



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

LETTER OF INTENT
To Establish

Bachelor of Science in Applied Languages and Intercultural Studies

Institution: **Georgia Institution of Technology**

Institutional Contact: Dr. Anderson Smith, Senior Vice Provost for Academic Affairs

Date: November 17, 2009

School/Division: School of Modern Languages

Name of Proposed Program: Bachelor of Science in Applied Languages and Intercultural Studies

Degree: Bachelor of Science

Major: Separate tracks in Japanese and Spanish (Chinese, French and German to be added later)

Degree Inscription: Bachelor of Science in Applied Languages and Intercultural Studies

CIP Code: 16.0101

Anticipated Starting Date (Japanese, Spanish): August, 2010

Program Point of Contact:

Dr. Phil McKnight
Chair, School of Modern Languages and Professor
Ivan Allen College
Office: 404-385-2753

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Note: The degree program will begin with Japanese and Spanish tracts, with plans for Chinese, French and German to be added in the future. The timing for adding the latter three languages will be at the discretion of the Provost's Office. Information for all five tracts or concentrations is provided in this proposal, with details for Chinese, French and German tracks listed in the appendices, and to some extent in the main body of the proposal as well. The intent is to request approval for the *B.S. in Applied Languages and Intercultural Studies*, a degree which could then have new concentrations/tracts added as appropriate in the future by Georgia Tech. No new workload is currently being requested.

1. Program Description and Objectives:

a. Objectives of the program.

The degree provides students options within their concentration for applying their language and culture study within the broad content categories of industry and technology, society, and arts and media. Students will complete a cluster or an interdisciplinary minor of a minimum of 15 hours in another major discipline or interdisciplinary minor at Georgia Tech and earn at least 12 credits from an approved study abroad program through coursework in either the major language discipline or in the cluster discipline. Students may complete a second term abroad as well.

The content-based approach with the cluster/interdisciplinary minor and study abroad requirements distinctly separate the program at Georgia Tech from traditional US foreign language programs targeted primarily at literature and language study as ends in themselves, opening for Georgia Tech graduates wider doors to employment opportunities. Moreover, the core curriculum at Georgia Tech plus an additional technology requirement ensures that students will have a stronger grounding in science and technology than at other schools. **Modern Languages Basic Core Requirements** (may be fulfilled with AP or IB credits) include 2002 or equivalent in a single language. **Major Content-Based Core Requirements** (33 credit hours) with a flexible distribution of classes in core areas that includes at least one class from each of the following areas: 1) Societies and Cultures (3-6 credits); 2) Industry and Technology (3-6 credits); 3) Arts and Media (3-6 credits), for a total of 18 credits in areas 1-3; 4) Advanced Language Acquisition (6 credits) [Chinese and Japanese majors may complete 9 credits from Areas 1, 2 and 3, and 15 credits from 4, with advisor approval]; and an **Intercultural Seminar** Capstone (3 credits). Modern Language electives (6 credits), related core requirements from the cluster/minor or other related areas (18) and institute electives (9-12) round out the degree. Completion of one course focused on international relations historically and theoretically, and one course that provides a historical and theoretical understanding of the global economy, plus extending approved study/work abroad to 26 weeks will also fulfill requirements for the International Plan degree designator.

Graduates with a B.S. in *Applied Languages and Intercultural Studies* will be able to apply intercultural communication skills within their career path on a lifetime basis; will have a broad understanding of current affairs, political viewpoints, economics, science and technology and the cultures of the country or region; and will demonstrate global skills by a) exhibiting a positive attitude toward cultural identity differences, b) by demonstrating the ability to speak, understand and think in a foreign language, and to live abroad, c) by clearly articulating global aspects of emerging cultural issues and international challenges, e.g., climate and environment, immigration and integration, business and intercultural communication, social impacts of technology, connections between literature and society, etc., and d) by understanding how media represents different perspectives within and between cultures and societies.

b. Needs the program will meet.

As bilateral and multilateral relations expand across countries, it is a virtual certainty that tomorrow's top graduates will be called upon to work in foreign countries or significantly interact with their counterparts in other countries. Therefore, competency in a foreign language and culture is becoming an essential component for the 21st century communication skills needed by government agencies and by multinational industry and media in general.

The proposed degree will meet urgent regional and national needs for applied language and cultural competency with a strong skill set in one of the numerous disciplines described by nationally commissioned studies such as the "Comprehensive Plan Needed to Address Persistent Foreign Language Shortfalls by the US Government Accountability Office (9/2009), "International Education and Foreign Languages: Keys to Securing America's Future" by the Center for Education (2007); "Global Competence and National Needs," by the Abraham Lincoln Commission Report (2006); and "Education for Global Leadership" by the Committee for Economic Development (2006). Each of these studies demonstrates explicitly that expertise in foreign languages combined with international skills across many disciplines is urgently needed in order to strengthen US economic competitiveness and national security.

Georgia and the entire Southeast region of the United States has become part of a global, interdependent and multicultural community. Georgia's ports and the Atlanta Hartsfield-Jackson Airport are hubs of international trade entering and exiting the U.S., and the economic impact of foreign trade on the Georgia economy is tremendous. Data from the Georgia Department of Economic Development portray a dynamic and expanding international marketplace

with trade flow with China, for example, at over \$12 billion, Japan at \$8 billion, Germany at \$6.3 billion, and South Korea at \$4 billion. Fifty-seven percent of imports to Georgia come from Asia, 21% from Europe and 8% from the Americas, while 24% of exports go to Europe, 28% to Asia, and 40% to the Americas. In Georgia there are 346 German-owned companies (and 102 Swiss and 19 Austrian companies for a total of 467 companies with potential German language needs), 338 Japanese companies, 191 French, 64 Italian, 21 South Korean, already 14 Chinese, and 20-plus Latin American companies contributing to the economy.

c. Brief explanation of how the program is to be delivered.

This degree program will be conducted with faculty, means, and facilities currently available, and will build on existing programs and interdisciplinary collaborations. Existing exchange study abroad programs will facilitate the 12 or more required credit hours from study abroad. This requirement will also help facilitate the 33 upper division credit hours required for the degree. At 12 credits earned abroad (many will earn more) faculty will need to deliver 7 content-based intercultural courses over the three final semesters, or an average of just over 2 upper division courses per semester. Each language in the degree has at least three full time faculty members, many of whom offer several upper division courses each semester.

d. Prioritization within the institution's strategic plan—see Section 2 below.

2. Description of the program's fit with the institutional mission and nationally accepted trends in the discipline.

The rigorous curriculum of the proposed degree will meet the objectives of the strategic plan of the USG Board of Regents to “prepare students to function successfully in a global society” by increasing “their skills in functioning successfully in other countries and cultures,” and by broadening “their attitudes about other countries and cultures.” Included in the BOR action items is the charge to *increase the number of students earning undergraduate degrees in foreign languages by 50%.*¹

The Georgia Tech Strategic Plan also emphasizes the importance to “prepare our students for lifelong engagement within an international setting” and to “impart a greater awareness and appreciation of broader differences in language, culture, and custom” so that graduates will “be prepared to work as part of an international team that collaborates” globally. This objective will be met by offering “international education and internships that will enable students to work or study abroad.”² As President Petersen begins the process of developing a new strategic plan, he has indicated his agreement with perspectives in Modern Languages at Georgia Tech “on how the study of languages is such an important factor for helping to create global citizens.” (email 7/15/2009)

In accordance with the Ivan Allen College's goal to take a leadership role in internationalizing the educational process at Georgia Tech, the School of Modern Languages' mission is to prepare future participants in the global workforce with advanced communication, creative thinking and intercultural skills applied to the areas technology, industry, media and society.

This initiative will create a new model for the U.S. foreign language major. It departs from the traditionally dominant literary track—which often limits career opportunities to a small number of areas, principally education—and introduces a model focused on equipping students to meet global and multicultural requirements of most industries, government agencies, and social organizations in the 21st century. All of these entities urgently need graduates who are effectively prepared to negotiate within and between the social, technological and political contexts of other cultures and to understand the local impact of globalization, environmental issues and other current and future change factors. The degree responds to and extends a groundbreaking call for change by the Modern Language Association, which has challenged institutions to conceive a framework of study that guides students to reflect on the world and themselves through the lens of another language and culture.

3. Description of how the program demonstrates demand and a justification of need in the discipline and geographic area and is not unnecessary program duplication.

¹ http://www.usg.edu/strategicplan/one/global_prep.phtml

² <http://www.gatech.edu/president/strategicplan.html#goal1>

Need for this new discipline in Georgia as well as on a national level is described in No. 2 and 1b above. Since 2001 enrollments in Modern Languages at Georgia Tech have more than doubled, and this has taken place *with no overall formal foreign language requirement* at Georgia Tech, an extremely strong indicator of student recognition of the need to internationalize their learning via competency in foreign languages, cultures and contexts related to their major. Recent surveys conducted by the School of Modern Languages indicate that student interest for a degree in a foreign language (even in addition to their current program) has grown from 192 students in 2007 to 294 in 2008 and to 305 in the fall of 2009.

Historical Overview of Modern Languages at Georgia Tech:

In terms of Institute undergraduate enrollments, the annual percentage of the student population at Georgia Tech enrolling in modern languages has increased dramatically. Calculated by semester, students taking a foreign language has advanced *from 9.9% of undergraduates in 2001-02 (slightly above today's national average of 8.6%) to the current 21.7% of the total undergraduate student body (well over double the national average at US Colleges and Universities with foreign language requirements).*³ The national survey shows an overall increase of just 12.9% in foreign language enrollments vs. 126% at Georgia Tech since 2002. This is a record of exceptional student demand at Georgia Tech for foreign language study.

The 2008 Modern Languages survey produced the following breakdown of the languages for which students stated they would like to earn a degree (total data does not include Arabic (34), Korean (37), Russian (22 and others (13) which are not currently included in this proposal). Many listed more than one language. Specific student interest included: Chinese 58; French 78; German 56; Japanese 62 and Spanish 108 for a total of 362 potential majors and/or double majors (the actual total responding was 294). Even if only 60 percent of these students were to actually follow through, this would be over 150 majors, and using the recent Fall 2009 survey it would be close to 180 majors.

Unique program among USG foreign language offerings:

Universities in the USG tend to follow the typical national trend in foreign languages. For example the UGA French program focuses on literature with a strong link to linguistics. Georgia State University, which has a joint degree with international business—modeled very much after the (2003) Georgia Tech Global Economics and Modern Language (GEML) degree—focuses otherwise on teacher training and certification (as does Kennesaw State). The Georgia Tech proposal for a *B. S. in Applied Languages and Intercultural Studies* is uniquely designed to open broad career opportunities.

A review of peer institutions like Penn State, Stanford, U-C Berkeley, Florida, University of Texas at Austin, Virginia Tech, show that they generally offer traditional programs. One model program we found is the NYU degree in Latin American Studies, which focuses on the history, society, politics, culture, and economics of Hispanic peoples outside Canada and the United States. This program incorporates strengths in arts, communicative media, cultural policy, performance, memory and heritage, narrative, indigenous social movements, race and nationalism, migration and social justice, and the study of urban life and the confluence in the region's cities, and in their connections with the U.S. Another model is the University of Rhode Island's International Engineering Program that requires extensive study/work abroad. Clemson University language programs require one year abroad.

4. Brief description of institutional resources that will be used specifically for the program (e.g., personnel, library, equipment, laboratories, supplies and expenses, capital expenditures at program start-up and when the program undergoes its first comprehensive program review.

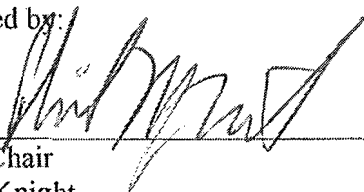
Current faculty will deliver the coursework and advising. One academic professional staff member will be added in Year 1 or Year 2 by allocating funds in the current budget to manage student advising, tracking and assessment. Therefore, the Institute will not need to request new funds to support the program start-up, and none have been requested. The newly (2005) renovated Swann Building, where the School of Modern Languages is housed, affords state-of-the art technology and access to international media, either live or internet-based. The library remains adequate and no laboratory expense, etc., is needed.

³ http://www.mla.org/pdf/06enrollmentsurvey_final.pdf



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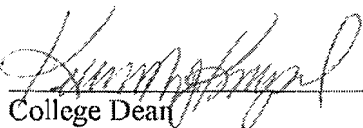


School Chair
Phil McKnight

Date

Nov 16, 2009

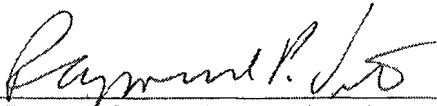
Reviewed and Approved by:



College Dean
Ken Knoespel

Date


Nov 17, 2009



Vice Provost for Graduate and Undergraduate Studies
Ray Vito

Date

Nov 23, 2009



Anderson D. Smith, Ph.D.
Senior Vice Provost for Academic Affairs
Regents' Professor of Psychology

Date

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