

Minutes of the annual meeting of the University System of Georgia
Foreign Language Academic Advisory Committee
April 8, 2013, Middle Georgia State College, Macon, Georgia

In Attendance

Chair: Joe JOHNSON, Clayton State University
Chair-elect: Lisa NOETZEL, College of Coastal Georgia
Secretary: Kristina WATKINS MORMINO, Georgia Gwinnett College

Trino PRADOS, Middle Georgia State College	Jeniba J. DART, East Georgia State College
David SHOOK, Georgia Institute of Technology	Darren BROOME, Gordon State College
Andrea DiBENARDO, Georgia Perimeter College	Pedro MALIGO, Columbus State University
Nancy MASON, Dalton State College	Brigitte ROSSBACHER, the University of Georgia
Viki SOADY, Valdosta State University	Ofélia NIKOLOVA, Valdosta State University
Pete SWANSON, Georgia State University	Mark GREGER, Georgia Highlands College
Bill GRIFFIN, Kennesaw State University	Elizabeth COMBIER, University of North Georgia
Jana SANDARG, Georgia Regents University	Vicki V. DUBRIEL, Fort Valley State University
Jim CHESNUT*, University of North Georgia	Leticia ALVIRA-WATSON, Albany State University
David DE POSADA, Georgia College and State University	Dorothee MERTZ-WEIGEL, Armstrong Atlantic State University

Guest: Jon SIZEMORE, University System of Georgia

Minutes

- 9:07 Meeting begun. Introductions.
- 9:12 Agenda, minutes from previous meeting approved.
- 9:12 GA State ASL Proposal (to apply courses in American Sign Language in Area C as foreign language courses):
- A very unpleasant proponent of that proposal has been spreading untruths about our committee and the status of the proposal.

* Unofficial.

- ASL was approved as area C communications courses and won't transfer as foreign language. It's ultimately up to the dean/chair at the receiving institution.

9:20 Jim is ready pass the administration of the list-serv to someone else. Dorothee Metz-Weigel volunteered to take it on.

9:23 Viki Soady's presentation on the e-major. (Questions answered by Viki and Jon, unless otherwise noted.)

- This could really apply to Spanish, French, and Romance Languages majors.
- *Financials are not set*, but the proposal is...
 - 40% goes to Valdosta and West GA (administrators and tech support)
 - 40% goes to school offering instruction
 - 20% to be split among partners
 - \$3,600 to teach an e-core class or buy out a faculty member's course
 - \$250/credit hour
- Success requires common curriculum (course numbers, outcome, content); a generic major with a couple of electives.
- The e-major could be used to provide a couple of upper-division summer French courses and boost French study abroad.
- Q: Middle GA already has designed its own e-core. Would we have to use West GA's tech system? (A: No, but you would have the W GA and Valdosta pedagogical and technological resources. You can use your own resources, but there have to be common standards. You don't have to be an e-core affiliate.)
- Jon: Valdosta is both the host of e-major and an affiliate of e-major inviting other affiliates. Ingress already exists in Banner for about fifteen institutions; an aggregator taking enrollees from all participating institutions. There's a collaborative D2L. Students are registered in and pay to the home institution.
- Q: How many courses are set up in French? A: Developing gateway course (3010-type) and 2010 Spanish (gateway) and a generic Latin America course. Preparing to develop 1001-2002 sequence in French.
- Q: I'm at a new college trying to build new majors and struggling to get replicative majors approved by BOR. Who would issue the degree? A: The home institution. There seems to be a backlog of degree proposals, unless they have an on-line component.
- Q: What if my institution does not offer a Spanish degree? A: If they're military-friendly, they might want to approve it. It would be less costly than to develop a new program. You would want to have at least one faculty member teaching in the area.
- Nancy: E-core is limited to SPAN 1001 and 1002 for FL right now.
- Q: Could our Spanish minors just go on and finish up with an e-major? A: Design the minor to fit into the e-major. Also, there is a stand-alone certificate program in Spanish for professionals and an 18-hour certificate in ESOL, and they're working on a French for business certificate.

- Q: What are you looking for from institutions that already have a major? A: This may not be a concern for the research 1s, but please feel free to contribute courses. Program of study must be aligned for all participants. All courses at the same tuition rate – could be difficult for R1s. MOOCs might be useful for supplemental instruction (like to help transition students coming from high school into an intermediate course).
- Q: I don't understand how this would work with study abroad. A: Course online, meet at the airport. Q: European Council? A: European Council is not language oriented, so it would be better to use language-driven study abroad (like Valdosta's programs in Cadiz, Costa Rica, and Senegal). Jon: Could tie in students studying abroad with students staying at home campuses via the Internet (virtual presentation).
- Q: How does this work with assessment and program review? A: E-major is subject to program review. E-major will produce a factbook with assessment data. All faculty must be approved. Student evaluations must be shared. The degree would bear the name of the home institution.
- Q: How do we protect the programs we're building at our home institutions? This could be bad for program building and a pocketbook issue for faculty. Will my students stop taking my higher-level courses? A: The participation of faculty may be an incentive for institutions to add adjunct faculty for home-institution courses. Programs going forward are going to have to have at least 10 students per 3-year cycle in the program review. (Ask your VPAA for the new program review document.) Using e-major may be evidence of beefing up numbers in small majors.
- Q: Creating online Spanish classes meant that face to face classes at that level barely made. Also online had high attrition rates. A: It works for some students, not all students. That's why this program is aimed to adult learners.
- Q: Why is Valdosta creating FREN 1001-2002? A: That was not created for e-major. Valdosta has to catch the French offerings up to the Spanish.
- Q: Why aren't we working to improve the e-core courses? A: E-core has been non-responsive to attempts to work with them. Q: Do students understand the difference when they register for Valdosta online classes rather than e-core classes? A: Yes. Q: Why don't we steer everyone away from e-core? A: E-core faculty are restricted in text and curriculum. Q: Do online teachers at Valdosta get more per student? A: No, but they tend to cut teaching loads for participating faculty.
- Q: I've developed a German course for online through UGA. How does it fit into the big picture? Who has the big picture? Joe: There's an online course cleaning house. Jon: Georgiaonline.org, a marketing tool. There really needs to be a coordinator or Point of Contact for e-major on each participating campus. Q: There's so much stuff out there, it's impossible to keep track of it all! This is a money-making endeavor. Wouldn't it be nice if there were a single website for the system that all schools use? I didn't know about Georgiaonline. (Others concurred that their courses aren't listed there.) A: Then someone at your institution isn't communicating! The USG is looking at a redesign to allow institutions to privately list all course offerings online (sometimes institutions don't want to

market to the whole world.) and let unnamed BOR overseers have a system-wide view. Q: Who's responsible on my campus for listing on-line courses? A: The RAC-D (Distance Ed) rep, but some campuses use the registrar.

- Q: Do out-of-state online students pay out-of-state tuition? A: It depends. Standards are being hashed out nation-wide.

--15 MINUTE BREAK--

10:49 New round of introductions: Jim and Bill are attending for the last time, and it may be Jana's last time.

10:51 Jon's report from the USG office

- There is a new Regent's Chair with three foci: Complete College Georgia, good stewardship of resources, and economic development.
- The USG is doing a review of programs that have been approved; checking to see if enrollments match projections. So far the results have been by and large pretty good. They will continue with records from 2004 through 2010.
- The system is fixing discrepancies between what it thinks is offered and what is actually offered and active at institutions and asking questions about what percentage of programs is available online. They are hoping to include comprehensive, searchable list of programs that are still active.
- A rep on each campus will be the interface.
- New reporting: areas of emphasis for associate's degrees (previously just A.S. or A.A.).
- The new program approval process is really targeted to need (economic development, reaching out to adult learners, addressing comprehensive needs of each region, etc.).
- DMA (Degrees and Majors Authorized) validation – When was the last comprehensive program review?
- Program threshold reports being revised – scrutinizing low-enrollment programs. (By discipline, regardless of B.S. or B.A. degree) The system is counting the number of graduates per year. Q: Is it possible to lump all FL majors? We can't be a department of foreign languages, if all we offer is Spanish. A: I'll take that question back to the USG. It may depend on the extent to which resources are shared, such as multilingual faculty. The federal CIP (Classification of Instructional Program) may be "Foreign Language" only. Q: Could that apply to a department of English and Modern Languages?
- There is a program approval and duplication issue. It is difficult to establish a need for a generic major that exists throughout the system. It's possible if you can make a strong tie to economic development or if you can demonstrate how your program is substantially different from others. Q: Foreign languages have no real place in the core, so how can we make this argument in favor of FL programs? A: You may be out of luck if you can't make a case for economic development. Q: It sometimes seems that the BOR only considers economic development and not education *per se*. Is that off the mark? A: With our chairman, this may be a harder sale. That said, economic development is not the only

criterion. Q: When economic development is the number one factor in the guidelines for program development, it sometimes stops us before we review the entire list. A: Guidelines are on the Web. Full proposals are on the web. Q: Could your staff send links to Joe for distribution to us all? A: Yes.

- Q: It is frustrating to not see whole picture; is someone else developing a program I'm working on? A: We really need to heighten collaboration.
- Q: This policy of not approving majors that already exist in the system is a reversal of the BOR's position when Georgia Gwinnett College was created with the purpose of launching a full-service college in a high-demand area. A: The landscape has changed so much since then.
- MOOCs will be a factor going forward. The system is trying to figure out what the MOOC paradigm will be.

--LUNCH--

1:00 Trino: Consolidation pointed to different standards for languages accepted for general studies majors. Mark: I have been asked by my dean to look into 1001 for credit. In my research 20 USG institutions offer some kind of credit for 1001. Trino: 1001 is turning into a CPC course. Elizabeth: Her school has had to back off of the 1002-or-higher requirement. Bill: It matters what language the student had in high school. We don't want to give credit to students who matriculate too low. Trino: What about your AA in General Studies? Bill and others: We don't have one.

1:07 Elizabeth: We need a USG Internationalization office again to coordinate study abroad and cut down on competing programs. Vicki: They're planning on bringing it back in the fall. Bill: Varying tuition and the question of residency are factors that exacerbate competition. If only six hours can be non-resident, it restricts how often students can participate in other schools' programs. This is particularly a problem for French programs. Elizabeth: What about on-line? Bill and Pedro: It has to be KSU. Viki: What happens when students participate in ISEP (International Student Exchange Program)? Bill: We have an articulation program. That's considered residency.

1:13 Eric Kartchner was ill and could not attend. He submitted a question about how folks deal with SACS and study abroad in terms of contact hours and faculty qualifications. Kristina: I gave a thumbs-down to a student petitioning for third-semester credit (the equivalent of nine credit hours) with only thirty contact hours. Viki: European Council trips lack foreign language courses or rigor in the courses they do offer. There was some disagreement as to the degree immersion and intensity could be determined and could make up for reduced contact hours. It was agreed to continue the discussion on-line.

1:18 Kristina's FREN 1099 proposal.

- In open-access schools, students who are CPC-RHSC deficient in foreign languages usually have to take a 1001-level class to make up the lack of high school FL. Data from GGC show that most of these students are unsuccessful in a 3-credit hour French or Spanish 1001.
- Kristina and Beth Mauldin have proposed a bridge course at GGC: FREN 1099 (4 credit hours, open only to FL RHSC-deficient students). It would be a pre-requisite for FREN 1002, but with an extra hour of instruction for remediation on FL basics.
- There was some concern from the committee that the USG is moving away from remedial courses, so this might not fly. On the other hand, with the Complete College Initiative it might get approved like similar developmental courses in English and math.

1:35 Next year.

- Trino was elected next year's secretary.
- It was decided to meet April 7 next year at Macon State.

1:38 Placement exams. Dorothée: WEBCAPE is too expensive now. Can we pool resources, or shall we ask the USG for one or make our own? Kristina: We're working on developing one with D2L in French. Bill: We've got our own. Viki: You can pass the cost on to students through a fee. Brigitte: We require students to take the (Madison for German) test and pay, but they get credit. They no longer accept CLEP at UGA for any discipline (but it transfers in). Bill: We need to examine more closely whether it is accepted by receiving institutions. David: Does anyone have a placement exam they like? Jana: In the eighties we reviewed a number of placement tests, and there was no universal adoption, but we made our own based on those, and it's worked very well. You can fine tune results with a chat in the target language, if students disagree with the outcome. Students get charged \$5 per credit hour they get off of testing. Bill: Our students pay \$60 per credit hour based on testing placement (KSU).

1:51 Meeting adjourned.