August 15, 2012

UNDERLINE: UNIVERSITY CURRICULUM COMMITTEE – 2012-2013

Mr. David E. Shipley, Chair
Agricultural and Environmental Sciences - Dr. T. Dean Pringle
Arts and Sciences -   Dr. Roxanne Eberle (Arts)
                      Dr. Rodney Mauricio (Sciences)
Business - Dr. William D. Lastrapes
Ecology - Dr. James W. Porter
Education - Dr. William G. Wraga
Environment and Design - Mr. David Spooner
Family and Consumer Sciences - Dr. Leslie Gordon Simons
Forestry and Natural Resources - Dr. Sarah F. Covert
Journalism and Mass Communication - Dr. Alison F. Alexander
Law – No representative
Pharmacy - Dr. Keith N. Herist
Public and International Affairs - Dr. Robert Grafstein
Public Health – Dr. Marsha C. Black
Social Work - Dr. Stacey R. Kolomer
Veterinary Medicine - Dr. K. Paige Carmichael
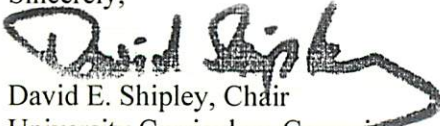Graduate School - Dr. Tracie E. Costantino
Undergraduate Student Representative
Graduate Student Representative

Dear Colleagues:

The attached proposal to create a new "I" Suffix in Latin American Studies to identify courses that include a significant amount of instruction and/or assignments in a foreign language will be an agenda item for the August 22, 2012, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Provost Jere W. Morehead
        Dr. Laura D. Jolly

Executive Committee, Benefits Committee, Committee on Facilities, Committee on Intercollegiate Athletics, Committee on Statutes, Bylaws, and Committees, Committee on Student Affairs, Curriculum Committee, Educational Affairs Committee, Faculty Admissions Committee, Faculty Affairs Committee, Faculty Grievance Committee, Faculty Post-Tenure Review Appeals Committee, Faculty/ Staff Parking Appeals Committee, Strategic Planning Committee, University Libraries Committee, University Promotion and Tenure Appeals Committee
An Equal Opportunity/Affirmative Action Institution

June 15, 2012

Fiona Liken
Director
Curriculum Systems
318 New College
UGA Campus

Dear Fiona:

The Franklin College of Arts and Sciences Curriculum Committee has reviewed and approved the request from Dr. Robert Moser, Interim Director of Latin American & Caribbean Studies, for the creation of an "I" suffix for courses with a significant amount of instruction and/or assignments in a foreign language. Dr. Martin-Williams wrote a short note (next page) that explains some of the reasons that the "I" suffix is needed.

I fully support this proposal. If you have any questions or need any further information, please contact my office.

Sincerely,

Hugh Ruppersburg
Interim Dean

HR:dg

As you will see in the attached materials, the idea of an "I" suffix to designate "Integrating Language Across the Curriculum" was first proposed in 2005 by UGA's Task Force on General Education and Student Learning.   The need for this became even more important in 2010 when LACSI (Latin American and Caribbean Studies) submitted a National Resource Center Title VI proposal. LACSI did not receive the grant, and the feedback indicated that having a language across the curriculum program established university wide would have bolstered the proposal.

Meanwhile, as you may know, UGA is the only site in the nation to be granted a Portuguese Flagship Program. The Flagship grant has course development funds and LACSI has already received a handful of proposals for new language across the curriculum courses that would integrate Portuguese in areas such as Psychology, Forestry, Geography, and Sociology. Establishment of the "I" suffix will be of benefit to many units, not just to LACSI.

Originally, LACSI sent the I suffix proposal directly to the University Council Curriculum Committee, not realizing it needs to go through the Franklin Senate curriculum committee first.

Dr. Jean Martin-Williams
Josiah Meigs Distinguished Teaching Professor, Hugh Hodgson School of Music
Director, CTL Lilly Teaching Fellows
Administrative Fellow, Franklin College
Mobile: 917-757-7234

March 9, 2012

David Shipley
Chair, University Curriculum Committee
The University of Georgia
c/o Office of Curriculum Systems
116 Franklin House

Dear Professor Shipley:

The Latin American & Caribbean Studies curriculum committee is asking the University Curriculum Committee to consider the creation of an "I" suffix to identify content courses that include a significant amount of instruction and/or assignments in a foreign language.

Attached is a proposal explaining the rationale for creating this suffix, the criteria for designating courses as Language Across the Curriculum and a procedure for approving courses for the suffix.

Thank you for bringing this proposal before the committee.

Sincerely,

Robert Moser, Ph.D.
Interim Director of Latin American & Caribbean Studies
And Portuguese Flagship Program Director
(706) 583-0618
rmoser@uga.edu

I (Integrating Languages Across the Curriculum) Suffix Proposal for the University Curriculum Committee, March 5, 2012

In their 2005 report, the Task Force on General Education and Student Learning [1] wrote:

> *"The Task Force believes that serious language training is a necessity. We should require all students to study a language at least to proficiency and encourage them to attain greater competency. Proficiency in a second language is a learning outcome agreed upon by Task Force members and higher education associations alike. ... From summer orientation forward, all University of Georgia undergraduates must understand that they have to display proficiency in a second language to obtain a bachelor's degree."*

The Task Force went on to state

> *" ...it is important to give more University of Georgia students a "deep-immersion" international education experience. We encourage the University to provide students with opportunities to immerse themselves in the culture and language of another country: conversing, thinking, and studying in a new language, reading newspapers, and even taking classes in a foreign institution of higher learning."*

GOAL:

The long-term goal of Integrated Languages Across the Curriculum (ILAC) is to integrate foreign language into the teaching of content specific courses in multiple disciplines in an effort to enrich their intercultural and international parameters. Cross-cultural and multilingual inquiry also leads to a more complete learning experience and provides a basis for comparative understanding that is not present when students and faculty are limited to the use of resources in only one language. In particular, the ILAC will provide University of Georgia students with disciplinary-specific training and experience through reading, report preparation and discussion in a second language.

JUSTIFICATION:

As the 2005 Task Force points out, University of Georgia graduates must be able to compete in a global economy. They must be able to live and work in other countries and with citizens of other nations. To succeed and to become effective global citizens, they should understand different cultures, and be able to communicate in different languages. In particular, students must be able to communicate effectively. This requires exposure to both the culture of a country and a disciplinary-specific vocabulary that can only be achieved through experience working with the language in courses relevant to each

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[1] Report of the Task Force on General Education and Student Learning, August 2005, The University of Georgia (accessed 2/1/2012 http://provost.uga.edu/documents/tskfrcrpt05.pdf

student's major.

I Suffix: Defining Language Across the Curriculum

Language across the curriculum courses will exhibit considerable variation across disciplines in terms of how language is integrated, but all make language essential to the curriculum of the course, give students opportunities to utilize language in both low stakes and high stakes situations, and engage students in conversations about language learning. Integrated Language Across the Curriculum courses may utilize several approaches for integrating language into the course, but in all cases will include modules for vocabulary development, reading comprehension, writing and oral presentation. The following are examples of how foreign language can be utilized in a course to qualify for I-LAC status:

1. *Content-based courses given in a Foreign language.*
2. *Content-based courses with language integration.* While the primary lectures for these courses would continue to be in English, a section of students with the necessary foreign language proficiency would engage in the course content in that target language. Students can substitute some readings in a second language for required readings in English. Related discussions, written reports and/or presentations could be given in the target language. A large course (in history, geography, sociology, anthropology, for example) that offers breakout sections in a foreign language is another possibility.
3. *Joint Internet-based Dual Language Courses.* For these courses, Internet–based lectures can be prepared by faculty from UGA and a partner institution. Lectures are provided in both English and the second language. Students that enroll in the course listen to lectures, complete readings and participate in online discussions with students from the foreign university.
4. *One-credit Odyssey course* given in a foreign language.
5. *A film course* (in history or another discipline) in which the films are all in another language.
6. *Independent study* with readings and writings in another language.
7. *Senior Capstone Project/Thesis in a Foreign Language.* Many UGA major require that a capstone course, (project or thesis) be completed. Some students, participating in exchange programs for example would have the opportunity to complete this requirement while overseas or present their project in a foreign language upon return to UGA.

The approval process for an **I** designated course will follow the model established by the Office of Service-Learning for the S suffix:

1. The faculty member or Department Course Initiator enters a new course or course change proposal in CAPA.
2. Proposals are reviewed at department level and sent to college/school for approval.
3. Course proposals with an **I** designation are sent to the Language Across the Curriculum Board for review.

4. Courses are approved by the Board and sent on to the UCC, or returned to the course initiator for revision and resubmission.

Criteria Used by the Language Across the Curriculum Board for ILAC Approval

1. A significant portion (more than 25%) of the total course readings is in the target language.
2. A significant portion (more than 25%) of the term papers, reports and other written work is in the target language.
3. Opportunities to give oral presentations in the target language.
4. A significant amount of time spent in discussion in the target language, either during class or in break-out sessions.