

**FINAL REPORT**  
**Of the**  
**AD HOC COMMITTEE ON LANGUAGE**  
**PROFICIENCY**

**Presented at the**  
**818<sup>th</sup> Regular Meeting of the**  
**Faculty Senate December 15, 2022**

**COMMITTEE MEMBERS**

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The Ad Hoc Committee on Language Proficiency was established in 2018 to study the place of second language proficiency in the overall design of undergraduate curricula: 1) by reviewing current language proficiency policies at peer institutions; 2) by reviewing through wide consultations with campus constituencies the current patterns of language proficiency and instruction on this campus; and 3) by reviewing current campus policies relating to language proficiency in order to make recommendations to the Academic Matters Council, the Academic Priorities Council, the General Education Council, the Program and Budget Council, and the Administration regarding such changes, if any, in patterns of instruction or policies that will advance the university's goals in this area. On April 25, 2019, the Ad Hoc Committee on Language Proficiency presented its Interim Report at the 787<sup>th</sup> Regular Meeting of the Faculty Senate. The Interim Report focused on formulating a framework and reviewing both current language proficiency policies at peer institutions and existing campus policies, thus addressing the lack of a systemic review in recent decades (as underlined in the rationale in the [Special Report of the Rules Committee concerning the Establishment of an Ad Hoc Committee on Language Proficiency](#)). In their Interim Report members of the Ad Hoc Committee requested more time to formulate specific recommendations.

With this final report the Ad Hoc Committee on Language Proficiency – which was reconstituted in January 2022 with the amended charge “to study the place of second language proficiency in the overall design of undergraduate curricula *and in relation to diversity, equity, and inclusion* [emphasis added]” – takes the opportunity to amend, update, and expand its 2019 Interim Report by taking into consideration recent reports at the state and national level that examine and formulate frameworks, standards, and recommendations for language education and learning. This Ad Hoc Committee will therefore reflect on possibilities for language advocacy, highlight benefits of language learning, and provide recommendations (as part of its charge) considering the Commission on Language Learning's national call to improve language education with an emphasis on improved access, NOT standardized pursuit of a particular level of competency. Moreover, we draw attention to recent paradigm shifts in the approach to language study and teaching to not only reflect the diversity of language learners but also to acknowledge diverse languages in the U.S. in general, and our communities in particular (the Massachusetts World Languages Framework, for example, “declines to use the term *foreign* in reference to languages or cultures” as it is neither an “inclusive nor accurate description of the various languages and cultures spoken, lived and learned in Massachusetts” (8)).

The [Making Languages Our Business](#) report (2019) by the American Council on the Teaching of Foreign Languages (ACTFL), which surveyed 1,200 U.S. employers, includes the following key findings:

- **9 out of 10 U.S. employers rely on employees with language skills other than English.**
- **56% say their demand for languages other than English will increase in the next 5 years.**
- **47% state a need for language skills exclusively for the domestic market.**
- **1 in 3 language-dependent U.S. employers report a language skills gap.**
- **1 in 4 U.S. employers lost business due to a lack of language skills.**

This report confirms both a high demand for language practices<sup>1</sup> and the greatest shortages among high-demand languages such as Spanish, Chinese, French, Japanese, German, Russian, Arabic, Italian, Korean, Hindi, and Portuguese. We include these numbers here to counter long-existing false myths about the unemployability of and poor job prospects for language (and culture) majors. In Massachusetts, for example, from 2010 to 2015 the [number of online job postings](#) seeking bilingual candidates more than doubled, from 5,612 to 14,561.

According to the U.S. Census Bureau more than 65 million residents (approximately 20% of the U.S. population) speak a language other than English at home, though more than 230 million residents (almost 80 % of the US population) speak English only. The majority of American citizens therefore remains monolingual in a society with more than [350](#) languages spoken, lagging behind most countries in the percentage of its citizens who have some knowledge of an additional language(s) (*America's Languages: Investing in Language Education for the 21st Century*, viii).

The national Commission on Language Learning was created by the American Academy of Arts and Sciences in 2015 in response to a bipartisan request from members of the United States Senate and House of Representatives “to examine the current state of language education, to project what the nation’s education needs will be in the future, and to offer recommendations for ways to meet those needs” ([Commission on Language Learning](#)). Its final report, [America’s Languages: Investing in Language Learning for the 21st Century](#) (2017), provides concrete recommendations (drawing on data and quantitative analyses of current U.S. language capacity)<sup>2</sup> as well as a call to action, “Bridging America’s Language Gap”: to improve access, to prepare more teachers, to promote public-private partnerships in language education, to support heritage and Indigenous language communities, and to encourage international learning experiences. In this report, the Commission on Language

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<sup>1</sup> The notion of “skills” breaks knowing into parts, oftentimes, rendering these parts just cognitive, neutral, and decontextualized. The concept of “practices” centers the situatedness of language use and demands understanding these culturally patterned practices in context.

<sup>2</sup> The Commission on Language Learning published gathered data in [The State of Languages in the U.S.: A Statistical Portrait](#) (2016).

Learning recommends “a national strategy to improve access to as many languages as possible for people of every region, ethnicity, and socioeconomic background—that is, to value language education as a *persistent national need* [emphasis added] similar to education in math or English, and to ensure that a useful level of proficiency is within every student’s reach” (*America’s Languages: Investing in Language Education for the 21st Century*, viii). Our campus needs to create conditions so that our students have access to knowing more than one language, which will also deepen their understanding of their first language.

Beyond reiterating the cognitive benefits of learning languages, the report further states that “[t]he study of a second language has been linked to improved learning outcomes in other subjects [...] and the development of empathy and effective interpretive skills” (*America’s Languages: Investing in Language Education for the 21st Century*, viii). In the context of “Language Study in the Age of Globalization,” the [Modern Language Association](#) similarly underlines “[w]hile [students] gain an appreciation for the world outside [their] own, contact with other cultures will give [them] new perspectives on [their] own language, culture, and society.” Our students, their communities, and our society will benefit from their multilingualism and multicultural understanding.

In addition to its recommendations to “buil[d] educational capacities [...] involving local communities [...] developing heritage languages and revitalizing Native American languages [...] [and] encouraging international study and cultural immersion,” the report by the Commission on Language Learning insists that “[r]ather than eliminate programs or requirements, two- and four-year colleges and universities should find new ways to provide opportunities for advanced study in languages, through a *recommitment to language instruction on campus*, blended learning programs, and the development of new regional consortia that allow colleges and universities to pool language resources” (18; emphasis added). The 2014 ACTFL Global Competence Position Statement stipulates that “[t]he ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence” and that “[l]anguage learning contributes an important means to communicate and interact in order to participate in multilingual communities at home and around the world” ([Global Competence Position Statement](#)). Multilingualism has been integral to our campus’s continued commitment “to support international experience and global competence for our students” and to “build a more diverse and inclusive community” as explicitly and repeatedly stated in the [Strategic Plan](#). However, when compared to peer institutions (see Interim Report Appendix B for detailed information), UMass Amherst is one of only two institutions without a campus-wide language requirement.<sup>3</sup> A recommitment to language study, through careful

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<sup>3</sup> Rutgers University – New Brunswick also underwent a self-study to determine recommendations similar to this committee, resulting in the 2017 [World Languages at Rutgers-New Brunswick: Proposal](#) presented by their

consideration and implementation of proposed recommendations in this report, is thus critical to our campus' mission and integral to our institutional commitment to increase diversity and foster global competence: "We draw from and support diverse experiences and perspectives as an essential strength of this learning community and accept for ourselves and instill in our students an ongoing commitment to create a better, more just world" ([Office of the Chancellor "Mission"](#)).

In Massachusetts, there have been several policy developments that recognize and support students' cultural and linguistic resources and are important for the charge of this committee and language initiatives across disciplines. The [Look Act](#), passed in 2017, provides school districts with more flexibility in how to support multilingual students through research-informed programs, while maintaining "effective English language acquisition." The Look Act also mandates that districts with significant populations of multilingual students create "English Learner Parent Advisory Councils," increasing parents/guardians' participation in the selection and design of these programs.<sup>4</sup> All teachers need to complete licensure endorsements in preparation to work with multilingual or emergent bilingual students.

As the commonwealth's flagship campus and public research university, we need to increase our awareness of the broader landscape of language education, especially within the K-12 setting, which has to be reflected in our curriculum and strategic planning. With the Look Act, Massachusetts approved the [Massachusetts Seal of Biliteracy](#) in November 2017 and released the [Massachusetts Curriculum Framework for World Languages](#) in 2021. These policies propose an approach to language development that includes both linguistic and cultural learning in a "world language setting." To qualify for the State Seal of Biliteracy, "students demonstrate a high level of proficiency in English and at least another language (henceforth known as world language)" ([The Massachusetts Seal of Biliteracy and Its Implications for Higher Education](#)). It recognizes the value of language diversity, certifies biliteracy practices, and encourages the study of languages but also restores equity to speakers of less commonly taught languages (as the Seal is available in ALL languages). The goal is to have high school students graduate bilingual and biliterate. This expectation goes beyond proficiency: literacies in at least two languages and the ability to demonstrate cross-cultural communication are critical. Our campus needs to develop a protocol to automatically recognize prospective students' cultural and language achievements (i.e., high school students graduating with the Massachusetts Seal of

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Language Requirement Taskforce. They proposed a 1-credit Language Exposure requirement – as part of their Core Curriculum – to "provide opportunities to reflect on their own language skills (irrespective of levels) and share them with others" and a 6- to 8-credit Multilingual Competencies requirement (it is not proficiency-based and optional for units who accept it).

<sup>4</sup> Also see the [Massachusetts Language Opportunity Coalition](#) comprised of students, parents, teachers, activists, and community members and groups.

Biliteracy) and award them [college credit](#). Currently nine institutions in Massachusetts provide credits for students who have earned the Seal of Biliteracy, we note that none of the UMass campuses is among them.

We conclude our report with recommendations to, as charged, “advance the university’s goals in this area” – the place of language learning in undergraduate curricula – while also underlining their significance for fulfilling our campus’s mission to “create a positive impact on the commonwealth and the broader society we serve through education and advancing knowledge,” to add “to the commonwealth’s long tradition of intellectual and educational leadership,” to “support diverse experiences and perspectives” and in renewing our institution’s “commitment towards creating a better, more just world” ([Strategic Plan](#)).

#### Recommendations:

##### 1) *Standing Committee on Language Learning*

Early in Spring 2023 we will offer a proposal for revision of the bylaws to create a standing committee on Language Learning for continued conversations, review, recommendations, and support for campus-wide initiatives (that would require coordination between different stakeholders, standing committees and councils, and campus offices). Because “proficiency” focuses on levels of achievement that meet mastery at a particular time, whereas “learning” focuses on student access and growth, the current name should be changed to Committee on Language Learning. The focus on student learning centers their linguistic diversity and strives for a contextual understanding of those experiences as resources for deepening their knowledge of those languages and/or their learning of an additional language at the University.

##### 2) *General Education Curriculum/Social Justice/Language Diversity*

We believe that language learning will be, for many students, foundational in achieving the overall goal of our University’s Diversity requirement, which is defined as follows: “The purpose of the Diversity requirement is to broaden students’ exposure to ways of thinking about how to understand diverse perspectives and more effectively interact with people from different cultures and backgrounds” ([Office of Equity and Inclusion](#)). Over the current academic year, in response to growing student demand for attention to issues of social justice, discussions have been ongoing about redefining the learning goals for DU/DG General Education courses. Our committee is participating actively in these discussions, and we believe that coursework dedicated to language learning can and should be part of the answer to the issues our students have raised. As the Interim Report notes, the report by the Commission on Language Learning draws attention to the benefits of second-

language learning, which other than communication, include “improved memory and attention, problem-solving capabilities, and primary-language comprehension and ability to empathize with other cultures and people” (*America’s Languages: Investing in Language Education for the 21st Century*, 13).

At many of our peer institutions, these connections between General Education, language learning, and social justice—capacity for empathy, global competence, diverse experiences, new perspectives on their own culture, etc.—have already been used to reshape undergraduate education. For example, at Indiana University Bloomington, University of Connecticut Storrs, and Iowa State University, language learning is incorporated into the General Education requirements. At [Indiana](#) University Bloomington, students study language directly, take world culture coursework, or study abroad; at [Iowa](#) State, study abroad is encouraged in order to satisfy their “International Perspectives” requirement, and the diversity brought to campus by international students is honored as well, given that “International students, because they are ‘studying abroad’ from their home country’s perspective, are normally deemed to have met” the requirement.

At [Rutgers](#) University, where, like UMass, a Language Engagement committee has been working for several years on proposals to support and increase language learning on campus, a number of innovative measures and programs have been suggested and language study has also been directly connected to the teaching of social justice. They are developing an “Interdisciplinary Minor in Language and Social Justice,” which they note “responds to reported interests in language and issues of inequality by linguistics majors and fills a gap institutionally and regionally.” They also propose a new “Certificate on Social Justice in the Language Classroom”; their aim is to “examine practical strategies to incorporate social justice education in all language classrooms, and to explore critical pedagogy and transformative learning that inform social justice in language education.

We would urge UMass faculty in multiple departments and programs on campus, including LLC and Linguistics, to consider developing additional courses that explore these issues; we also propose that existing courses that delve into these topics, that currently are not eligible to satisfy the General Education requirement, receive the DG designation. This action would increase the pull of courses likely to fulfill the Diversity requirements of our General Education program while also encouraging our students to pursue additional language study.

Several peer institutions have also developed “Student Ambassador” programs that either reward high-achieving students for their excellence in language study or that recognize the existing linguistic diversity already on campus, given the numbers of international students and heritage speakers. At [Reed](#) College, a Linguistic Diversity Project “celebrates the diversity of ways of speaking found in the Reed community,” and establishes a Linguistic

Diversity Ambassador position, sponsoring a variety of community engagement activities, including “tabling in the quad, publishing an informative zine, or hosting guest lecturers.” At [Brown University](#), a number of “Language Ambassadors” are appointed each year, and they “play a major role in creating positive experiences for language learning.” At [North Carolina State University](#), Language Diversity Ambassadors “promote awareness of linguistic diversity and linguistic discrimination on campus as well as in society at large.” One function of our proposed Standing Committee on Language Learning could be to supervise and mentor a similar program here at UMass.

### 3) *Microcredentialing/Certificates*

Certificates and other forms of microcredentialing allow possibilities for recognizing and rewarding language learning. Many colleges and universities offer such credentials to their students:

- The [Global Competence Award](#) at Mount Holyoke is “crucial for successful careers and citizenship in today’s global world” and “given to seniors with demonstrated achievement in language learning, cultural immersion, global perspective-taking, and cross-cultural learning.”
- The [Certificate in Intercultural Competence](#) at Brown University “acknowledges that in an ever more interconnected world and society, with more opportunities for collaboration as well as situations of conflict, students need to understand and respect other cultures. By approaching language study, area studies courses and experiential learning through a critical lens focused on developing intercultural competence, students prepare themselves for a future after Brown working with people from all over the world, be it in industry, business, the university or in social justice work, anywhere where multicultural and multilingual groups work together.”
- South Dakota State University offers a [Workplace Intercultural Competence Certificate](#) through which “students gain a basic understanding of the challenges of second-language acquisition and the role that cultural norms, traditions, and belief systems play in our daily interactions” and “acquire and hone the knowledge, skills, and attitudes required to work in a diversity-rich setting.”
- The [Global Honors](#) program at the University of Chicago recognizes students who are “deeply engaged in activities that require the use of foreign languages and that connect them with individuals and cultures on or beyond our campus. Those activities range from taking courses to gaining certification of proficiency, to studying or interning abroad, to engaging with different cultural groups in the US and abroad and completing language majors and minors.”

As noted in the interim report, our peer and aspirational peer institutions require language learning at the second-year level, except Rutgers, which is revisiting the issue (see



Appendix B). The UMass BAs that require language study are those in CHFA and students who earn BAs in CICS and CNS. We recommend, as an ideal, a uniform university-wide language study requirement for the BA.

We recognize that realizing such a requirement may pose a challenge for some departments and programs. Whether or not a uniform requirement is implemented, the committee recommends creating an incentive to study languages by providing a credential that is achievable for a broader range of students and in a broader range of languages than a traditional language minor, by allowing students to count multiple languages and associated culture courses toward a single certificate. Such a certificate would reinforce the inextricability of language and culture and affirm that there is much to be gained from exposure to languages at the beginning and intermediate level. A flexible requirement structure could accommodate students in a wide range of majors.

It is appropriate for the sponsoring college to determine the certificate's exact requirements and advising structure. A sample framework for a certificate proposal is available, along with additional considerations for a detailed proposal, in Appendix A. The Standing Committee (see Recommendation #1) would be available to assist the sponsoring unit(s) in evaluating and consultation on the final proposal.

#### *4) Thatcher Language and Culture House*

Residential Life withdrew funding for Thatcher TAships in 2017 – a funding commitment that dated back to the 1970s – and decided to discontinue the residential option in Winter 2020. The Thatcher Language and Culture House offers the opportunity to live in a residence hall dedicated to learning world languages and exploring world cultures. In our view, this should be promoted and supported by our campus – especially with regard to its continued internationalization efforts and its commitment to diversity, equity, and social justice. In addition to its many benefits for undergraduate students (immersive language-learning experiences, designated language space, opportunities for cultural exchange, and multilingual inclusive community-building), the Thatcher Language and Culture House has supported graduate education and professional development. Our campus should renew its commitment to the Thatcher and Language House, which not only has been crucial in providing a sense of belonging and community for our multilingual students but is also in line with the recently introduced new initiative *Belonging@UMass* in affirming UMass's values of equity, inclusion, and belonging.

#### *5) The Year of Languages*

Rutgers University, one of our peer institutions, launched [The Year of Languages](#) initiative this academic year which “invites students, faculty, staff, university leaders, and alumni to consider deeply and to share across [their] communities why [they] value the languages [they] know and how [they] benefit from knowing more languages.” Among its various features, ranging from co-curricular programming to outreach events, is an essay contest

whereby undergraduate students reflect on the question “Why do I learn languages?”. A similar initiative on our campus would be an excellent and meaningful way to not only promote but also engage diverse languages spoken and used in our communities, we therefore encourage its implementation, including an essay contest, perhaps through the Office of Equity and Inclusion. To capture interest among as many students as possible in as many disciplines as possible, we recommend that such a contest offer a guaranteed prize to a student from each college at UMass Amherst.

#### **6) *Advising***

Student advising on campus plays a significant role in informing (and supporting) all UMass Amherst students about learning opportunities and course requirements. The following recommendations therefore center on advising practices regarding language study on our campus.

- Creation of a webpage listing languages taught at UMass to facilitate advertising about languages available (e.g. <https://guide.berkeley.edu/languages/>).
- Creation of document(s) and implementation of procedures to inform our campus community about language learning opportunities including at other Five College campuses and ways in which they can be included in a student’s plan of study (including certificate offerings).
- A simple and quick yearly training or information session for all advisors where opportunities for language learning are explained.
- Add information on languages on Navigate so that advisors and advisees can easily search for language opportunities.
- Facilitation of cross-campus and inter-campus communication and collaboration leading to advising practices supporting students who want to study language. The future standing committee should explore top 20 public institutions where cross-campus advising for language is done successfully and reach out to colleagues at those institutions to understand how to implement their best practices.
- Resources and materials addressing the significance of multilingualism in diverse career paths. See, for example, “[Language at the Intersection: How Multilingualism Moves our World](#)” posters and interviews by the JNCL-NCLIS (Joint National Committee for Languages National Council for Languages and International Studies) showcasing “stories of professionals from various fields whose work depends on multilingualism and explored how language intersects with their abilities to create opportunities, build relationships, and address needs in the work they do.”

- **Creation of a website and single-page document (that advisors can provide to advisees) that clearly explains the language requirements for all eleven colleges on campus.**
- **Use one of the above websites to clearly explain where and how students can take placement exams for language study at UMass Amherst.**

**Appendix A – Draft Framework for a Certificate Proposal**

**Certificate of Language and Cultural Awareness**

As noted above, the detailed proposal for this certificate should be worked out by the proposing unit(s). We offer the following framework as one possible model and raise a number of detailed issues that the proposal should address.

The certificate should require a total of at least 15 credits, with a minimum passing letter grade of C or above, in one or more world languages and one or more associated culture courses.

Students must complete:

1. Two (2) courses in Language 1, through the second-semester level, i.e., 110 and 120/126 or the equivalent
2. One (1) culture course related to Language 1
3. Any combination of two (2) additional courses in the following areas:
  - a. One or more courses in Language 1
  - b. One or more culture courses related to Language 1
  - c. One or more courses in Language 2
  - d. One or more culture courses related to Language 2

	Language 1	Language 2	Related Culture Courses
2+2+1	2 minimum level = UMass 120 / FCCWL IV	2 minimum level = UMass 120 / FCCWL IV	1
2+1+2	2 minimum level = UMass 120 / FCCWL IV	1 minimum level = UMass 110 / FCCWL II	2
3+1+1	3 minimum level = UMass 230 / FCCWL VI	1 minimum level = UMass 110 / FCCWL II	1

3+2	3 minimum level = UMass 230 / FCCWL VI	-	2
4+1	4 minimum level = UMass 240 / FCCWL VIII	-	1

### Considerations for a full certificate proposal

Our Committee raised several questions that would need to be addressed in a complete proposal.

- What culture courses are available, and how can students identify them, for languages that are not offered in programs and departments that also offer culture courses? For example, American Sign Language is offered through the Department of Communication Disorders, which does not currently offer courses in Deaf Studies; culture courses are not regularly offered for many of the languages offered through the Five College Center for World Languages. The certificate could recognize a partial course, special project, internship, or related significant experience, though this would have implications for advising/staffing.
- How would non-UMass courses count toward the certificate, including Five College/interchange courses, study abroad courses, and transfer courses?
- How would Five College Center for World Language courses count toward the certificate, recognizing that they are sequenced differently than department-based language courses and many are designated experimental (197/ST)?
  - Two levels of a FCCWL language count are roughly equivalent to one level of a standard (non-intensive) UMass language:
    - UMass 110 (first-semester level) = FCCWL level II
    - UMass 120 (second-semester level) = FCCWL level IV
    - UMass 220 (third-semester level) = FCCWL level VI
    - UMass 230 (fourth-semester level) = FCCWL level VIII
    - UMass 300+ (fifth-semester level) = FCCWL Advanced Topics II
- Can students partially test out of the language requirement? If so, how would testing be administered and funded? In which languages would it be available? What considerations about equity would apply?

- **Should ESL count toward the certificate for international students/students who grew up in environments where English was not the dominant language?**
- **What are the staffing implications of the answers to these questions?**

## Appendix B – Language study requirements at peer and aspirational peer institutions

This appendix is a partial reprint of Appendix B from the 2019 Interim Report.

### Summary:

- Only Rutgers has no requirements outside of individual programs—and they, like us, are working on a campus-wide study
- Some form of language requirement in Colleges of Arts and Sciences is clearly typical.

### *Iowa State University*

- Required for admission to Engineering and Liberal Arts and Sciences, two years of a single foreign language.
- “International Perspectives” requirement for all Bachelor degrees: that students can “communicate competently in a second language.”

### *Rutgers, New Brunswick*

- No language requirement
- “World Languages at Rutgers” proposal (Language Requirement Task Force, April 17, 2017) notes their anomalous status and offers a plan to catch up.

### *University of California, Santa Barbara*

- General Education, foreign language level 3 requirement, or various equivalents
- College of Letters and Science only: “To display basic familiarity with a written and/or spoken foreign language appropriate to the discipline. The foreign language requirement may be satisfied in one of the following four ways (third quarter college course, placement exam, three years of high school).”

### *University of Colorado, Boulder*

- All students are required to demonstrate, while in high school, third-level proficiency in a single modern or classical foreign language. Students who have not met this requirement at the time of matriculation will have a MAPS (minimum academic preparation standards) deficiency. They may make up the deficiency only by passing an appropriate third-semester college course or by passing a CU-Boulder- approved proficiency examination.

### *University of Connecticut, Storrs*

- General Education: A student meets the minimum requirement if admitted to the University with three years of a single foreign language in high school, or the equivalent. When the years of study have been split between high school and earlier grades, the requirement is met if the student has successfully completed the third-

year high school level course. With anything less than that, the student must pass the second semester course in the first-year sequence of college level study in a single language.

- **College of Liberal Arts and Sciences: second language competency through the 2<sup>nd</sup> intermediate level of one foreign language. Satisfied by previous study, exam, or college coursework.**

*University of Delaware*

- **Students pursuing any Bachelor of Arts degree in the College of Arts & Sciences must complete the intermediate-level of one language other than English.**
- **ACTA: foreign language requirements only for select degree programs.**

*University of Maryland, College Park*

- **Global Engagement Requirement (formerly Foreign Language Requirement), effective Fall 2011 for newly admitted Arts and Humanities students.**
- **Three Options: 1) study of a foreign language; 2) cultural immersion through study abroad (in non-English speaking country, with one-year minimal language study prior to travel, internship, hosted by nationals, service); 3) individually designed engagement experience (also study abroad, one-year language prior, works with advisor).**

*University of Oregon*

- **To graduate with a BA degree, University of Oregon students need to show intermediate competency in one language other than English. This can be accomplished by completing at least the third term of the second year in a Second Language course taught in the language (203 or equivalent), with a grade of C– or better or P.**

*Stony Brook University (SUNY)*

- **Every student in the College of Arts and Sciences, College of Business, School of Marine and Atmospheric Sciences and the School of Journalism must demonstrate a certain level of foreign language proficiency to graduate from Stony Brook (LANG requirement).**
- **To satisfy the foreign language requirement, students must pass the second semester of an elementary foreign language course (numbered 101 or 112) with a letter grade of C or higher, or enroll in a foreign language course at the intermediate level or higher and earn a grade of C or better.**
- **Graduates from the College of Engineering and Applied Sciences students are exempt from this requirement.**



*Indiana University – Bloomington*

- **Students pursuing the B.A. or B.F.A. degree in the College [of Arts and Sciences] must establish proficiency in a single foreign language through the second semester of the second year of college-level course work. Students who wish to continue at Indiana University a foreign language begun in high school or at another university must take a foreign language placement test.**
- **The World Languages and Cultures requirement may be completed through one of three options: language study, world culture courses, or international experiences (for details, see [IU Bloomington General Education requirements](#)).**