

**Minutes of 2004 Annual Meeting of the
Foreign Language Academic Advisory Committee**

Voting members present:

John Austin	Georgia State University
Ellen Blossman	Armstrong Atlantic State University
Darren Broome	Gordon College
Lynne Bryan	Macon State College
Jim Chesnut (Chair Elect)	North Georgia College & State University
Dale Crandell	Gainesville College
Patty Davis	Darton College
Victoria Dubriel	Fort Valley State University
James Edwards	Georgia Coastal Community College
Dina Foster	Georgia Perimeter College
José González	Clayton College & State University
Bill Griffin	Kennesaw State University
Martha Hughes	East Georgia College
Joe Johnson	Georgia Southwestern State College
Caryl Lloyd	State University of West Georgia
Nancy Mason	Dalton State College
Sheila McCoy	Floyd College
Helen McKinney	Atlanta Metropolitan College
Roger Noel	Georgia College & State University
Denise Overfield	State University of West Georgia
Donnie Richards	Georgia Southern University
Jana Sandarg	Augusta State College
David Shook (Secretary/Treasurer)	Georgia Institute of Technology
Vicki Soady	Valdosta State University
Kathleen Terry	Middle Georgia College
Joel Walz (Chair)	University of Georgia

Other attendees:

Joyce Jenkins	Ft. Valley State University
Rick Sutton	USG BOR
Elizabeth Webb	GA DOE
Jim Sheppard	Screvens County High School

Monday, April 19, 2004:

Walz called meeting to order at 9:01.

1. Introductions.

2. Walz sent around “official” USG information and listserve for members of the committee for corrections.
3. Walz called for an approval of the minutes of the 2003 meeting. Moved, seconded, approved.
4. Report from Sutton.

Nothing further to report on Chancellor situation.

Governor has had the opportunity to fill some slots on the BOR.

Latest legislative session:

Workload policy: how is it balanced (or not) over the system was not addressed this year.

Hope Scholarship: reform passed. Effective with 2007 graduation class, 3.0 GPA required to hold scholarship. End-of-year balances could possibly trigger reductions in book allowance and/or fees. Pell grant students will be exempt from such reductions.

Budget: seems to be \$57M gap that will require a special session. If budget holds,

Various new degrees and certificates established.

Discussion regarding the new program at Kennesaw.

Foster: Other ML programs linked with other programs? Georgia Perimeter and GSU transfer agreements.
General discussion.

Bryan: Any colleges have a concentration without a minor?

Sutton: Minors only need administrative approval. System in GA is to create the major first, then create the minor.

Richards: second discipline is a local initiative, doesn't need BOR approval.

KSU received International award from BOR 2004.

Sutton: KSU model could be a good model for those schools triggered for program review.

Chesnut: Do USG business programs lock out additional areas of study (ML) due to hours requirements?

Sutton: A complaint of all programs, but really depends on the personality of the players involved.

Mason: how does teaching from other academic units affect the instruction in ML courses?

Griffin: we need to work through that. Need the correct courses; planned ahead, need to review as we grow. Requires good communication with other academic units.

Soady: how are traditional courses at KSU approached?

Griffin: in contemporary culture and literature survey courses.

Griffin will forward program details and info to the listserv.

Enrollment figures: Sutton asks that we find out our Fall 2003 FL enrollments (SIRS report) and make corrections BEFORE the data is sent to BOR. Determine by language and by level. System report due in about 10 days. Sutton will send report to listserv towards the end of the semester.

Statewide assessment body: we will see some reassessment of institutional missions and their evolution. We need to be poised to take advantage of that. We expect $\frac{1}{2}$ to $\frac{3}{4}$ more students by the year 2020.

DOE curriculum standards: FL worked in a model way during the past year.

STARS program continued. Largest international funding program for students wishing to study abroad. Matching grants from institutions.

ISEP: direct enrollment opportunity. Good summer programs for K-12 retooling.

Institutional support for annual meetings of AA committees. Sutton will ask Zinmeister to survey committees for meeting info.

5. Walz: We need a replacement for June Legee from Clayton State. Walz will check with department head.

Walz called a break at 10:07.

Walz called the meeting back to order at 10:26.

6. Annual report from Elizabeth Webb, DOE. K-12 FL education in GA.

Introduced Jim Sheppard, German teacher, Screven Co. Leader of summer Standards writing initiative.

Gave thanks to FLAAC. Other AACs have had many troubles with curriculum revision this year, due to change in State administration, No Child Left Behind, etc. Especially for collegial work within the state on the state curriculum. Richards, Austin, Leger. Carol Saunders, Georgia Southern. We are the only state with standards for levels 1-8 curriculum written.

DOE has replaced ESOL coordinator.

Curriculum trends of concern.

NASBE: “The Complete Curriculum” addresses the replacement of the arts and FL in the curriculum in US. Reports against narrowing the curriculum. Recommendation: put in accountability for end—of –course testing for all programs, but especially FL. Council on Basic Education: advocates basic liberal arts education for all. Disturbing finding: narrowing of curriculum taking place mostly at low-socio-economic schools and high-minority schools.

2005: Year of Languages

Good year for advocacy to work with DOE

Recognized early on the movement towards establishing end-of-course exams for all academic areas, including FL, which would necessitate the establishment of some sort of standards for all FL instruction in GA.

Standards Statement of Philosophy:

Language instruction should be available to ALL students. This implies a seamless curriculum across all languages. Also, this implies proficiency at all levels.

Standards are not used to describe reality, but rather the goals/ideals.

Five C's: Communication, Cultures, Connections, Comparisons, Communities; encompass all of the reasons for establishing the standards. Establishes a framework, not a curriculum.

Standards goal: "Knowing how, when, and why to say what to whom."

Sandarg: Accreditation requires Standards to be the reality, just not the ideal. (INCATE)?

Soady for Webb: Do QCCs reflect Standards?

Webb: Yes. Modern and Classical Languages Standards were revised in 2002. Will be renamed at some point in the future.

Griffin: Seems to be "standards" does not have a clear, precise definition?

Webb: National Standards are naturally broad; state and local curricula need to be defined within their appropriate contexts.

Overfield: "Standards" should be seen as a framework. INCATE does not know the Standards.

Griffin: "ACTFL/INCATE" Standards now on ACTFL website.

Sheppard: "Joe Taxpayer" is tired of paying for students who take Spanish I in HS who takes SPAN 1001 at college.

Foster: Why should 13-16 worry about Standards established for K-12?

Webb: Standards need to be established to better articulation across all levels.

Sheppard: College/university faculty need to be able to articulate with K-12 instructors in order to effectively communicate with the state government and public the need for the Standards. We need to make it clear to all that language-learning necessitates a long, articulated sequence.

Soady: Is it BOR policy that students with 2 yrs. HS language cannot receive credit for 1001-2?

McCoy: It is BOR policy, but perhaps has been eased on local cases. [Corrected later: not a BOR policy. The policy is that no special 1000-level courses be created for students with CPC deficiencies.]

Walz: It came out of the FLAAC as a recommendation, but never became policy.

Sheppard: Standards do not just advocate “playing games”. But we should advocate that learning FLs are fun, but they are also useful, communicative, etc. However, there is nothing about the past perfect, datives, etc. While that is the reality, we must strive towards the ideal.

State standards.

There are different types of standards: content; performance; proficiency; and program standards.

Standards are frameworks, not methodology.

Standards advocate FL instruction for all students. We MUST buy into it.

Sheppard then led the members in a learning scenario. Small groups formed to discuss established FL learning scenarios set up to reflect the Standards. Each group tried to ask the following questions:

Is the content understandable?

Does it seem viable?

Does it seem appropriate?

How can this fit into a college-level framework?

Griffin: Some of the scenarios advocate English discussion.

Sheppard: The ideal should be all-FL, but sometimes the reality requires a use of English in some way.

Lloyd: We must connect standards with placement tests in order to establish articulation across all levels.

Walz: ACTFL has videotapes of the Standards in action (Annenberg Project).

McCoy: Students do need to master the grammar.

Discussion: Proficiency requires understanding and mastery of grammar.

Webb: commented on an ACTFL issues paper. How we can move from Standards to thematic-based units?

The learning scenario is the point of departure. Curricula should be designed to move beyond textbooks towards real-world experiences. DOE is working on State Standards that include realistic assessment measures.

Griffin and Lloyd: We need to push towards strong articulation between K-12 and 13-16 so that each group understands the needs and goals of each other.

McCoy: INCATE requires teacher certification at Advanced level.

Webb: Wisconsin requires teacher certification at Intermediate High.

Webb: in order to address articulation needs: One possible project would be a placement test that defines for HS teachers what colleges/universities are looking for.
Soady: VSU has placement tests that she will offer to all for examination. VSU has 9 hr language requirement.

Bryan: students can go back and voluntarily take 1001.

Walz: Can we consider a major topic for 2005 the issue of articulation and college-level placement? General agreement.

Walz adjourned the meeting for a break at 3:35.

Walz called the meeting back to order at 3:49.

14. 2005: Year of Languages (Chesnut)

Georgia initiatives (many sponsored by FLAG). An organizing committee has been established: Georgia Consortium for World Languages.

Chesnut will draft a proclamation for the Governor.

A website will be established.

There will be a display for the Atlanta Airport.

Chesnut: lend the FLAG “Year of Languages” logo, if possible, to appropriate events.

Try to get as much publicity as possible from events already going on.

SCOLT Poster Contest information was distributed.

15. FLAG report (Chesnut)

Some 400 attendees. About 700 members of FLAG. About 2500 FL teachers in GA.

Encourage post-secondary instructors to join FLAG.

Sandarg: INCATE requires a professional plan for graduates. Help undergraduates interact with FLAG in order to get them thinking about post-graduate development.

Next year FLAG meeting at Jekyll Island, March 11-12.

Walz: Student information on membership needed on the website.

16. PSC ruling on alternative certification (Chesnut)

Chesnut: would like information about the ruling. Students now required to pass classroom management test, in addition to Praxis I and II.

Overfield: Students get a non-renewable certificate for 5 years. Renewable certificate is available through additional coursework, but not necessarily through academic courses.

Discussion: the PSC completes an agreement/contract with the applicant? reciprocity with other states? who does supervision of teaching—district? have to wait for 5 years for clear, renewable certificate? what types of courses are required?

Webb: like the old provisional certificate, but with limited requirement of additional coursework.

17. Davis:

Lighthouse on St. Simon's has a display for G-8 Summit, "The World is Coming to Georgia". Excellent cultural poster. Marketing director to contact for posters: Liz DeMato; 912.638.4666; ssi1872@bellsouth.net

18. Nursing committee (Chesnut)

Chesnut communicated the desire of the FLAAC to help them incorporate FLs into their curriculum. We received back a list of programs that have (or not) requirements/electives available. Chesnut: need response? McCoy: will draft a letter of thanks.

19. Special announcement (Walz)

Certificate for appreciation and memento of Jekyll for committee retirees: Lloyd, Austin, Terry, Beth Biron (not in attendance).

Walz adjourned the meeting at 4:20 pm.

Tuesday, April 20, 2004:

Walz called meeting to order at 9:04.

20. Courses at 2000-level (Davis).

Davis has done investigation into 2000-level courses beyond 2002 for students who finish 2002 but are waiting to transfer students.

Valdosta: 2010—conversation/composition; gateway to majors course (some debate as to whether one or two courses are best)

GPC: 2610, 2612

Gainesville two courses: 2122 (Critical readings)

GSU—intermediate Spanish 3; Valdosta—2010, intermediate conversation

Ga Southern: tried 2003/4, 2003 was reading, but are not taught now due to low student interest.

Discussion: Heritage speakers in 1000- and 2000-level courses.

Webb: Secondary has not taken advantage of Spanish for Native Speakers courses already on books. Perhaps FLAAC should make a statement/recommendation on this issue.

Bryan: Students interested in FL study who take 4-5 yrs. HS Spanish are basically shut out of learning when selecting to go to a 2-yr college: no courses available to

How many have exit exams?
How designed?
How react to results?

Information gathered from attendees.

Chesnut: NGCSU: exit exam; oral interview; written interview; individually-designed; program-review only.

Richards: How design individual when 10 individuals exiting at a time.

Lloyd/Overfield: 1-hr capstone course—electronic portfolio, based on National Standards—must pass course to “get out”; also works as program review; interview component—OPI—cost issues;

Walz: UGA—no affect on graduation

Fort Valley: PRAXIS is exit interview

Sandarg: Augusta: in process of revising: mini-PRAXIS; FL-portfolio, related to Standards; program-review

Soady: VSU: 1-hr course: literature test, culture test; interpretive essay; oral interview

22. Outcomes (McCoy)

We all have flexibility in our outcome topics for 1001-2. Topics from FLAAC in 2003 are examples, not necessary items.

How do we define “cultural diversity”?

Founder’s Day definition on UGA website: McCoy will post link to the listserve.

Can we include Wicca practices under the rubric of “cultural diversity” if students request it?

Discussion: a spell/prayer/service would not be permitted; a description of what the religion/group believes (information) is acceptable.

Webb: has a URL for constitutionally-approved ways of dealing with religious topics in public schools

23. New business:

Bryan: year of languages resolution:

Be it resolved that, in recognition of the celebration of the Year of Languages 2005, the Foreign Language Academic Advisory Committee to the Board of Regents calls upon the University System of Georgia to recognize, support and promote the study and use of the many languages represented in our state. World Languages and communication from the basis for knowledge and scholarship in our institutions and are essential for research, teaching and learning and for maintaining a secure and informed democracy. The FLAAC urges its colleagues to celebrate the Year of Languages 2005 in ways appropriate to their discipline, and further requests that this resolution be shared with the other AACs and all institutions within the USG.

moved; seconded; approved unanimously

Ft. Valley: teaching of Ibo—self guided instruction questions; recommendation as a topic for next year's meeting.

Walz: 2005 meeting at this same hotel: \$3 increase; applicable Friday, Saturday, Sunday.

Shook: Georgia Tech School of Modern Languages has won the BOR Unit Instructional award for 2004.