Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: ARHU SLLC
College/School Unit Code-First 8 digits: 01202700
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: SLA
Department/Program Unit code-Last 7 digits: 1274001

Type of Action (choose one):
- Curriculum change (including informal specializations)
- Renaming of program or formal Area of Concentration
- Addition/deletion of formal Area of Concentration
- Suspend/delete program

New academic degree/award program
New Professional Studies award iteration
New Minor

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:
Add an MA in Second Language Acquisition as a feeder and terminal degree for existing PhD in SLA

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair
   Gabrielle Strauch

2. Department Chair
   Carol Messman

3. College/School PCC Chair
   Maryellen Scullen

4. Dean
   E. LorJean's cp

5. Dean of the Graduate School (if required)

6. Chair, Senate PCC

7. University Senate Chair (if required)

8. Vice President for Academic Affairs & Provost
PROPOSAL FOR
NEW INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND

M.A. in Second Language Acquisition

COLLEGE OF ARTS AND HUMANITIES

DEAN: Professor JAMES F. HARRIS

MASTER’S DEGREE IN SECOND LANGUAGE ACQUISITION
Version of February 15, 2010

PROPOSED INITIATION DATE: FALL, 2010
I. OVERVIEW AND RATIONALE

A. Nature of the proposed program

Master’s degrees in second language acquisition (SLA)\(^1\) are highly successful at many universities in the USA, Canada, several European countries, Australasia, and elsewhere. The proposed new two-year Master’s program at UMD would provide high-quality students with a thorough grounding in the theory, research and practice of untutored as well as instructed second (including foreign) language acquisition. As described below, two options are available to the students. It would meet a need for such training in Maryland and the greater metropolitan D.C. area, as well as nationally and internationally, and given its relationship to the established Ph.D. in SLA, it could do so at the very highest level, **without requiring any new resources**. The faculty is already in place, and students for the M.A. will come with outside funding, i.e., with their own money, with sponsorship from their home institutions/employers or their governments, or with Fulbright scholarships, or be self-funded, or funded by CASL (Center for the Advanced Study of Language) or NFLC (National Foreign Language Center). As with the Ph.D. in SLA program, some may also be funded via employment as research assistants on external grants secured by the SLA faculty.

The proposed program would also fit well with the University’s new Strategic Plan, with its emphasis on globalization, and either extending or building new internationally oriented programs and programs with important social ramifications: "The University of Maryland will sustain and significantly increase the breadth, quality, and impact of its partnerships, outreach, and engagement initiatives that address critically important intellectual and societal issues" (p. 22). It would also fit well with the School of Languages, Literatures, and Cultures (SLLC), especially because of the already existing Ph.D. program in SLA, for which it could serve as a feeder.

The College Park campus already has in hand all the faculty, courses and infrastructure required to open such a program, and our Ph.D. in SLA program, although only five years old, is fast becoming recognized as among the top two or three in the country. The University’s new Strategic Plan states (p. 14) that "(t)he University of Maryland will provide high-quality graduate and professional education" (p. 14). The quality of Ph.D. in SLA applicants is already as good here as at the top-rated University of Hawaii. Many of the same most promising students apply to, and are accepted at, the same elite programs; we know that from the applicants themselves in some cases, from faculty at the rival programs in other cases, and also by tracking where the individuals end up attending. The core Maryland SLA faculty number only six, but that makes us a middle-

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\(^1\) Some degrees, e.g., those at Hawai‘i, Indiana and Michigan State, are called ‘Second Language Studies,’ and some that share a similar, but not quite the same, focus to what is suggested for the new UMD program are called ‘Applied Linguistics.’ A similar variety of names is employed for doctoral programs in the field. The proposed program is clearly different from what is typically offered in Linguistics departments because it puts less emphasis on linguistic theory and analysis and more on second language learning, and it is different from what is typically offered in Schools of Education because of our emphasis on research.
size program by U.S. standards. All of us are senior (four Full, two Associate, all tenured), and widely published and quoted. Our students themselves are proving to be of exceptional caliber, presenting at major conferences before even finishing their course work, organizing the leading conference in SLA themselves here next year, and in a few cases even publishing already in the leading journals and receiving prestigious fellowships (several students are fellows or affiliates of the IGERT program for multidisciplinary training in the Language Sciences sponsored by the National Science Foundation).

**B. Program size, needs and market**

Students for this program would come from several populations on and off-campus, from the USA and overseas. They include:

- Individuals with Bachelors degrees from U.S. and overseas institutions, who wish to pursue M.A. or Ph.D. programs in SLA like ours at Maryland. The job market for holders of such bachelor’s degrees is limited, but BA holders often possess an excellent foundation for Master’s level graduate work in SLA, which is a field with many career opportunities, including language teaching and testing.
- Teachers, supervisors, and teacher trainers who need empirically-grounded Master’s level graduate training on SLA in a variety of languages (UMD’s Ph.D. in SLA program features the acquisition, assessment and testing of LCTLs (Chinese, Arabic, Hebrew, Persian, Russian, Japanese, Korean, Turkish, etc.) as a major focus, but offers substantial expertise in French, Italian, Spanish and German, as well.
- Employees in the many U.S. government language programs and language service contracting firms in the greater DC/MD/Northern VA area -- military language specialists, teachers, supervisors, curriculum designers, materials writers, testers, researchers and program evaluators -- who need research training.
- University faculty members from the USA and, especially, overseas, many with completed doctorates in related fields (literature, education, etc.), whose mid-career focus has shifted towards second language acquisition, and who need to “retool.”
- Researchers at the Center for the Advanced Study of Language (CASL) or the National Foreign Language Center (NFLC) who are cognitive scientists but who need training in SLA.

The Strategic Plan mandates (p. 16) that “programs will control their enrollment to maintain program quality in line with program resources and market demands for graduates” (p. 16), and further that “(e)ach Master’s and each Ph.D. program will recommend a target program size corresponding to metrics of quality and resources and a plan to reach that size” (p. 17). From its second year of operation, in 2006, the relatively new Ph.D. in SLA program has attracted 50 or more applications each year, of which an average of six per year have been admitted. Given that the reputation of our SLA
program is already well established, and given the greater demand at the M.A. level nationally and internationally, we would anticipate 20-40 applications, and an enrollment of 5-10 students, the first year the program was offered (ideally, AY 2010-11), and an application pool of 40-60 each year thereafter, with 10-20 admitted per year. Most students would complete the program in two years. A minority - mostly American students with full-time jobs in the area - would require a third year. A few would study part-time, and take three to four years.

Only students with outside funding will be admitted:

a) Students with sponsorship from their home institutions/employers or their governments, with Fulbright scholarships, or self-funded. For an M.A. in SLA the number of potential students coming with funding is much larger than in many for many other areas or for the Ph.D. in SLA. Many governments and foundations do provide scholarships/fellowships at the MA, but not the Ph.D. level. For example, the scholarship of the President of the Russian Federation (established in 1993), a highly competitive source of funding for top graduate students in Russia, covers full tuition and living expenses for study in foreign universities. The most obvious example, however, is the many students from East Asia, in particular the PRC. We know there are many such students, even from China alone, in M.A. programs in SLA/related areas in the US. As a case in point, out of the 18 students who have applied for the Ph.D. program for next year to date (six weeks before the deadline), 8 have stated they do not need financial aid from the university. If even for Ph.D. programs a substantial percentage of applicants can obtain external funding, then that should certainly be possible for the much shorter M.A. program.

b) Students who can be funded on external grants, either to the Center for the Advanced Study of Language or to the National Foreign Language Center, or directly via employment on external grants secured by the SLA faculty.

II. CURRICULUM

A. Catalog description

The M.A. is intended primarily as a two-year program for full-time students. A limited number of part-time students would also be admitted. It will provide students with rigorous, comprehensive training in the theory and research of second (including foreign) language learning, teaching and testing, and related areas. A major program focus includes preparation for those working, or intending to work, in programs for tertiary students and adults studying less commonly taught languages (LCTLs), e.g., East-Asian and Middle-Eastern languages, and such modern European languages as Spanish, French, Italian and German. Areas of particular faculty expertise include cognitive processes in SLA; psycholinguistics; language processing; individual differences in such factors as age, aptitude, and working memory; second language analysis; heritage learners; age effects; needs analysis; syllabus design; materials writing; language assessment; program evaluation; the effects of study abroad; and Task-Based Language Teaching.
B. Structure, course requirements and options

The M.A. in SLA is a 30-credit program, with two tracks: Plan A, by coursework and thesis, and Plan B, by coursework only. These two tracks are meant to accommodate two slightly different populations, those planning on going on for the Ph.D. at Maryland or elsewhere (Plan A) and those who will be consumers and interpreters rather than producers of research and for whom the M.A. will be a terminal degree (plan B).

Plan A: Coursework and thesis

6 required core courses (18 credits), all taught in English

1. SLAA 610: Introduction to SLA
2. SLAA 611: Fundamentals of language acquisition and instruction
3. *SLA 630: Language testing (new; catalog description below)
4. *SLA 640: Psycholinguistics (new; catalog description below)
5. *SLA 650: Second language analysis (new; catalog description below)
6. SLAA 620: Second language research methodologies

2 electives (6 credits) to include any SLA course, or a course chosen from offerings in another department. All electives will be chosen in consultation with and with the approval of the program advisor.

7. Elective 1
8. Elective 2

Thesis (6 credits)

Plan B: Coursework only

5 required core courses (15 credits), all taught in English

1. SLAA 610: Introduction to SLA
2. SLAA 611: Fundamentals of Language Acquisition and Instruction

3. *SLA 630: Language testing

4. *SLA 640: Psycholinguistics

5. *SLA 650: Second language analysis

5 electives (15 credits), any appropriate combination of SLA/SLAA courses and courses in other departments. All electives will be chosen in consultation with and with the approval of the program advisor.

6. Elective 1

7. Elective 2

8. Elective 3

9. Elective 4

10. Elective 5

C. Existing Courses in Second Language Acquisition that can serve as electives

SLAA 620 Second Language Research Methodologies (3 credits)
Prerequisite: SLAA 610. Pre- or corequisite: SLAA 611.
An exploration of research methodology in second language acquisition (SLA), with a focus on developing practical skills in data analysis and interpretation. Preparation in both critical evaluation of existing research and design of new research models.

SLAA 649 Special Topics in Second Language Acquisition (3 credits)
Repeatable to 9 credits if content differs.
Current topics in research in second language acquisition.

SLAA 719 Second Language Acquisition and Application Internship (3 credits)
Repeatable to 06 credits if content differs.
Internship at a site to be determined. Topics may include heritage language learning, immersion education, testing and assessment, translation and interpretation, and national language planning and policy.

SLAA 740 Research Issues in Second Language Learning (3 credits)
Current topics in second language learning research, including interlanguage development, negative feedback, maturational constraints, units of acquisition, stabilization/fossilization, aptitude and aptitude training.
SLAA 741 Cognitive Processes in Second Language Learning (3 credits)
Prerequisite: SLAA610 or equivalent, and permission of instructor. Examines the roles
driven by varied types of learning processes and memory, general processing issues, and
the cognitive bases of individual differences in learning and processing a second
language.

SLAA 742 Second Language Processing (3 credits)
Prerequisite: M.A. students need permission of instructor. Covers leading theoretical
approaches and experimental methods in second language processing. Draws on research
and theories in SLA, formal linguistics, cognitive grammar, psycholinguistics, and
neurolinguistics.

SLAA 743 Interlanguage Studies (3 credits)
Prerequisite: SLAA610 or permission of instructor. Review of the accepted facts about
interlanguage development, and critical study of the many, often mutually exclusive,
explanatory mechanisms and processes proposed by advocates of different SLA theories.

SLAA 744 Age Effects in Second Language Learning (3 credits)
Prerequisite: SLAA610 and permission of instructor. Consideration of the empirical
evidence for age effects in second language learning and potential confounds. Critical
evaluation of the differing interpretations of those effects and their implications for
educational practice, SLA theory, development psychology, and research methodology.

SLAA 749 Special Topics in Second Language Learning (3 credits)
Prerequisite: SLAA610 or permission of instructor. Current topics in research on second
and foreign language learning.

SLAA 750 Instructed Second Language Acquisition (3 credits)
Prerequisite: SLAA610. Survey of studies of the effectiveness of SLA instruction within
various domains of language, with a focus on research design.

SLAA 751 Second Language Classroom Research (3 credits)
Prerequisite: SLAA610. Critical evaluation of the evolution and current state of second
language classroom research, focusing on theoretical concerns, methodological issues,
and substantive findings.

SLAA 754 Task-Based Language Teaching (3 credits)
Overview of Task-Based Language Teaching (TBLT), including task-based needs and
means analysis, syllabus design, materials writing, methodology and pedagogy, testing,
and evaluation. Theoretical issues addressed include relationships of TBLT to research
findings on the psychology of learning and SLA, and to libertarian approaches to
education.
SLAA 759 Special Topics in Second Language Instruction (3 credits)
Topics in the theory and practice of second language instruction.

SLAA 760 Second Language Assessment (3 credits)
Prerequisite: SLAA 610. An overview of current assessment models in second and foreign language learning.

SLAA 773 The Heritage Language Speaker (3 credits)
Masters students need permission of instructor. Critical exploration of theoretical issues and existing experimental research on heritage language learning and use, as well as classroom and curricular implications of heritage language learning.

SLAA 779 Directed Research in Second Language Acquisition and Application (1-3 credits)
Directed independent research in SLA.

SLAA 798 Master's Independent Study (1-3 credits)
Repeatable for 6 credits if content differs.

SLAA 799 Master's Thesis Research (1-6 credits)

C. Admissions policy and special criteria for students selecting this field of study

Students may enter the program in the Fall semester, only. Prior to admission to the program, applicants must have successfully completed a Bachelor's degree from an accredited university in a relevant field, e.g., linguistics, applied linguistics, psychology, foreign languages, applied linguistics, cognitive science, anthropology or education. They must provide three letters of recommendation from academic and/or professional referees. They must submit a statement of purpose describing their academic and career background and future plans, specifying why they believe the UMCP program is suitable for them, and they for it, and how they would expect to use the training received. Unless they completed a prior degree at an English-medium university within the previous three years, students whose native language is not English must provide a TOEFL score of 600 or higher on the paper-based version [250 or higher on the computer-based version; 100 on the internet version] or an IELTS score of 8. The TOEFL or IELTS must have been taken within the last two years for the scores to be valid. Verbal and quantitative GRE scores will be required of all native speakers of English, and are recommended for non-native speakers, as well.

D. Foreign language requirement

Before graduation, all students completing the M.A. in Second Language Acquisition will demonstrate three types of experience with non-native language: learning a non-native language, using a non-native language, and teaching a language to non-native speakers of that language. All three types of experience will be verified through official
documentation and/or assessment as follows:

1. Language Learning.
Students must have spent at least two semesters as a student of a non-native language in a post-secondary classroom environment (6 total credits minimum). Verified through transcripts. SLLC will provide this experience for any student who needs it.

2. Language Teaching.
Students must have taught a language to non-native speakers of that language for at least one semester, or the equivalent of 45 hours. Verified through contract, letter, etc.

3. Language Use.
Students must show that they are able to communicate in a non-native language at the intermediate-low level on the American Council on Foreign Language Teaching (ACTFL) scale through an Oral Proficiency Interview (OPI). Students whose native language is not English will be able to satisfy this requirement through their competency in English, which is a graduate admission requirement.

These three requirements do not necessarily have to be met in the same language.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

A. List the program’s learning outcomes

At the Master’s level all students need to have good knowledge of the foundational literature in the field (history, major theories, research methodology). This will be assessed through written course examinations.

Furthermore, depending on whether students choose plan A (with thesis) or plan B (without thesis), they will need to either acquire the basic research skills for research on second language acquisition or deepen their knowledge of the theoretical literature and its practical implications. In the case of Plan A, they will conduct an original empirical study based on a faculty-approved thesis proposal; in the case of plan B they will write a paper that makes a thorough comparison between two theories about second language acquisition or between two books on such theories. This paper will need to be of publishable quality in the judgment of the thesis committee.

B. Assessment Plan (See attached file)

IV. FACULTY AND ORGANIZATION

A. Academic direction and oversight
The M.A. in SLA program will be housed within a single academic department at College Park, the School of Languages, Literatures, and Cultures (SLLC). The Program Director will be the Director of the current Ph.D. in SLA program, who will assume senior administrative responsibility for both programs. He or she will be assisted by the M.A. program’s Graduate Faculty (GF). The SLA faculty listed below are all widely recognized internationally as among the very best in the field. They will act as student advisors, thesis committee members, and members of other committees (admissions, curriculum, etc.) as required. They all have extensive experience operating similar programs at other institutions.

**Robert DeKeyser** (Full Professor, SLLC) (Ph.D., Education, with a minor in Linguistics, Stanford University, 1986): Interlanguage variability, individual differences in language learning, aptitude-treatment interaction, cognitive psychology of language acquisition, critical period phenomena; monitoring processes, effects of study abroad.

**Michael H. Long** (Full Professor, SLLC) (Ph.D., Applied Linguistics, University of California, Los Angeles, 1980): Epistemological issues and theory change in SLA; age differences; maturational constraints and sensitive periods in SLA; SLA processes, e.g., stabilization/fossilization in interlanguage development, negative feedback (models and recasts); language aptitude; the advanced learner; second language research methods; foreign language needs analysis; Task-Based Language Teaching.

**Steven Ross** (Full Professor, SLLC) (Ph.D., Second Language Acquisition, University of Hawai‘i, 1995): Research methods and statistics; language testing; performance assessment; oral proficiency interviewing; program evaluation; individual differences; learner motivation; discourse and conversation analysis.

**Kira Gor** (Associate Professor, SLLC) (Ph.D., Linguistics and Experimental Phonetics, St. Petersburg State University, 1983; Ph.D., Russian and Second Language Acquisition, Bryn Mawr College, 1993): Acquisition and processing of second language phonology and morphology, role of input and frequencies in rule acquisition, lexical access, heritage and late language learners.

**Nan Jiang** (Associate Professor, SLLC) (Ph.D., Second Language Acquisition and Teaching, University of Arizona, 1998): Cognitive/psycholinguistic processes and mechanisms in adult second language acquisition; bilingual language processing, lexical representation in L2 development; language transfer; integration of linguistic knowledge in adult L2 learning; relationships between language and thought.

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**Adjunct faculty**

**Catherine J. Doughty** (Senior Researcher and Area Director for SLA, CASL) (Ph.D., Applied Linguistics, University of Pennsylvania, 1988): Cognitive processes in SLA; language aptitude; measurement of second language development and proficiency;
research on second language instruction; technology and language teaching; the advanced learner. (Even though she is listed adjunct, Professor Doughty has taught a course for the Ph.D. program in SLA on a regular basis, and is serving on many Ph.D. dissertation and qualifying paper committees.)

V. OFF-CAMPUS PROGRAMS

N/A. The program will be wholly residential. There will be no off-campus locations, nor a distance education component.

VI. OTHER ISSUES

None.

VII. COMMITMENT TO DIVERSITY

SLLC’s Ph.D. in SLA program has already attracted a wide range of students who represent a diverse group of countries and ethnicities. The M.A. program would open the door to larger numbers of an even more diverse population of students.

Many core research areas in SLA are intrinsically concerned with diversity, an issue of special significance for the College of Arts and Humanities (ARHU), the University, and the State of Maryland. Understanding communication (and communication breakdowns) among speakers of different languages, races, genders and cultures in academic, workplace, and other social settings is a major research focus in the field. So is the acquisition and assessment of the ability to operate successfully and harmoniously across cultures, including traditionally problematic boundaries of race and class. The same is true of dialect differences, often linguistic markers of racial, economic, social and cultural differences within communities. Development of an understanding and appreciation of another culture is an inherent part of developing proficiency, especially high-level proficiency, in a foreign language. Improving the efficiency of the development process is arguably one of the best ways of increasing cross-cultural understanding and an appreciation for human diversity.

Students and faculty in the proposed Ph.D. program will themselves inevitably represent a rich array of languages and cultures, and many dimensions of cultural diversity will figure among their core research interests. SLA faculty members at College Park already reflect the diversity of which the College of Arts and Humanities and SLLC are justifiably proud, and at least 50% of the intake to the M.A. program is expected to consist of international students. The focus on European and less commonly taught and rarely taught languages, including those of Asia and the Middle East, means that the
diversity of students in the M.A. will likely be as great as that which already exists in SLLC’s Ph.D. in SLA program.

VIII. REQUIRED PHYSICAL RESOURCES

A. Library and information resources

More than sufficient library resources for the new program, both books and periodicals, are already in place, since the M.A. will require only a sub-set of those previously purchased for the Ph.D. in SLA. There will be no need for additional library resources.

B. Facilities

No new facilities are required.

C. Impact on existing facilities and equipment

Facilities and equipment for the proposed program are already abundant at College Park. The research laboratory in the basement of Jimenez Hall that serves the Ph.D. in SLA can more than satisfy M.A. program needs, as well. Excellent research facilities exist in surrounding departments and other units, e.g., Linguistics, CASL, and the College's National Foreign Language Center, with all of which the SLA faculty have close working relationships.

No new office space will be required, as the faculty for the new program will be the same as that for the existing Ph.D. in SLA. Office space will not be needed for students.

Note: A library report has been requested.

IX. RESOURCE NEEDS AND SOURCES

A. New courses

Three new courses will be needed for the new program: SLA 630: Language testing, SLA 640: Psycholinguistics, and SLA 650: Second language analysis. Syllabi for these courses are attached. All three are courses previously taught at other institutions many times by our existing faculty.

B. New personnel

No new personnel are required. The existing SLA faculty members are all tenured, and more than adequate to handle the new program.
C. Impact on existing faculty and staff

The new program will involve a small increase in administrative work for some SLLC staff, e.g., those in graduate records and accounts. Existing staff are highly competent, however, and already experienced at handling Ph.D. in SLA students records.

D. Source for funding required for VIII, above

N/A. No funding is required. This is a program that can be operated successfully using personnel and resources already in place for the Ph.D. in SLA program.

E. Other required resources

None.

F. Table 1 and Table 2

Course rotation

Faculty Resources and Course Rotation

<table>
<thead>
<tr>
<th>Faculty members in SLA</th>
<th>Expected teaching load (per year)</th>
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<tbody>
<tr>
<td>Michael Long</td>
<td>4 courses</td>
</tr>
<tr>
<td>Robert DeKeyser</td>
<td>3 courses (1 course release as Graduate Director)</td>
</tr>
<tr>
<td>Nan Jiang</td>
<td>4 courses</td>
</tr>
<tr>
<td>Kira Gor</td>
<td>4 courses</td>
</tr>
<tr>
<td>Steve Ross</td>
<td>1.5 courses (40%, 3 courses in 2 years)</td>
</tr>
<tr>
<td>Cathy Doughty</td>
<td>0.5 courses (1 course every other year)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15 courses</strong></td>
</tr>
</tbody>
</table>

Teaching six core courses for the M.A. leaves the faculty with nine courses (15 - 6 = 9) at the Ph.D. level, and electives for the M.A. level per year. Since three courses per semester, and six per year, are offered at the Ph.D. level, those nine courses will also cover occasional sabbatical leaves, course buy-outs, teaching undergraduate honors courses, faculty participation in other SLLC programs, etc. Teaching assignments may change.

N.B.
1. Michael Long served as Director of SLLC through Spring 2009, with a 1-course expectation, and is currently on leave. His 4-course load represents 3 new courses for the program.

2. Since 2005, Robert DeKeyser has served as editor of Language Learning, for which he received a course release and for which LL bought him out for an additional course. His 3-course load represents 2 new courses for the program.

3. Kira Gor is officially a full-time member of the SLA faculty, but offers to contribute to the RUSS program when they can use her and SLA can spare her. If Kira Gor were teaching 2/2 in SLA, RUSS would be able to satisfy the requirements of their majors and minors with the remaining faculty. Crucially, they will no longer be offering a Flagship-funded course per semester, as of AY11, which adds 50% of a RUSS faculty back into the normal slate of RUSS courses. This is what Kira Gor has generally been offering in the RUSS program. (The exceptional third course in F09 was added during the first week of classes in Sept upon the cancellation of an SLA seminar; we were able to split a slightly larger than normal RUSS 301 into two small sections.) RUSS also regularly teaches a generous number of sections in English (three this year), which could be cut back in the overall SLLC rotation of CORE offerings.

4. In a similar fashion, SLA has offered Nan Jiang’s teaching services to the CHIN program since his arrival in F08 (2 in AY09; 1 in AY10), allowing for the luxury of the splitting of advanced readings courses among heritage and non-heritage speakers. He will continue to do so on an as needed/as available basis.

M.A. in SLA

Course Cycle for Incoming Students, Thesis Option

Semester 1, Fall: SLAA 610, 611, 650  
Semester 2, Spring: SLAA 620, 630, Elective 1  
Semester 3, Fall: SLAA 640, Elective 2, Thesis 1  
Semester 4, Spring: Thesis 2

M.A. in SLA

Course Cycle for Incoming Students, Non-Thesis Option

Semester 1, Fall: SLAA 610, 611, 650  
Semester 2, Spring: SLAA 630, Elective 1, Elective 2  
Semester 3, Fall: SLAA 640, Elective 3, Elective 4  
Semester 4, Spring: Elective 5
M.A. in SLA

Sample Course Schedule with Faculty Rotation for AY 2010/2011-2014/2015

<table>
<thead>
<tr>
<th>Semester</th>
<th>Core courses and electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>SLAA 610 DeKeyser</td>
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<tr>
<td></td>
<td>SLAA 650 Nan Jiang</td>
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<td>SLAA 640 Gor</td>
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<td>SLAA 611 Gor</td>
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<td>SLAA 630 Ross</td>
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<td>Elective</td>
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<td>Elective</td>
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<tr>
<td>Spring 2011</td>
<td>SLAA 620 DeKeyser</td>
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<td>SLAA 650 Nan Jiang</td>
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<td>SLAA 640 Gor</td>
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<td>SLAA 611 Gor</td>
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<td>SLAA 630 Ross</td>
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<tr>
<td>Fall 2012</td>
<td>SLAA 610 Gor</td>
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<td>SLAA 640 Gor</td>
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<td>SLAA 611 DeKeyser</td>
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<td>SLAA 630 Ross</td>
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<td>Elective</td>
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<tr>
<td>Spring 2013</td>
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11 February 2010

Professor Robert DeKeyser
School of Languages, Literatures, and Cultures
University of Maryland
College Park, MD 20742

Dear Dr. DeKeyser:

The M.A. in Second Language Acquisition, which is proposed by the School of Languages, Literatures, and Cultures, is an excellent addition to the graduate programs of the School, and will serve the needs of a large number of potential students in the greater D.C. metro area. Teaching second languages, especially to typically monolingual Americans, has become a critical issue for the country. Several departments in the U.S. government have renewed emphasis on the teaching of foreign languages, both for children and adults. For example, the National Security Language Initiative announced by then-President Bush a couple of years ago has spawned several programs within the executive departments on foreign language acquisition.

The program’s focus on the teaching of less commonly taught languages (LCTLs) is much needed. This topic is a major focus of the research program of the Center for Advanced Study of Language. This instructional program will complement nicely the research program at CASL. Indeed, the six faculty members are all affiliates of CASL and one of CASL’s senior research scientists, Catherine Doughty, will be teaching regularly in the M.A. program. In addition, the research at CASL can serve as site for students to engage in research projects on second language acquisition.

The Ph.D. program in Second Language Acquisition has rapidly achieved national prominence, so that one can predict that the M.A. program will be equally successful. Since the same faculty members will teach in both the M.A. and Ph.D. programs, the addition of an M.A. program make for an efficient use of University resources, while increasing educational opportunities for students at the same time.

Because of the critical need for this program, it will have no difficulty attracting high caliber students, many of whom will not need direct financial support from the University. Specifically, we have a number of researchers at CASL who will be very interested in enrolling in this program, so that they can further their skills in areas relevant to the research on which they work at CASL. In addition, CASL will be
interested in considering students in the program for research assistantships at CASL.

In summary, the M.A. in Second Language Acquisition is a well-designed program. It complements the research program at CASL with a high quality instructional program. CASL is pleased to lend its wholehearted support for the proposal and urges its establishment at the University.

Sincerely yours,

Joseph H. Danks
Director of Research
Center for Advanced Study of Language
University of Maryland, College Park
To Whom It May Concern:

The Linguistics Department has worked closely with the SLA program in the SLLC to the great advantage of both units. We have collaborated in a major grant (i.e. the first IGERT to come to the campus), we have encouraged graduate students to take courses in the other unit, we have served on one another’s thesis committees and we have participated in joint intellectual activity. As chair of the Ling department I can say without any hesitation that the SLA is a boon to language studies on campus, that its activities directly benefit the Linguistics department, especially its graduate students and that we would greatly benefit from the prospective MA in SLA. Why so? The brief answer is that it would be a perfect additional degree for our PhD students. It is eminently marketable, intellectually complimentary to a PhD in linguistics and would give our students an extra edge in a very competitive job market. In short, it would be a great additional option for our best students. In addition, it would widen the pool of smart people interested in language at UMD. We are already a world center for the study of language. This would strongly enhance our position in more applied areas and this is all for the good, both intellectually and for future grant pursuits. So, in all ways that I can see, the MA would be beneficial for the SLLC, the Linguistics Department and UMD in general.

One more word: we already happily open our graduate classes to SLA students. I would commit the department to continuing the open door policy into the future. I take this to be putting some resources behind my praise and self-interest.

Norbert Hornstein

N. Hornstein

Chair/Professor/Linguistics
Dear Bob:

I’m pleased to write in support of the master’s degree in Second Language Acquisition proposed by SLLC. In view of the strong reputation that SLLC’s PhD program in SLA has developed in only a few years, I do believe that the program can provide high quality of content and instruction, and that it will attract a strong pool of candidates both from the US and from abroad. I can’t address the course choices in detail — that is best left to the experts; but I can certainly speak to the need for high-quality SLA programs for professionals in a variety of sectors.

While the doctoral program fills an important need for prospective researchers and university faculty, there are numerous professional roles in the public and private sectors that demand substantial, practical, evidence-based understanding of language acquisition issues. For people in many of these roles, a Ph.D. is not a realistic option, but a master’s can be. US language educators, whether in K-12 or in higher education, are increasingly drawn from US immigrants who are native speakers of the target language, who do not benefit from graduate programs devoted to acquisition of their language. For these individuals, a master’s in SLA is a sound and pertinent alternative — at least as a first step that yields a professionally useful credential and provides sound preparation.

Finally, the NFLC looks forward to opportunities to hire students in this program as graduate assistants in funded programs as the opportunity arises.

With best regards,

Catherine Ingold
Director of the National Foreign Language Center
University of Maryland
Beth Loizeaux, Associate Dean
Chair, ARHU-PCC
College of Arts and Humanities
University of Maryland

January 26, 2010

Dear Beth:

I meet this week with Gabi Strauch and Robert DeKeyser about the MA proposal in Second Language Acquisition (SLA). Roberta Lavine was also at the meeting.

I am pleased to be able to say that after consultation with the faculty in the Second Language Education and Culture (SLEC) program, we are all agreed that the proposed degree would complement our programs. We have no concerns about undue overlap. The two programs have different goals and would attract students with different academic and professional aspirations.

In addition, the SLLC and SLEC faculties will share syllabi and try to coordinate schedules in order to provide as many options as possible for graduate students in both programs.

We appreciate the opportunity to work with the SLLC faculty and look forward to a long and fruitful relationship.

Sincerely,

Linda Valli

Linda Valli, Professor
EDCI Interim Chair