td>
<td>0.20</td>
<td>0.20</td>
<td>0.20</td>
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</tr>
<tr>
<td>b. Total Salary</td>
<td>$9,826</td>
<td>$10,317</td>
<td>$10,833</td>
<td>$11,375</td>
<td>$11,944</td>
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<tr>
<td>c. Total Benefits</td>
<td>$2,555</td>
<td>$2,683</td>
<td>$2,817</td>
<td>$2,957</td>
<td>$3,105</td>
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<tr>
<td>3. Total Support Staff Expenses (b + c below)</td>
<td>$37,770</td>
<td>$39,659</td>
<td>$41,641</td>
<td>$43,723</td>
<td>$45,908</td>
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<tr>
<td>a. # FTE</td>
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<td>0.20</td>
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<td>0.20</td>
</tr>
<tr>
<td>b. Total Salary</td>
<td>$32,560</td>
<td>$34,188</td>
<td>$35,897</td>
<td>$37,692</td>
<td>$39,576</td>
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<tr>
<td>c. Total Benefits</td>
<td>$5,210</td>
<td>$5,471</td>
<td>$5,744</td>
<td>$6,031</td>
<td>$6,332</td>
</tr>
<tr>
<td>4. Equipment</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5. Library</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>6. New or Renovated Space</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Other Expenses</td>
<td>$70,866</td>
<td>$72,561</td>
<td>$75,579</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL (Add 1 - 7)</td>
<td>$628,619</td>
<td>$657,452</td>
<td>$688,964</td>
<td>$628,303</td>
<td>$659,717</td>
</tr>
</tbody>
</table>
1. Total faculty expenses – In Year 1 Weinberg = $5,693, Dr. Karimi-Hakkak = $99K, the Roshan Chair = $90K, an Assistant Professor in Persian = $65K, a 1st lecturer = $67K and a 2nd lecturer = $63K. There is a 5% inflation factor each year, 2 through 5 and benefits are calculated @26% of salary.

2. Total administrative salaries – 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 – $14,640 is budgeted for a Faculty Research Assistant to do program support and $17,920 is budgeted for Peer Language Tutors on the Persian FlagShip contract. Benefits are budgeted @26% for the FRA and 8% for the hourly tutors.

4. $12,000 will be spent on Persian materials for the library in Years 1, 2 & 3.

5. Other Expenses include the following, as they appear in the FlagShip sponsored contract budget: $40K 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, $4,374 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 PERSIAN STUDIES  
( Program of Study / Major / Degree Level, etc.)

Program Contact:  
Dr. Ahmad Karimi-Hakkak  
Phone:  ext. 5-3147  
E-mail:  karimi@umd.edu

Date submitted to Academic Unit Head:  November, 2007

Program Goals: The Major in Persian Studies provides students with a linguistically sound and culturally appropriate foundation in Persian, together with a broad introduction to the cultural products and patterns of the Persian-speaking world, 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.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures and Criteria</th>
<th>Assessment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>(list the three-to-five most important)</td>
<td>(describe one or more measures for each outcome and criteria for success)</td>
<td>(initial year, and subsequent cycle)</td>
</tr>
</tbody>
</table>

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 Persian 302 or their last language course requirement (the latter for heritage students).

Results of exams of 10 majors selected at random to be reviewed every third year. Data collection to begin Spring 09.
| **2. Reading goals:**  
Describe, analyze and interpret a variety of genres of Persian texts. | 80% of students should earn a grade of C or better on the reading comprehension section of the final exam for Persian 302 or their last language course requirement (the latter for heritage learners). | Results of exams of 10 majors selected at random to be reviewed every third year. Data collection to begin Spring 09. |
|---|---|---|
| **4. Civilization/culture:**  
Demonstrate range of knowledge of Persian-speaking culture and society (including literature, arts, history, and other traditions). | Final essay or term paper in upper-level elective course. 80% of students should receive a B according to this particular criterion (as part of overall evaluation of paper, which will include other criteria). | Papers of 10 different majors selected at random to be evaluated every third year. Data collection to begin Fall 08. |
### Sample Persian BA: Student 1 – starts Pers 101 Fall freshman (36 credits, requirements satisfied)

Course numbers followed by E = taught in English

#### YEAR 1

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>CORE/ARHU/ELECTIVES</th>
<th>MAJOR</th>
<th>ADD'L COURSES/TERMS</th>
<th>CORE/ARHU/ELECTIVES</th>
<th>MAJOR</th>
<th>ADD'L COURSES/TERMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pers 101</td>
<td>4</td>
<td></td>
<td></td>
<td>Pers 251 E</td>
<td>Modern Iran</td>
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<table>
<thead>
<tr>
<th>Semester 2</th>
<th>CORE/ARHU/ELECTIVES</th>
<th>MAJOR</th>
<th>ADD'L COURSES/TERMS</th>
<th>CORE/ARHU/ELECTIVES</th>
<th>MAJOR</th>
<th>ADD'L COURSES/TERMS</th>
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</thead>
<tbody>
<tr>
<td>Pers 102</td>
<td>4</td>
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</tbody>
</table>

#### YEAR 2

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>CORE/ARHU/ELECTIVES</th>
<th>MAJOR</th>
<th>ADD'L COURSES/TERMS</th>
<th>CORE/ARHU/ELECTIVES</th>
<th>MAJOR</th>
<th>ADD'L COURSES/TERMS</th>
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</thead>
<tbody>
<tr>
<td>Pers 201</td>
<td></td>
<td>Interm I</td>
<td></td>
<td></td>
<td>Pers 202</td>
<td>Interm II</td>
</tr>
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<td>Pers 211</td>
<td></td>
<td>Interm Conv</td>
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<td></td>
<td>Pers 212</td>
<td>Interm Reading</td>
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<table>
<thead>
<tr>
<th>Semester 4</th>
<th>CORE/ARHU/ELECTIVES</th>
<th>MAJOR</th>
<th>ADD'L COURSES/TERMS</th>
<th>CORE/ARHU/ELECTIVES</th>
<th>MAJOR</th>
<th>ADD'L COURSES/TERMS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pers 301</td>
<td>Adv Pers I</td>
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#### YEAR 3

<table>
<thead>
<tr>
<th>Semester 5</th>
<th>CORE/ARHU/ELECTIVES</th>
<th>MAJOR</th>
<th>ADD'L COURSES/TERMS</th>
<th>CORE/ARHU/ELECTIVES</th>
<th>MAJOR</th>
<th>ADD'L COURSES/TERMS</th>
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<td>Pers 301</td>
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<td>Pers 302</td>
<td>Adv Pers II</td>
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<td>Adv Pers I</td>
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<td></td>
<td>Pers 312</td>
<td>Iranian Culture</td>
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### YEAR 4

#### Semester 7

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<th>CR.</th>
<th>ADD'L COURSES/TERMS</th>
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<td>Pers 401</td>
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<td>Persian Composition</td>
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<tr>
<td>Pers 411</td>
<td></td>
<td>Readings Hist/Cult</td>
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#### Semester 8

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<td>Persian Translation</td>
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<td>Pers 371 E</td>
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<td>Intro Lit Trans</td>
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## Sample Persian BA

### Year 1

<table>
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<th>Semester</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Semester 1</td>
<td>Pers 251 E</td>
<td>Modern Iran</td>
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<tr>
<td>Semester 2</td>
<td>Pers 283 E</td>
<td>Iranian Cinema</td>
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### Year 2

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<td>Semester 4</td>
<td>Pers 371 E</td>
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### Year 3

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<th>Course Number</th>
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<td>Pers 201</td>
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<tr>
<td>Semester 6</td>
<td>Pers 202</td>
<td>Intermediate II</td>
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Note: Course numbers followed by E = taught in English.
### YEAR 4

#### Semester 7

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<td>Pers 301</td>
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<td>Advanced I</td>
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<td>Persian Media</td>
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#### Semester 8

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<tr>
<td>Islam in Iran</td>
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### Year 1
#### Semester 1
- **Core/ARHU/Electives**: Pers 311
- **Major**: Persian Media
- **CR.**: Pers 301
- **Advanced 1**
- **Total Credits**: _______

#### Semester 2
- **Core/ARHU/Electives**: Pers 283 E
- **Major**: Persian Cinema
- **CR.**: Pers 302
- **Advanced 2**
- **Total Credits**: _______

### Year 2
#### Semester 3
- **Core/ARHU/Electives**: Pers 251 E
- **Major**: Modern Iran
- **Total Credits**: _______

#### Semester 4
- **Core/ARHU/Electives**: Pers 312
- **Major**: Iranian Culture
- **CR.**: Pers 371 E
- **Intro to Persian Lit**
- **Total Credits**: _______

### Year 3
#### Semester 5
- **Core/ARHU/Electives**: Pers 401
- **Major**: Persian Composition
- **Total Credits**: _______

#### Semester 6
- **Core/ARHU/Electives**: Pers 402
- **Major**: Persian Translation
- **Total Credits**: _______
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</table>
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 Persian. 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 specialists (I may have the titles listed inaccurately). At present I understand that some cataloguing is being done by a staff member fluent in Persian. This is significant as we have received already a gift of ca. 800 volumes from donors to the Roshan Center for Persian Studies with the firm promise of another 2,000 volumes. I am quite sure there will be more gifts of this kind. The area in which we need the library’s help, then is cataloguing the gifts.

In addition, we are privileged to enjoy support from the National Security Education Program (NSEP). NSEP agrees to provide $15,000/year for the next three years for this program to assist with library costs. At this stage the library is calculating those costs.

Should the above combination of gifts and outside financial support prove too little, the College of Arts and Humanities will strive to make good the difference through fundraising. In the short term, the college is willing to provide, if needed, $15,000 over two years to allow the library to build an excellent undergraduate collection in Persian and Arabic.

It is important for many reasons that the new major and minor in Persian 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
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 e-mail 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 ARK3 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
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,

Thomas Kunkel  
Dean
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
October 29, 2007

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

Subject: Modification No. 3 to Subaward No. NSEP-U634006-UMD-PER

Reference: NSEP Contract No. HQ6034-07-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 10, 2006 and as modified, to provide an additional $577,329.00 to support continuation of the Persian 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 $1,199,708.00. The total budgets, as modified, submitted by the Grantee dated May 11, 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 $1,199,708.00 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 - $99,341.00;
2) Payment #2 – Estimated on/about September 1, 2006 - $99,341.00;
3) Payment #3 – Estimated on/about December 1, 2006 - $198,681.00;
4) Payment #4 – Upon full execution of Modification No. 2 - $135,010.00;
5) Payment #5 – Estimated on/about April 1, 2007 - $90,006.00;
6) Payment #6 - Upon full execution of Modification No. 3 - $144,333.00;
7) Payment #7 - Estimated on/about September 1, 2007 - $144,332.00;
8) Payment #8 - Estimated on/about December 1, 2007 - $144,332.00;
9) Payment #9 - Estimated on/about March 1, 2008 - $144,332.00.

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 S. Weinberg and Dr. Ali Abasi.

V. Attachment 2 ("Program Description") to this modification for the Persian 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 Persian 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.
The University of Maryland

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: [Signature]

Monique Anderson, Asst. Director
Research Administration & Advancement
Authorized Official

Date: [11/12/07]

Attachments:
1. Program Description
2. Budget
PROGRAM DESCRIPTION

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

I. Introduction

This program description deals with four (4) important components of the University of Maryland Persian Flagship effort:

a. The Post-BA Arabic Flagship Program;
b. Materials development efforts and a calendar for the undergraduate Persian Flagship program to begin enrollment in 2008-09;
c. Recruitment efforts for 2008-09 and plans to ensure the sustainability of the post-BA program and for wider undergraduate programs in Persian at UMD; and
d. UMD’s proposed contributions to the wider Flagship program.

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 – Ali Abasi provides overall academic oversight, including faculty recruitment, training, and assessment, in addition to teaching and day-to-day coordination of the program. The co-Director also designs Persian Flagship Program materials, which are then licensed and copyrighted. Finally, the co-Director participates in National Flagship activities, including the annual meeting.

The Program Director and Co-Program Director are supported by relevant administrative staff and financial coordinators as discussed below and in the Budget justification.

III. Persian Post-BA Flagship Program

Calendar
The program for the 2007-08 post-BA Persian Flagship cohort runs from August 2007 to July 2008.

At the end of their program of study at UMD, Flagship students will continue their second year of studies overseas in Tajikistan under the supervision of the American Councils for International Education. In 2006-07 UMD supported a smooth transition to the overseas component of the program by sponsoring a three-day workshop for the Tajik faculty involved in the overseas Flagship program. The course on Cyrillic instruction (the script used in Tajikistan) will also aid Flagship students in making a smooth transition to the overseas phase of their language training. The program experienced some difficulty with the transfer of credits from the overseas component to UMD, but has worked this out to avert any problems for the current cohort studying in Tajikistan. The program does not foresee repetition of these difficulties in the current academic year.
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

SUMMER TERM 2008
June 27: Start of classes
July 31: End of classes

Teaching Faculty
In 2007-08, there will be two full-time lecturers (Ali Abasi and Nahal Akbari) and one graduate assistant (Anoush Shahsavari).

Curriculum
During their academic year at UMD, Flagship students take 10 courses, each involving 15 3-hour sessions. Throughout the academic semesters, Flagship students are in class five days a week from 9:30-12:30, and do an additional two hours of work in the Persian dedicated space under the supervision of a lecturer and the language lab assistant. They have the opportunity to speak on a one-on-one basis and explore language and cultural issues in depth for four hours per week with a peer language tutor. Language tutors 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. During the Fall and Spring sessions, Flagship students will also attend eight sessions of a non-credit research methodology course. The goal of these experiences along with the overseas component is to allow students to achieve professional proficiency in Persian.

Instructional Arrangement and Post-BA Responsibilities

<table>
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<tr>
<th>Course # and Title</th>
<th>Credits</th>
<th>Hours</th>
<th>Instructor(s)</th>
<th>Cohort</th>
<th># of Fellows</th>
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<td>PERS611 Practicum in Persian/English Translation</td>
<td>3</td>
<td>9:30-12:30</td>
<td>Akbari</td>
<td>07-08</td>
<td>3</td>
</tr>
<tr>
<td>PERS411 Readings in Iranian Islam</td>
<td>3</td>
<td>9:30-12:30</td>
<td>Abasi</td>
<td>07-08</td>
<td>3</td>
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<tr>
<td>PERS689 Special topics in Persian Language Studies</td>
<td>3</td>
<td>9:30-12:30</td>
<td>Shahsavari</td>
<td>07-08</td>
<td>3</td>
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<tr>
<td>PERS632 Film and Popular Culture in the Persian-Speaking World</td>
<td>3</td>
<td>9:30-12:30</td>
<td>Akbari-Saneh</td>
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<tr>
<td>Research Methodology Consultation</td>
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<td>1:30-3:30</td>
<td>Akbari</td>
<td>07-08</td>
<td>3</td>
</tr>
</tbody>
</table>
### Inter-Semester Period
Start: December 20, 2007
Finish: January 27, 2008
Length: 38 days

**Staff responsibilities:** Continue to develop and refine instructional materials and tests. During this period there are no actual classes, but classes continue “virtually” through WEBCT. The staff assigns homework to Flagship students on a daily basis, and they meet with the students on campus once a week as well.

### Spring 2008
Start: January 29, 2008
Finish: May 21, 2008
Length: 3 months, 23 days

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<tr>
<th>Course # and Title</th>
<th>Credits</th>
<th>Hours</th>
<th>Instructor(s)</th>
<th>Cohort</th>
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<td>PERS672 Culture and Commerce in the Persian-speaking World</td>
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<td>9:30-12:30</td>
<td>Akbari</td>
<td>07-08</td>
<td>3</td>
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<tr>
<td>PERS689 Special Topics in Iranian Literature and Culture</td>
<td>3</td>
<td>9:30-12:30</td>
<td>Akbari</td>
<td>07-08</td>
<td>3</td>
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<tr>
<td>Research Methodology Consultation</td>
<td>n/a</td>
<td>1:30-3:30</td>
<td>Abasi</td>
<td>07-08</td>
<td>3</td>
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### Inter-Semester Period
Start: May 22, 2008
Finish: June 1, 2008
Length: 10 days

**Staff responsibilities:** Continue with materials development and test construction.

### Summer 2008
Start: June 2, 2008
Finish: July 31, 2008
Length: 2 months

<table>
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<th>Course # and Title</th>
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<th>Hours</th>
<th>Instructor(s)</th>
<th>Cohort</th>
<th># of Fellows</th>
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<td>9:30-12:30</td>
<td>Akbari</td>
<td>07-08</td>
<td>3</td>
</tr>
<tr>
<td>PERS642 Political Issues in Contemporary Iran</td>
<td>3</td>
<td>9:30-12:30</td>
<td>Abasi &amp; Akbari</td>
<td>07-08</td>
<td>3</td>
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<tr>
<td>Cyrillic Instruction (to prepare students for Tajikistan)</td>
<td>n/a</td>
<td>1:00-3:00</td>
<td>TBA</td>
<td>07-08</td>
<td>3</td>
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</table>
### Inter-Academic Period

Start: August 1, 2008  
Finish: August 28, 2008  
Length: 28 days

- **Staff**: Preparation for the following year.  
- **Students**: The 2007-2008 cohort is turned over to the American Councils to continue studies overseas.

### IV. Transition to Undergraduate Flagship

To address the shift of focus from post-BA to BA in the new transition plan, UMD has reduced the number of faculty in the post-BA program from four to the equivalent of two full-time lecturers and a GA, the bare minimum of staff to run the program. This shift represents a reduction from the previous budget proposal. This year, UMD will define the overall strategic goals for the undergraduate Flagship program, develop materials for the courses needed for the Flagship component as described below, and make substantial progress towards development of an undergraduate credential in Persian Language and Literature.

**Undergraduate Faculty**
1. Peyman Nojoumian, Materials developer & instructor and webmaster  
2. Marzieh H. T. Tari, Lecturer, Materials developer  
3. Firouzeh Dianat, Faculty Research Assistant, assist with materials development

**Faculty Responsibilities during the Transition Year of 2007-2008**

- **Lecturers**

  To initiate the move towards a fully implemented undergraduate program in 2008-2009, starting in September 2007 Flagship staff will engage in curriculum design for a number of courses targeted toward the Flagship component of the undergraduate curriculum in Persian. In this transition year, the undergraduate Flagship staff (Peyman Nojoumian, Marzieh H. Tari, and the FRA) will develop materials for the following Persian for Specific Purposes courses that will be geared to the needs of undergraduate Flagship students:

1. Persian for Politics & International Relations  
2. Persian for Media  
3. Persian for Islamic Studies  
4. Practicum in Media Translation

Simultaneously, UMD will endeavor to obtain approval for the following disciplinary courses:

1. PERS 311 Introduction to Politics & Government  
2. PERS 314 Islam in the Modern Persian-speaking World

UMD will then identify and recruit Persian-speaking faculty to teach these two courses in 2008-09. Subject to approval, the undergraduate Flagship staff will use train these two faculty members during the academic year so that they can support a "sheltered approach" to language education. This will allow students to gain instruction targeted to relevant disciplines in Persian. In collaboration with these faculty, we will develop instructional materials to be used in support of these two courses in 2008-09.

This year, the undergraduate program will be run by two full-time lecturers plus one Research Assistant. The aim is to have the academic infrastructure in place by the 2008-2009 academic year when the first undergraduate cohort is admitted.
V. Recruitment Plan

The program believes that additional recruitment is crucial to ensuring the sustainability of the post-BA program and the success of the undergraduate program. The current faculty allocation for the post-BA is the bare minimum required to ensure a curriculum with a richness adequate to achieve the sponsor’s goals of professional proficiency. UMD believes that the current cohort of lecturers could provide the current quality of instruction with larger classes (perhaps with as many as 10 students per class) supplemented by peer tutors. In 2006, 15 applicants were assessed and three were awarded Flagship Fellowships. However, two of the students declined before the start of the program, and one dropped out after only one month into the program due to her concerns over the program’s future service commitment.

In UMD’s second effort, 10 applicants were assessed and four were qualified. They started their studies in the Persian Flagship program on January 24. After their Spring and Summer studies at UMD, only two decided to continue their studies overseas.

For the 2007-08 academic year, 17 applicants were assessed and three were awarded Flagship Fellowships. UMD will work with the sponsor to better understand the requirements for consideration for Flagship Fellowship funding. In addition, several applicants indicated that they felt that the commitment to Tajikistan as the overseas location acted as a deterrent to their participation in the program. UMD believes further conversation with the sponsor and the American Councils may be useful here.

Further analysis in conjunction with the sponsor and a concentrated drive toward increased enrollment will likely gain the benefits of lower per student costs and will increase the likelihood of the program’s being sustainable even with a smaller percentage of sponsor support. Most importantly, a sustainable post-BA program may facilitate recruitment for the undergraduate program given that it can afford professional level certification with only a year’s additional commitment for those students who choose to combine Persian studies with another major during their undergraduate studies at UMD.

It is believed that UMD has an adequate student base to support an undergraduate major, as documented in the original proposal to the sponsor. Nonetheless UMD plans to mount a targeted campaign in this area as well.

Previous efforts relied on a comprehensive advertising campaign delivered by mail, email, and via the web to reach every major Persian venue on campus and a wide range of academic and community groups across the nation. In order to enhance recruitment in both programs UMD will continue this effort, but add a live recruitment component as well. The following measures will be adopted:

1. Hold information sessions on UMD campus regularly in both foreign language oriented settings and for disciplines that attract a high concentration of Persian speaking students or that combine well with a credential in Persian language (e.g. Strategic Studies, Technology, or Business).
2. Advertise in the Diamondback newspaper on the UMD campus.
3. Place ads on Radio College Park.
4. Hold information sessions at venues such as the Iranian-American Cultural Society of America, MD.

Two recruitment trips have also been requested in order to visit communities with high-density Persian populations outside of Maryland. The goal beyond immediate recruitment is to become visible in the Persian speaking community. One possible venue for this effort is the Iranian American Parents Association in Beverly Hills, CA.

In addition to the efforts discussed above, the undergraduate major will be highlighted by advertising and speaking at venues such as:

Modification No. 3
The Language Flagship / IIE SUBAWARD NO. NSEP-U631006-UMD-PER
1. The Iranian Community School in the Greater Washington, DC
2. The Iran Cultural and Educational Center (ICEC)
3. Columbia Persian-Language School, MD
4. Towson Persian-Language School, MD
5. Iranian Community School, VA

The feasibility and desirability of holding summer camps for K-12 students to introduce them to the undergraduate Flagship program will also be investigated, and an additional request may be made of the sponsor to fund this effort should this be discovered to be of potential benefit.

VI. Relationship to Flagship Community

UMD has developed a standardized test of Persian language proficiency during the last academic year. UMD intends to use this test to assess its own students’ progress and to benchmark it against other tests. UMD is contributing a standardized test for Persian and sees methodological benefit for the Flagship community as it aims to develop evaluation standards and methodologies as discussed at the annual Flagship meeting. In the coming year, UMD intends to submit a “Diffusion of Innovation” proposal to further efforts along this line. In addition, UMD intends to play an active role in Flagship-wide strategic planning, as requested by the sponsor.
## DETAILED BUDGET

**PERSIAN FLAGSHIP PROGRAM**  
**UNIVERSITY OF MARYLAND**  
**June 1, 2007 - May 31, 2008**

<table>
<thead>
<tr>
<th>Description</th>
<th>IIE/NSF</th>
<th>UMCP COST SHARE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salaries, Wages and Benefits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PI: Amy Weinberg - 9 mos, 11% FTE ($97,596)</td>
<td>$0</td>
<td>$10,844</td>
</tr>
<tr>
<td>Co-PI: Ali Abasi - 12 mos, 50% FTE ($71,360 - $74,928)</td>
<td>$37,315</td>
<td>$0</td>
</tr>
<tr>
<td>Administrative Graduate Assistant - 30% FTE</td>
<td>$0</td>
<td>$5,815</td>
</tr>
<tr>
<td><strong>Subtotal PI &amp; Co-PI Salaries</strong></td>
<td>$37,315</td>
<td>$16,659</td>
</tr>
<tr>
<td><strong>Post-BA Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer: Ali Abasi - 12 mos, 50% FTE ($71,360 - $74,928)</td>
<td>$37,315</td>
<td>$0</td>
</tr>
<tr>
<td>Lecturer: Nahal Akbari-Sanah - 12 mos, 100% FTE ($71,360 - $74,928)</td>
<td>$74,631</td>
<td>$0</td>
</tr>
<tr>
<td>GA: Anoushka Shahsavari - 12 mos, 100% FTE ($25,000)</td>
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<tr>
<td><strong>Subtotal Post BA Program Salaries</strong></td>
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<td>$0</td>
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<tr>
<td><strong>Undergraduate Program</strong></td>
<td></td>
<td></td>
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<tr>
<td>Faculty Research Asst: P. Nojoumian - 12 mos, 100% FTE ($65,000)</td>
<td>$0</td>
<td>$65,000</td>
</tr>
<tr>
<td>Faculty Research Asst: M. Hassantafaghdani - 12 mos, 100% FTE ($60,000)</td>
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<td>$0</td>
</tr>
<tr>
<td><strong>Subtotal Undergraduate Program Salaries</strong></td>
<td>$60,000</td>
<td>$65,000</td>
</tr>
<tr>
<td>Project Coordinator: F. Dianat - 3 mos (09/07 - 09/07), 40 hrs/wk</td>
<td>$7,680</td>
<td>$0</td>
</tr>
<tr>
<td>Project Coordinator: F. Dianat - 9 mos (09/07 - 05/08), 30 hrs/wk</td>
<td>$21,600</td>
<td>$0</td>
</tr>
<tr>
<td>Administrative Coordinator: Angela Wish - 1 mo (05/2007), 15% FTE ($63,000)</td>
<td>$788</td>
<td>$0</td>
</tr>
<tr>
<td>Administrative Coordinator: Angela Wish - 11 mos, 15% FTE ($66,150)</td>
<td>$9,096</td>
<td>$0</td>
</tr>
<tr>
<td>Language Peer Tutors (1/student): 7 * $20/hr * 4 hrs/wk * 32 wks</td>
<td>$17,920</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Subtotal Project Coordinator/Admin/Peer Tutor Salaries</strong></td>
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<tr>
<td><strong>Subtotal Salaries &amp; Wages</strong></td>
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<td>$81,659</td>
</tr>
<tr>
<td>Benefits @ 28%</td>
<td>$81,576</td>
<td>$22,864</td>
</tr>
<tr>
<td>Tuition: Graduate tuition – 1 ($411/or * 24 (10 cr/sem * 2 sem +4 cr/summer))</td>
<td>$9,864</td>
<td>$0</td>
</tr>
<tr>
<td>Residency Tuition for Dushanbe Students ($2,082/sem * 2 sem)</td>
<td>$4,164</td>
<td>$0</td>
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<tr>
<td><strong>Subtotal Benefits + Tuition</strong></td>
<td>$95,604</td>
<td>$22,864</td>
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<tr>
<td><strong>Subtotal Salaries/Wages + Benefits + Tuition</strong></td>
<td>$386,949</td>
<td>$104,523</td>
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<tr>
<td><strong>Consultants &amp; Honoraria</strong></td>
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<tr>
<td>Guest Speakers Honoraria (~$400/speaker * ~5 speakers/yr)</td>
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<td>$0</td>
</tr>
<tr>
<td><strong>Subtotal Consultants &amp; Honoraria</strong></td>
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<td>$0</td>
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<tr>
<td><strong>Equipment</strong></td>
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<tr>
<td>Photocopy Lease &amp; Maintenance ($100/mo)</td>
<td>$1,200</td>
<td>$0</td>
</tr>
<tr>
<td>Color Printer (for publications)</td>
<td>$2,100</td>
<td>$0</td>
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<tr>
<td>Computers (2, Dell)</td>
<td>$2,400</td>
<td>$0</td>
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<tr>
<td>Desks (new hires) and Chairs (student mentoring/meeting area)</td>
<td>$2,600</td>
<td>$0</td>
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<tr>
<td><strong>Subtotal Equipment</strong></td>
<td>$8,300</td>
<td>$0</td>
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# Expendable Supplies & Equipment

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satellite Access Fees ($100/mo)</td>
<td>$1,200</td>
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</tr>
<tr>
<td>Publication Costs</td>
<td>$1,800</td>
<td></td>
</tr>
<tr>
<td>Instructional Materials &amp; Media</td>
<td>$3,000</td>
<td></td>
</tr>
<tr>
<td>Language House Expenses - mentors, stipend, space usage</td>
<td>$11,500</td>
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</tr>
<tr>
<td>Language House Persian Table Coffee Chats ($100/mo)</td>
<td>$1,200</td>
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</tr>
<tr>
<td>Audio-Visual Supplies</td>
<td>$1,200</td>
<td></td>
</tr>
<tr>
<td>Postage</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>Freight (FedEx)</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>Stationery</td>
<td>$250</td>
<td></td>
</tr>
<tr>
<td>Other Supplies</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>Long Distance Telephone Cards</td>
<td>$600</td>
<td></td>
</tr>
<tr>
<td>Persian Culture Club Activities</td>
<td>$3,000</td>
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</tr>
<tr>
<td>Meeting Expenses</td>
<td>$2,400</td>
<td></td>
</tr>
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</table>

**Subtotal Expendable Supplies & Equipment**

$28,150

# Travel

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Travel - 6 people * $2,500 each</td>
<td>$15,000</td>
<td></td>
</tr>
<tr>
<td>Recruitment Travel - 2 trips * $1,500 each</td>
<td>$3,000</td>
<td></td>
</tr>
<tr>
<td>Guest Speakers Travel - 2 people * $800 each</td>
<td>$1,600</td>
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</tbody>
</table>

**Subtotal Travel**

$19,600

# Miscellaneous Costs

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment (advertising)</td>
<td>$2,400</td>
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</tbody>
</table>

**Subtotal Miscellaneous Costs**

$2,400

# Total Direct Costs

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities &amp; Administrative Costs (50%) tuition and computers exempt</td>
<td>$215,735</td>
<td></td>
</tr>
</tbody>
</table>

**Subtotal Direct + Indirect Costs**

$244,899

**Less carry over funds from prior awards**

$86,305

**TOTAL REQUEST (June 1, 2007 - May 31, 2008)**

$156,785

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## Budget Notes:

### Salaries & Wages

- **Co-PI - Ali Abasi**, 50% effort, 12 months ($37,315): to oversee the day-to-day management of the program.
- **Post-BA Program Lecturers, etc.** - to write materials under supervision of the PI; recruit, teach, and test students.
  * Lecturer - A. Abasi, 50% effort, 12 months ($37,315).
  * Lecturer - N. Akbari-Saneh, 100% effort, 12 months ($74,631).
  * GA - A. Shahsavan, 100% effort, 12 months ($25,000): will assist in teaching, ongoing assessment, as well as developing and refining materials. Previous experience has demonstrated that the intensive nature of the program requires additional instruction which will be provided by the GA.

- **Undergraduate Program Materials Development**
  * Materials Development (Faculty Research Assistant) - M. Hassantafaghodtari, 100% effort, 12 months ($60,000).

- **Project Coordinator** (Faculty Research Assistant) - Firoozeh Dinat; 100% effort for 3 months (06/07 – 08/07) ($7,680) and 75% effort for 9 months (09/07 – 05/08) ($21,600): to serve as project coordinator as well as aid in Flagship module materials development and provide laboratory resources.

- **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 = 7 students ($17,920): 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% ($81,576) for faculty and staff. However, only actual fringe benefit rates are charged to the sponsor.
- **GA Tuition**: ~$411/credit * 24 credits/yr ($9,864).
- **Residency Tuition**: UMD students participating in the overseas phase of the Persian Flagship Program in Dushanbe, Tajikistan 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) * 2 semesters ($4,164 total).

**Consultants/Honoraria**
- **Guest Speakers**: Honoraria will be paid to six invited speakers per year at ~$400 each ($2,500) to give talks and engage in debate around pre-defined topics relevant to the courses. Guest speakers constitute an integral part of the academic, linguistic, and professional training of the Flagship students because they provide perspective on topics relevant to students’ specific professional fields.

**Equipment**
- **Photocopy Lease & Maintenance** at ~$100/mo ($1,200). Photocopies are to be used in the preparation of pedagogic materials and program administration announcements, as well as by students.
- **Color Printer** ($2,100) will be used for publication of instructional materials. The Persian Flagship office is co-located with the main facilities of SLLC. Therefore, funds are requested for a dedicated, color printer in order to prepare program materials.
- **Computers**(2) ($2,400) are requested for newly hired staff in the Persian undergraduate Flagship program.
- **Desks and Chairs** ($2,600): Desks for new hires for Persian undergraduate Flagship program and additional chairs for the student mentoring/meeting area in the Persian Flagship space.

**Expendable Supplies & Equipment**
- **Monthly Satellite Access** fee at ~$100/mo x 12 months ($1,200) in order to capture four (4) Persian 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** ($1,800) include the costs of publication of promotional materials, such as brochures for the program, announcements of program availability, application deadlines, etc.
- **Instructional Materials & Media** ($3,000) includes instructional DVD’s, reference books, multimedia resources, Persian 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).
- **Persian 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 Persian 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.
- **Postage** ($500) for communications with invited speakers and applicants to the program.
- **Freight-Overnight Express** ($500) includes the cost of preparation, delivery, and administration of UMCP Persian Flagship diagnostic language tests to all applicants.
- **Stationery** ($250) for day-to-day office/academic requirements.
- **Other Supplies** ($1,000) such as printer cartridges and paper for materials development and student use.
- **Long Distance Telephone Cards** ($600) for the cost of communication between UMCP Persian Flagship and prospective hires, overseas suppliers of academic materials, etc.
- **Persian Culture Club** ($3,000) provides periodic cultural enrichment activities/programs, such as Persian movies, visits to sites related to the Persian language or culture. This budget item is intended to be used to pay for all costs, including food, for these events and field trips.
The University of Maryland

- Meeting Expenses ($2,400) to host Persian-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 ($15,000) is budgeted for round trip transportation, hotel, per diem, cost of registration and fees for six (6) 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 where large Persian populations reside in order to attract a sufficient undergraduate class and to enrich the post-BA applicant pool.
- Guest Speakers' Travel ($1,600) is budgeted for two (2) invited speakers per year residing in states other than Maryland.

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

Facilities & Administration
- F&A (formerly Indirect Costs) ($215,735): The University of Maryland, College Park has a negotiated F&A rate of 50% that is applied to a modified total direct cost base. GA tuition remission ($9,864), residency tuition ($4,164), and sensitive equipment ($2,400) have been deducted from the direct costs of $447,899 for a modified total direct cost base figure of $431,471. A carryforward amount of $86,305 yields a funding request in the amount of $577,329.

SLCC/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 Persian Flagship Program.
- Undergraduate Faculty Research Assistant: UMD is contributing funds ($65,000) for one lecturer (P. Nojoumian) in the Persian undergraduate Flagship program.

UMD is committing full tuition revenues due to the SLCC from the Office of Professional Studies at UMCP for both Flagship and non-Flagship students enrolled in the post-BA program for this academic year. Therefore, $156,785 will be used to offset the sponsor’s per student costs and ensure sustainability of the program.
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 Persian

Library holdings in Persian are quite modest: a generic search of the Catalog identifies 441 items in Persian. These include video recordings, US Federal Government Documents, dictionaries and grammars, literary works, religious texts and commentary, and works that have portions or parallel texts in Persian.

The only current subscription to a Persian-language serial in the UM Libraries is to Rahavard Persian Journal out of Los Angeles.

At this proposal stage the degree to which undergraduate students will be expected to consult library materials in Persian is unclear, making it difficult to determine the level of funding required. The Libraries expect a gift of books that would constitute the core library collection. Beyond that, the Libraries would need ongoing funds to maintain currency. Consultations with Middle Eastern Studies librarians at a range of US academic institutions lead us to conclude that $6,000, in annual expenditures for materials in Persian, should be sufficient to support the proposed undergraduate program.

Some additional points to consider

- book supplier services exist to provide materials in Persian 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 the professional staff in the Libraries has the necessary proficiency in Persian 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 need funds to support a faculty-level permanent position. Until such a position is filled, the Libraries have trained a non-librarian native speaker, redeployed from another unit within the Libraries, in basic cataloging of Farsi language materials. This is a stop-gap solution that will help address some immediate and fundamental processing needs related to the development of a collection to support the proposed program.

Funding

Materials

Books and film/media: $6,000 per annum

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

The Center for Persian Studies also has approximately 800 book volumes to donate to the Libraries to help form a core collection in Persian Studies. This will be supplemented by an even larger collection of approximately 2,000 volumes soon to be donated by friends of the Center.

Staff

In the short-term, the Libraries will work directly with the teaching faculty in the Persian program to identify specific materials required for purchase. A long-term solution to book selection and cataloging remains 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.