



**BOARD OF REGENTS**

**SUMMARY OF ITEM FOR ACTION,  
INFORMATION OR DISCUSSION**

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**TOPIC:** University of Maryland, Baltimore County: Master of Arts in Language, Literacy, and Culture

**COMMITTEE:** Education Policy

**DATE OF COMMITTEE MEETING:** October 17, 2012

**SUMMARY:** The proposed Master of Arts in Language, Literacy, and Culture establishes a degree award for those students who will not complete a dissertation for the existing Ph.D. program. Students will continue to be admitted only to the doctoral program, and no new curriculum will be added for the master's program.

**ALTERNATIVE(S):** The Regents may not approve the program or may request further information.

**FISCAL IMPACT:** No additional funding is necessary. The program will be supported through tuition.

**CHANCELLOR'S RECOMMENDATION:** That the Committee on Education Policy recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore County to offer the Master of Arts in Language, Literacy, and Culture.

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**COMMITTEE RECOMMENDATION:** Approval. **DATE:** October 17, 2012

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**BOARD ACTION:** **DATE:**

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**SUBMITTED BY:** Joann Boughman (301) 445-1992 jboughman@usmd.edu

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July 24, 2012

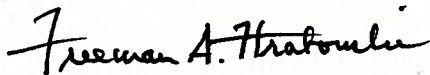
Danette Gerald Howard  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Howard:

Attached you will find a copy of UMBC's proposal to add a Master of Arts to our current doctoral program in Language, Literacy and Culture (LLC). Students will continue to be admitted only to the doctoral program, and no new curriculum will be added for the master's program. The proposed new master's program is intended only for those few enrolled students each year who will not complete a dissertation. Details of the program requirements are included in the attached proposal.

We look forward to your approval. Please let me know if you have any questions about the proposal.

Sincerely,



Freeman A. Hrabowski, III  
President

cc: Dr. Irwin Goldstein  
Dr. Philip Rous

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X New Instructional Program  
       Substantial Expansion/Major Modification  
       Cooperative Degree Program

University of Maryland Baltimore County (UMBC)  
Institution Submitting Proposal

Language, Literacy and Culture (LLC)  
Title of Proposed Program

Masters of Arts  
Degree to be Awarded

Spring 2013  
Projected Implementation Date

309999

Proposed HEGIS Code


Proposed CIP Code

Arts, Humanities and Social Sciences  
College in which program will be located

Dr. C. Saper  
Program Contact

410-455-1305  
Contact Phone Number

csaper@umbc.edu  
Contact E-Mail Address

  
Signature of President or Designee

9/17/12  
Date

**Proposal:** Masters of Arts (MA) degree added to an existing doctoral program in Language, Literacy, & Culture (LLC) at the University of Maryland Baltimore County (UMBC).

**Abbr. Title:** MA in LLC at UMBC

**A. Centrality to institutional mission statement and planning priorities:**

The proposal is to add an MA degree, which was not included in the original proposal for the PhD. The existing interdisciplinary doctoral program in Language, Literacy, and Culture (LLC), investigates ways in which social structure, social and cultural assumptions, and language-use affect interactions between members of different social and cultural groups and impact upon educational and training programs, communications systems, public policy formation, and organization and management. The goal is to provide a program of research and application that will enable professionals in education, industry, business, government, and other public and private organizations to engage in substantive research in discourse analysis, human interaction, and the relationships between language, literacy, and communication and text. These goals reinforce UMBC's planning priorities to support the institution's "particular strength in interdisciplinary instruction and research." The program also supports UMBC's mission to "build bridges among the cultures of the social sciences and humanities." The LLC program reflects UMBC's commitment and mission to serve "the educational, economic, and cultural needs of Maryland." The LLC program reinforces the university's commitment to maintain its Research Universities (High Research Activity) Carnegie classification by functioning as "a prototype of the new American research university in an era of increasing globalization" by connecting "its intellectual and research capacity to significant social, economic, and technological challenges in a search for understanding, applications, and solutions."

Source:

University of Maryland, Baltimore County. *Mission Statement*. (UMBC, 2000, "Institutional Identity" section), par. 2.

**B. Adequacy of curriculum design and delivery to related learning outcomes:**

Students will continue to be admitted only to the doctoral program. After completion of the coursework, there may be a very small number of students who, by mutual agreement with the faculty advisor and program director, will not write a dissertation. These students will submit a capstone scholarly paper revised from among the student's best substantial scholarly papers completed in LLC doctoral level courses. There is no exam option offered. The capstone project will be substantial, but not a stand-alone thesis. To earn the MA degree, students must also have completed 36+ course credit hours with 12 credits from the core courses, 15 credits from methodology and content courses with a LLC prefix, and 9 credits of courses in any USM graduate program specifically relevant to the student's research interests.

There will be no changes to LLC curriculum for the new MA except that those students not writing a dissertation will conclude their studies after they have completed the course work and a capstone project.

The MA degree will not be advertised, will not appear in the catalogue, and will not have any special curriculum or courses not already in the existing doctoral program. It is anticipated that fewer than three students will earn the new MA degree each academic year.

The learning outcomes and goals of the program include enabling professionals in education, industry, business, government, and other public and private organizations to engage in substantive research in discourse analysis, human interaction, and the relationships between language, literacy, communication technologies and texts. See Table 3, at the end of this proposal for the list of courses and their descriptions.

**C. Critical and compelling regional or Statewide need as identified in the State Plan:**

The Maryland State Plan for Postsecondary Education explains, that “for Maryland to have the workforce it needs, higher education must more effectively educate more in-state students.” The LLC program explicitly seeks to work with in-state students by recruiting and focusing on the needs of local students who often already work full time.

The new MA in the LLC program responds to the United States Bureau of Labor Statistics (USBLS) report that predicts that “by 2014, seven out of ten jobs will not have existed” only one decade before, and that this trend will continue into the future, with new job categories created. Of these new types of jobs, “90 percent will require some type of postsecondary education or training. .... Today’s graduates will have an average of five different occupations in their lifetime and will need to be able to adapt and take on new training. To be able to address critical qualified worker shortages with appropriate training, such shortages must be accurately anticipated.” The USBLS projects a 17% increase in jobs for “social scientists,” an employment need that the MA degree program in LLC can help meet.

According to the USBLS Projections Overview for 2010-2020, the following industries are expected to see increased demand:

- Arts, entertainment, and recreation industry (18%).
- Public & private educational services (14%), adding ~1.8 million new jobs by 2020
- State and local governments (excluding education and hospitals) (7%)
- Software publishing sector (35%)
- Professional, scientific, & technical services (29%), adding about 2.1 million new jobs
- Computer systems design and related services (47%)
- Management, scientific, and technical consulting services (58%)

The State of Maryland’s occupational projections for the same period predict the following number of jobs added:

- 15,870 in Arts, Design, Entertainment, Sports and Media Occupations
- 61,995 in Education, Training and Library Occupations
- 53,410 in Management Occupations

The MA in LLC will prepare graduates for all of these areas, and our graduates currently work in all of these areas.

Sources:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Projections Overview, on the Internet at <http://www.bls.gov/ooh/about/projections-overview.htm>  
 State of Maryland, Department of Labor, Licensing, and Regulations. *Maryland Occupational Projections - 2010-2020*, on the Internet at <http://www.dllr.state.md.us/lmi/iandoproj/>

**D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:**

According to the State of Maryland's Governor's Workforce Investment Board (GWIB) 2011 report, there is a critical need for and shortage of teachers in areas directly relevant to the LLC program including technology education, computer science, English for Speakers of other Languages, foreign languages, mathematics, science and special education. LLC graduate research examines STEM education in particular. Also directly related to the GWIB report, LLC graduates do research in English as a Second Language (ESL) programs, and recent graduates have taken jobs in the US State Department implementing these programs. The program produces many graduates who already have security clearance and who go on to further careers in the Department of Defense and the National Security Agency with expertise in intercultural communication, text analytics, and social scientific research. Finally, the proposed MA in LLC responds directly to Maryland's increasing labor demand for "higher grade positions, graduate education and/or a combination of work experience." Key skills associated with these positions include: complex problem solving; critical thinking; and, judgment and decision making" (GWIB, 36). All of these skills will be taught and honed in the MA program.

**Source:**

State of Maryland, Governor's Workforce Investment Board (GWIB). *Maryland's Labor Force Conditions: Trends, Challenges & Opportunities*. (Towson, MD: Towson University's Regional Economic Studies Institute (RESI) with the GWIB).

**E. Reasonableness of program duplication:**

Although there are four potentially comparable programs in the State, none is substantially or significantly similar. The University of Baltimore's Doctor of Science (D.S.) in Information and Interaction Design resembles the LLC program with a focus on information, but the UB program does not draw from eight different departments, and it does not include both humanities and social scientific approaches. It also has a production component that the LLC program does not include. The University of Maryland, College Park offers a Doctor of Philosophy (Ph.D.) in American Studies, and the LLC program has strong connections to the program in American Studies at UMBC, but the UM-College Park program does not draw from the social sciences. UM-CP also offers a Doctor of Philosophy (Ph.D.) in Communication, and the LLC degree is particularly strong in media and rhetorical studies with its connections to programs in Gender and Women's Studies and Intercultural Communications, and the department of English, but the UM-CP doctoral program in Communication does not have an emphasis on literacy studies or education as a discipline. None of these other comparable programs draws from the richness of eight different programs or departments, as the LLC program does. Finally, Johns Hopkins University offers a Doctor of Philosophy (Ph.D.) in Humanities, and the LLC shares much in common with the interdisciplinarity of the Humanities

studies program, but the Hopkins program does not have any social scientific component. The LLC program, including the proposed MA degree, is unique not only in Maryland, but also nationally, in its mix of humanities and social science across at least eight disciplines.

**F. Relevance to Historically Black Institutions (HBIs):**

Because students will continue to be admitted only to the doctoral program, and because the new MA will not be advertised and will be awarded only to enrolled doctoral students not completing a dissertation, the program will have no impact on the implementation or maintenance of high-demand programs at HBI's, nor on the uniqueness and institutional identities and missions of HBIs. Specifically:

Morgan State University has five different degree programs that share some similarities with the LLC program. Those degree programs include: Educational Administration and Supervision (M.S.); Higher Education Administration (M.S.); Master of Arts in Teaching (M.A.T.); Higher Education Administration (Ph.D.); Community College Leadership Program (Ed.D). These programs are for practicing professionals interested in attaining or improving their positions as professors, researchers and policy analysts in the public and private sectors of higher education, specifically for students whose goal is college/university administration. The LLC program serves a different student population who want to do hybrid research combining humanities, social science, and digital humanities. Although our students do sometimes come from higher education administration and remain in those positions, the LLC program focuses on social scientific and humanities research rather than administrative skills and knowledge. None of the LLC courses, or requirements, focus on higher education administration. There is no overlap between these Morgan State programs and the LLC program.

The University of Maryland, Eastern Shore offers a Master of Education (M. Ed.) in Career and Technology Education. This program seeks to refine the student's knowledge, skills and dispositions to become master classroom teachers, resource teachers, teacher consultants, specialists, trainers, and administrators in Career and Technology Education. The UM-Eastern Shore program provides professional knowledge and content necessary for advancing careers in teaching, training and administration. The program is designed for State Certification for the office of superintendent or other central office positions. It is a terminal degree based on leadership in all aspects of school district operations. The LLC doctoral program does have one eighth or less of a focus on educational research, but it does not engage in any career training for teachers or pre-K-12 administration.

Bowie State University offers a M.A. in Organizational Communications that prepares students for responsible leadership positions in public, private, and non-profit organizations. That program prepares students for doctoral studies in human communications. The LLC program does hope to attract some of those students to apply for the doctoral program in LLC, but the LLC program does not focus on leadership training, nor does it prepare students to study organizational communication. Instead, the LLC program trains students to do advanced research in social scientific and humanities aspects of language use, literacy and multiple literacies, and the cultural impact on language use and literacy.

**G. If proposing a distance education program, please provide evidence of the Principles of Good Practice:**

Distance education is not part of the proposed program at this time.

**H. Adequacy of faculty resources:**

The proposed MA degree has four core faculty members with appointments in LLC. All four are approved members of the graduate faculty. The program has one assistant professor, one associate professor, one full professor, and one research assistant professor. There are approximately fifty-affiliated faculty members who are either associate graduate faculty or approved full and regular members of the graduate faculty. All of our faculty members have doctoral degrees, and many have national and international reputations in their disciplines. There is no request for additional faculty lines for the MA degree.

**I. Adequacy of library resources:**

The President assures that institutional library resources meet new program needs. No additional resources are needed.

**J. Adequacy of physical facilities, infrastructure and instructional equipment:**

The President assures that institutional facilities meet new program needs. No additional resources are needed.

**K. Adequacy of financial resources with documentation:**

The President assures existing financial resources meet this new program's needs. No additional resources are needed. See tables 1 and 2 for supporting details.

**L. Resources and Expenditures:**

It is anticipated that at the most one or two students per year will discontinue doctoral studies and seek the MA degree. There are no new resources or expenditures in years one through five, and no new expenditures or resources are anticipated for this program in later years. See tables 1 and 2 for supporting details

**M. Adequacy of provisions for evaluation of program:**

The proposed MA in LLC will not require any new learning outcomes or assessments. The existing doctoral program in LLC assesses learning outcomes through the following: coursework; a written comprehensive examination; a dissertation proposal defense; a dissertation defense and final acceptance of the dissertation by the Graduate School; and, additional assessment tools. Coursework assessments, as described below, are of relevance to the proposed MA. And, the substantial scholarly paper, as part of the requirement for the MA degree, will be chosen by the student from among previously assessed term papers in the doctoral courses, and revised to the satisfaction of the LLC program director. Every two years the LLC program submits an assessment report to the Dean of CAHSS. The information below is drawn from the spring 2012 LLC assessment report.

All courses in LLC are permission-only and to receive that permission, a student must talk with the LLC program advisor who then issues permission. Each LLC student is assigned an LLC advisor, one of the four LLC core faculty members. Students meet with



that advisor at the beginning and end of each semester, and often throughout the semester. Advising is one important mechanism for formative assessment of individual student progress throughout the year. During advising we ask the students about their coursework and any difficulties they may be having, as well as help them to plan their future courses. Faculty meetings also have a standing agenda item to discuss student concerns and progress.

There are a number of ways that the LLC faculty evaluate students during their courses, including the following: weekly reaction papers/summaries/critical analyses; student-led seminars; student presentations; mid-term and final examinations; annotated bibliographies/literature reviews; research projects and papers; and proposals. At multiple points in their program of study, students have to develop a research plan and conduct original research. Students also conduct research with faculty members and co-publish or co-present with students, thus students receive external reviewer feedback. We often ask students to evaluate their own progress in our courses and discuss these metacognitive reflections with them.

The LLC program assess the courses using a number of approaches that include the following: asking the Student Steering Committee representative to regularly bring the LLC faculty any feedback and suggestions from the students; the LLC program's faculty analyzes student course evaluations, and analyzes student survey results. The core LLC faculty reviews these various sources of feedback individually and also during LLC Faculty and LLC Steering Committee meetings. As a result of these discussions, the program has developed a number of new courses, regularly reviews the overall curricular structure and program requirements, and regularly reconsiders the Research Clusters for students to consider as they apply to the program. The LLC faculty have continued a peer-mentoring program that pairs current students with new students in order to provide support especially during the first year of transition to being a doctoral student at UMBC and within the LLC program.

**N. Consistency with the State's minority student achievement goals:**

The LLC doctoral program contributes to UMBC's goals "to continue to deepen its commitment to diversity as one of its core principles guiding the recruitment and retention of faculty, staff, and students. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics." The LLC program recruits students from diverse disciplines and diverse ethnic, linguistic, and cultural groups. to enrich the program's classes and to increase future minority representation in the LLC's academic fields. In the fall of 2011, excluding students on leave of absence, LLC had 57 active students including 2 Asian students, 11 African American students, 2 Hispanic students, 10 international students, 3 students of unknown ethnicity, 28 white students, and 1 student reporting two or more. The 15 non-degree seeking students include 2 Asian, 3 African American, 1 international, 1 unknown, 7 white students, and 1 student reporting two or more. (Data from UMBC Office of Institutional Research Databook: <http://www.umbc.edu/oir/DB/Student Term Enrollments/StudentTermEnrl.htm>)

**O. Low productivity program: Proposed program not a low productivity program.**

TABLE 1: RESOURCES					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	0	0	0	0	0
a. #F.T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Annual Full Time Revenue (a x b)	0	0	0	0	0
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	0	0	0	0	0

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (b+c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b+c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
8. TOTAL (Add 1 – 7)	0	0	0	0	0

**TABLE 3**  
**Courses and Credits for Proposed Masters Degree in Language, Literacy and Culture**  
 Degree Requirements: 36 semester hours

<b>Introductory Courses (all 4 required)</b>	<b>Total Credits</b>
LLC 600 <u>Introduction to Language, Literacy and Culture I</u> : Introduces students to interdisciplinary research in social scientific in LLC.	3
LLC 600 <u>Introduction to Language, Literacy &amp; Culture II</u> : See description above	3
LLC 644 <u>Methods of LLC Research I</u> : Provides students with graduate-level understanding of social science research methods.	3
LLC 644 <u>Methods of LLC Research II</u> : Provides students with graduate-level understanding of humanities research methods.	3
<b>Specialization Courses (at least 5 required) see Catalog for complete listing</b>	
LLC 606 <u>Social Inequality and Social Policy</u> : Examines poverty and inequality in modern society.	3
LLC 610 <u>Theorizing Identity in Multi-Cultural Contexts</u> : Examines changing dynamics of identity formation and transformation as they are mediated through contemporary experiences.	3
LLC 611 <u>Constructing Race, Class and Gender</u> : Provides an interdisciplinary examination of the complex array and interplay of structural and cultural limitations on individual and group mobility in contemporary American society.	3
LLC 612 <u>Language in Diverse Schools and Communities</u> : Explores language as a mechanism in the construction and institutionalization of race and ethnicity.	3
LLC 613 <u>Language, Gender and Culture</u> :	3
LLC 616 <u>Cyberspace, Culture and Society</u> : Explores the cultural and societal implications of computer-mediated communications.	3
LLC 635 <u>Socio-Cultural Theories of Learning and Human Interaction</u> : Examines the process of human learning from an ecological or socio-cultural perspective across diverse contexts.	3
LLC 640 <u>Multi-Disciplinary Approaches to Race, Society and Culture</u> : Explores critical social issues through analysis and discussion of works by contemporary authors on issues of freedom, truth and dignity.	3
LLC 647 <u>Online Voice and Community</u> : Examines culturally specific online communities and the ways in which these strengthen social capital.	3
<b>Research Courses (at least 3 required) see Catalog for complete listing</b>	
LLC 601 <u>Intercultural Pragmatics</u> : Investigates the linguistic and semiotic underpinnings of human communication.	3
LLC 645 <u>Quantitative Research Methods I</u> : The application of basic statistics in a variety of educational research settings.	3
LLC 646 <u>Quantitative Research Methods II</u> : See description above	3
LLC 650 <u>Ethnographic Methods</u> : Provides a systematic overview of qualitative methods in social science research.	3