How to Design & Implement a CLAC Program that Works for Your Campus

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So, What is CLAC?

Key words: connection, meaningful, enriching, empowering

What it is not: CBI, culture-infused FL

History of FLAC/L.A.C.

- "…Across the curriculum"
- Early ACE/FIPSE/Title VI support ("Next Steps," "Net Gain," "Spreading the Word")
- Agnes Scott College, Binghamton University, Brown University, Dickinson College, Earlham College, Pacific Lutheran University, St. Olaf College, Syracuse University, UC Santa Cruz, University of Connecticut, University of Minnesota, University of Rhode Island

History of CLAC

- Binghamton, U Iowa, Portland State conferences 2001-2006
- University of Iowa, Binghamton, Baldwin Wallace College, Portland State
- Today: Drake, Skidmore College, University of Minnesota, UNC-Chapel Hill, University of Richmond, Wittenberg University
- Annual conferences, web site, resources
- www.clacconsortium.org

Forms of CLAC – Type A ("linked")

- Linked courses (fully parallel) or modules (trailers)
  - Examples: Auburn, U Florida, St. Olaf, Baldwin Wallace, Trinity, University of Richmond, Appalachian State, University of Connecticut

"Linked" example: St. Olaf (FLAC)

- History: Long-standing, since 1989 (NEH and FIPSE)
- Statistics: About 700 students , 7 languages, 14+ departments, 160+ earned Applied FL certificates
- Format: 1 credit (.25) modules, require intermediate proficiency, weekly meetings, about 5 courses/semester, stand-alone administration, endowment, FL faculty led

"Linked" ingredients for success

- Strong FL faculty involvement
- Good buy-in from non-FL faculty
- Clear and tangible benefit for students and for departments, administrators (embedded)

Forms of CLAC – Type B ("immersion")

- Courses taught (or mostly taught) in a non-English language
- The most typical definition of "CLAC" outside the U.S.
  - Examples: Trinity University, Baldwin Wallace

"Immersion" example: Trinity University

- History: Longstanding, NEH funding, ACE support
- Statistics: 25 LAC supported courses in five languages
- Format: Stand alone courses listed under international studies, can count toward Spanish language major, can lead to Spanish x Curriculum certificate, has faculty advisory committee

"Immersion" ingredients for success

- Strong non-FL faculty involvement
- Good FL faculty buy-in
- Clear and tangible benefit for students and faculty
- May be regionally specific

Forms of CLAC – Type C ("Infused")

- Version 1: faculty incorporate FL and culture elements into a course, based on their own proficiencies and students' proficiencies (Baldwin Wallace)
- Version 2: FL faculty offer sections for students who want to complete some work in other languages in a variety of courses (Skidmore, Wittenberg)

"Infused.2" example: Skidmore College

- History: Started in 2000 by FL departments, UISFL funding, total of 3 Title VI grants
- Statistics: courses offered in 11 languages at 200 level, in 6 languages at 300 level
- Format: Part of the regular FL curriculum, on-load; 1 cr. 200 level required for all Intl Affairs majors, requires high intermediate to advanced proficiency

"Infused" ingredients for success

- Version 1 =
  - Strong non-FL faculty involvement
  - Good FL faculty buy-in
  - Clear and tangible benefit for students and faculty
  - Clear understanding of structure and goals on a course by course basis

"Infused" ingredients for success

- Version 2 =
  - Strong FL faculty involvement
  - Good buy-in from non-FL faculty
  - Clear and tangible benefit for students and for departments, administrators
  - Good match of languages offered by FL departments and topics of content courses

Forms of CLAC – Type D ("empowered")

- Large content course with discussion sections conducted completely or in part in non-English languages by native or near-native graduate students
- Examples: Binghamton, UNC-Chapel Hill

"Empowered" example: Binghamton

- History: 1991, FIPSE funding, collaboration with ISSS office
- Statistics: over 6000 students, more than 300 courses, 14+ languages (including many LCTLs)
- Format: Language Resource Specialists lead replacement discussion sections in target language, free-standing but connected to GS minor, transcript notation

"Empowered" ingredients for success

- Content classes that are large enough to contain different language groups
- Strong non-FL faculty involvement
- Good FL faculty buy-in
- Good match between native languages of LRSs and languages of undergraduates (good for heritage communities)

Forms of CLAC – Type E "Dual Degree"

- Coordinated CBI leading into CLAC experiences and full immersion
  - Examples: URI's IEP and IBP, U Connecticut's Eurotech and Bio-Med programs, Georgia Tech programs ALIS, Global Economics and International Affairs

"Dual degree" example: URI

- Part of ACE and FIPSE projects, came out of German dept.
- Statistics: 28% of ug population taking language classes each semester; nearly 100% placement rate
- Five year dual degree, includes early CBI instruction, study abroad, internship abroad, residential immersion, capstone

"Dual degree" ingredients for success

- University administrators fully on board
- Clear pay-off to students for committing additional year of study or other additional work
- Equal investment of FL and non-FL faculty
- Strong connections to companies overseas

What is your CLAC?

- Your FL faculty
- Your non-FL faculty
- Your students
- Your administrators
- Your trustees/state/constituents
- Your mission
- Your resources

Measuring outcomes (evaluation)

- Richard Jurasek (1998)
  - What do students actually understand
  - What types of texts are understandable
  - What kinds of interventions are most successful
  - How effective are different media
  - How prepared is the student

Measuring outcomes (bigger picture)

- Binghamton 1998-1999
  - LxC participants 1993-1996 and co-students, control group
  - LxC participants significantly more likely to report skills in L2 BUT…
  - 98% did not agree that LxC led to additional FL courses

Best practices, or How to embed

- St. Olaf – keep it special, high-quality, value-added
- Binghamton – keep it unique, practical, relevant to majors and professional schools, key to internationalization
- URI – keep it as a sign of commitment, practical outcomes

How will you measure and communicate outcomes?

- What are your relevant learning outcomes?
- What are existing tools?
- Who are you trying to convince?
- What are you trying to show?

Summary

- To be successful, CLAC programs should
  - Be embedded into institutional structure
  - Have full support of FL and non-FL faculty (to varying degrees)
  - Have clear benefits to students
  - Have sustainable funding sources
  - Be crafted to match the capabilities and interests of faculty and staff and the innovation-tolerance of administrators

Other program to watch

- UNC-Chapel Hill (only formal graduate training program, greatest variety of CLAC forms)
- Baldwin-Wallace (still experimenting)
- Appalachian State University (CLAC tied to accreditation, quality enhancement for global learning)
- Wittenberg (driving changes in FL instruction)
- U Connecticut (emphasis on linkages)
- U Richmond (emphasis on faculty development)