

Minutes of 2008 Annual Meeting
Foreign Language Academic Advisory Committee (FLAAC)
Jekyll Island, Georgia
April 14-15, 2008

Present:

Armstrong Atlantic SU	Ellen Blossman, Chair
Augusta State U	Jana Sandarg, Secretary
Bainbridge College	Stan Webb
Clayton State U	E. Joe Johnson
Dalton State College	Nancy Mason
East Georgia College	Jeniba J. Dart
Fort Valley State U	Victoria V. Dubriel
	Joyce O. Jenkins, Berlethia Pitts, guests
Gainesville State College	Eric Skipper, substitute
Georgia College & SU	Roger Noël
Georgia Highlands College	Mark Greger
	Renva Watterson, guest
Georgia Institute of Tech.	David Shook
Georgia Perimeter College	Dina Foster
Georgia Southern U	Donnie Richards
Georgia SW State U	Elena Odio
	Peggy Ellington, guest
Georgia State U	German Torres, substitute
Gordon College	Darren Broome
Kennesaw State U	Bill Griffin
Macon State College	David de Posada
Middle Georgia College	Trino J. Prados, Chair Elect
North Georgia CSU	Jim Chesnut
Savannah State U	Boniface K. Kawasha
University of Georgia	Martin Kagel
Valdosta State U	Viki Soady
Georgia DOE	Elizabeth Webb
USG Office of International Education	Rick Sutton

FLAAC 2008 Recommendations and Endorsements:

1. The FLAAC recommends that the new core curriculum process be reconfigured beginning with a bottom-up process on each campus involving all faculty, and that the number of options for the core be expanded to include the current core curriculum.
2. The FLAAC recommends that all students graduating from the USG demonstrate proficiency in a foreign language that leads to greater global competency.

3. The FLAAC recommends that foreign language faculty members who serve as directors of study abroad programs or centers, or who serve in other capacities related to the instructional mission of the department or school, be compensated for that service in fair and kind.

Monday, April 14, 2008

Chair Ellen Blossman called the meeting to order at 9:00 a. m. in the conference room at the Days Inn and Suites on Jekyll Island.

The meeting began with formal introductions.

Last year's minutes were approved on-line prior to the conference.

The status of the Foreign Language Academic Advisory Committee recommendations from 2007 was reviewed and discussed.

1. The Foreign Language Academic Advisory Committee recommends that proficiency in a foreign language be included as an essential skill in the USG core curriculum in order to meet the goals of the development of global competencies endorsed by the University System of Georgia. Furthermore, we recommend that proficiency in foreign languages be an integral component of international education in the 21st century.
2. The Foreign Language Academic Advisory Committee recommends that we enhance, expand and support modern language study abroad programs that provide upper level, in country experiences in which students study for at least a month in a country where English is not the primary language. Such programs would provide for maximum development of linguistic and cultural competencies requisite in our increasingly global economy.

As to recommendation one, it was mentioned that foreign languages have not been included under essential skills. No explanation was given about the status of the second recommendation, although we believe that special support for upper level study abroad programs should be implemented. Furthermore, it was noted that any change in the core curriculum might affect our future recommendations.

Report from Rick Sutton, USG Office of International Education

Internationalizing the curriculum

Last fall, one third of the University System of Georgia (USG) presidents and some journalists from the *New York Times* attended the first summit on international education.

Their goal was to study five basic areas:

1. global knowledge and skills
2. campus life and culture
3. active international networks and programs
4. successful state strategies for global commerce
5. appropriate governance policies and financial support

The three action steps per area are suggestions to institutions, not mandates. The goal is to move all institutions forward collectively, as a system. The USG will provide funding

to institutions for internationalizing the curriculum. The call for funding proposals for this year can be found on the webpage for the Office of International Education at www.usg.edu/oie

Georgia state budget:

Medical education is a big item this year.

The salary increase is 2%.

Core curriculum

The Chancellor decided to open discussion on the core curriculum to see if we are giving our students the transformative education they need in order to be successful. Since 1998, the BOR has established the framework for the curriculum in terms of broad objectives. Information on the presidential task forces and curriculum development is available at www.usg.edu

Dr. Dorothy Leland, who is in charge of the core curriculum development, has extended the deadline until fall 2008 in order to reshape the process of examining the curriculum. Instead of one representative per institution, there will be a team of four or five faculty that will be a purveyor of ideas and disseminator of information. The chairs of the academic advisory committees will be integrated into the process and will represent their respective disciplines. The new teams will be in place before the end of the semester. Instead of looking at how our courses will fit into the core, we will be looking at the desired student outcomes for the core and the competencies we wish our students to have. We will design core courses once the competencies are established. Every institution will have the flexibility to pursue how it will achieve the desired outcomes and competencies. Viki Soady noted that we needed to ensure that the team members were faculty who taught core courses.

Report from Elizabeth Webb, Department of Education

Elizabeth reported on the new graduation rules for Georgia high schools. A new law requires that American Sign Language (ASL) will count as foreign language credit in high school. She noted that other states and the American Council on Teaching Foreign Languages (ACTFL) have recognized ASL as a language. Our state superintendent sees it as a critical need and the standards for ASL level one and level two are modeled after the Modern Language standards. A GACE test for ASL is being developed. Only a few USG institutions offer ASL; a few ASL programs are housed in the Department of Family Health Professions. Vicky Soady stated that there is a real need for English as a Second Language (ESOL) signing for children of other languages. Foreign Language departments could move into this area. She noted that there is a Spanish speech therapy program in Valdosta.

College credit for the International Baccalaureate (IB) diploma earned in high schools was approved by the USG. The IB program originated in Geneva, Switzerland. More information is available at www.ib.org.

Last year the funding for the Foreign Language Elementary School (FLES) program was redirected to the media centers of all elementary schools for purchasing foreign language technology. Schools would work with the Georgia Public Broadcasting using *Salsa*, a FLES technological program for Spanish. The funding for this program

was cut for 2008. For 2009 the funding was put into the Quality Basic Education (QBE) and is no longer earmarked for foreign language.

The new single high school diploma does not include a requirement for foreign languages. Elizabeth Webb noted that five out of eight high school graduates already have foreign language. We couldn't find enough teachers or the funding to hire them in order to offer foreign language instruction to the remaining three out of eight students who did not have foreign language. The question was raised as to how the DOE will find math and science teachers, fields in which there is an even greater shortage, to cover the newly required extra year in math and the one in science.

Foreign language is part of the STEM initiative, a federal initiative to improve teaching in the areas of science, technology, engineering, math and foreign language. The acronym, STEM, does not include foreign language, but the initiative does.

Elizabeth distributed a list of the members of the Modern Language and Latin Task Group in case we want to contact them.

Senate bill 497, which would reassign high school foreign language teachers to teach in elementary schools, was defeated for this year, but might resurface next year. We don't have enough teachers to cover all grades of elementary schools. We need to coordinate with K-12 teachers about this proposal and contact our legislators. Dual language charter schools are a good option to push. Elizabeth suggested we work with the seven education agencies in Georgia towards building a common framework for what students are able to do with language.

Elizabeth asked us to look carefully at Linguafolio from the Council of Europe, which could help articulation between middle and high school and between high school and college. It is free to download from www.ncssfl.org.

The Standards-based Measurement of Proficiency (STAMP) test was developed at the University of Oregon. It is a web-based test of proficiency in speaking, reading and writing. It first tests reading, and those results are used to generate writing and speaking prompts. It does not address listening at the moment because of the high level of technology needed by the schools to use it. That should be remedied in the next few years. It costs about \$15 per student, which is cheaper than the Web Proficiency Test (WPT) and the Oral Proficiency Interview (OPI), and it can be given and proctored at our universities

Elizabeth suggested we work with K-12 teachers to tell our success stories to Georgia. We could also provide training at the sixteen Regional Educational Service Agencies (RESA). We could revive or establish foreign language academic alliances and work with professional organizations such as the Foreign Language Association of Georgia (FLAG) and the Southern Conference on Language Teaching (SCOLT). We can encourage the future professional development of our teacher candidates by attending the FLAG and SCOLT conferences with our students. FLAG and SCOLT will hold a joint conference in Atlanta in 2009.

Questions for Rick Sutton

Will the new core curriculum have more flexibility than the core that was established in 1998? Rick commented that the current core curriculum is too prescriptive. We need to create common competencies for students and allow each institution to approach them in a way that is most appropriate for their campus. For example,

leadership is a competency we want our students to have, and each institution has different resources that would allow them to address it differently. We will have transferability between institutions. Therefore, if leadership competency were satisfied at one institution, it would transfer to another.

It was noted that some faculty expect basic skills to be taught in high school, and more difficult skills and concepts would be taught in college. However, foreign language teachers must teach students very basic skills, which are essential before moving our students forward to more difficult concepts. Rick replied that each institution would make those decisions.

We began a discussion about ASL and decided to continue after lunch. The morning session adjourned at 11:35 am.

The committee reconvened at 1:30 pm.

Elections

The first item of business was the election of our secretary for 2008-2009. Following our Committee Constitution, the secretary for 2008-2009 would be from a two-year institution. The committee unanimously voted for Darren Broome.

ASL

We continued our discussion about ASL. The administration of the USG made the decision to accept ASL for the foreign language admissions requirement. If CPC deficient students have one class of ASL in high school, our institutions are not obligated to provide the second ASL class for that student. It was recommended that we stress the global aspect of foreign language for the new core, so that any requirement be specifically a foreign language requirement that would not include ASL.

Core Curriculum

Bill Griffin presented the new core curriculum framework models. The committee inquired what kind of concerns the BOR had about the current core curriculum. Rick Sutton replied that many people thought we had a “transfer curriculum” instead of a “core curriculum.” Our current core curriculum has no common theme to unite the courses. It is distributive; it doesn’t build course upon course and there is no course interconnection. The result after sixty hours doesn’t show what competencies students have gained. There is no coherent statement about what students will be able to do at the end of the core curriculum.

Rick Sutton referred us to the www.strongfoundations.usg.edu web site to look at research resources and core models. It was noted that you can blog your comments, but you can’t see comments of other faculty. This provides for anonymity, but not discussion among faculty. Rick Sutton said he would look into it.

There was concern that a new core curriculum might eliminate departments and programs for some disciplines. David Shook affirmed that we need to form alliances with our colleagues in other disciplines to lobby for foreign language as a global competency in the core.

From the student perspective, a new core could open up more career options. It was noted that we need to cultivate respect for our discipline. Other countries have a

long-term sequence of foreign language like we do in math and science. There is no reason why we can't have one, too.

Rick suggested we combine foreign language with other disciplines, such as pairing art and music with foreign language, or pairing business and technology with foreign language.

It was noted that there were two suggested models for the core on the web site and that the current core should also be an option. Rick stated that the current core will be put up on the web page as another option. The timeline is not set, but the new core could be implemented in 2010. Will the new core be a first and second year experience? Rick says it could go beyond the second year, although with transferability, it probably won't include senior courses.

The committee discussed the petition about the core curriculum and noted that direct communication with faculty would clear up misconceptions. It appears that the process was top-down without sufficient faculty input or consultation. It was suggested that we have groups on each campus examine the current core to evaluate the positive points and to address the weak points; and based on those results, revise the core or devise a new one.

Additional Information from the USG

Rick Sutton explained the action steps of the BOR strategic plan that renews our commitment to excellence in undergraduate education. The fourth action step strengthens undergraduate international education. In this action step, there are proposed metrics to verify our progress in undergraduate international education. For example, we want to increase the numbers of students studying abroad to 25% of all USG undergraduates who earn a bachelor's degree. We are currently at 21%, and the target date for 25% is 2012. We will increase our percentage of non-US-citizen international students to 10% in the next five years. We will increase the number of students earning degrees in international studies and related fields by 10%. And, we will increase by 50% the number of foreign language majors. If students are double majors, such as business and foreign language, the foreign language major would "count" for us. We graduate about 300 foreign language majors a year in all our institutions.

There is no longer a goal of 2% or 4% per institution for students studying abroad. The target number is 25% for the USG as a whole, and each institution has a numerical target to reach.

Next year's meeting

We agreed to meet next year at Jekyll Island. The rates are \$75 for a single room overlooking the parking lot, \$85 for ocean view rooms, and \$135 for a suite. The dates are Sunday, April 5, through Tuesday, April 7, 2009.

Other items for discussion

+GACE II exams.

In general, the pass rate is good around the state. One drawback is that students cannot see their exact scores since they only know if they pass or fail.

+Placement exams.

There was no discussion.

+Exit exams.

Some institutions use the OPI and have students cover the cost.

+Review of foreign language 1001-1002 content.

Elena Odio stated that the common descriptions from the 1998 configuration included speaking, listening, reading, and writing, but not culture. Jim Chesnut noted that now culture is included on most campuses.

+Modern Language Major.

Spanish enrollment has grown statewide while French and German enrollments have declined. One way to keep French and German is to offer a degree in modern languages with tracks. Georgia State has a degree in interdisciplinary studies in Japanese or Italian; however, it's hard to find faculty with a doctorate in Japanese. KSU has a degree in modern languages with tracks. Other institutions are considering the modern language major.

The meeting was adjourned at 4:55 pm.

Tuesday, April 15, 2008

The committee reconvened at 9:00 am and discussed the following topics.

Spanish minor at UGA

The Department of Romance Languages at UGA had submitted a proposal to deactivate the minor in Spanish because the 577 minors were filling the classes needed by the 348 majors and the department didn't have enough instructors to cover additional classes. At the moment, the proposal has been withdrawn, and the department has requested a staff advisor to help with processing majors and minors. If the department gets a staff advisor from the College of Arts & Sciences, it will not pursue the minor deactivation proposal. The college has indicated that it is going to help with the staff advisor position.

Study abroad

After a lengthy discussion of study abroad issues, the committee made a recommendation that foreign language faculty members who serve as directors of study abroad programs or centers, or who serve in other capacities related to the instructional mission of the department or school, be compensated for that service in fair and kind.

The committee adjourned at 10:30 am. Everyone met on the patio for a group photograph before leaving the hotel, and the executive committee met briefly to work on the details of next year's meeting.

Submitted by:

Jana Sandarg

Secretary 2007-2008