

**Resolution of the University of South Florida Faculty Senate in opposition to legislation allowing two credits of computer coding courses to substitute for foreign language study (SB 104)**

**Whereas**, the Faculty Senate of the University of South Florida (USF) is the primary faculty advisory body on matters pertaining to the welfare of the university; and

**Whereas**, the USF Faculty Senate is concerned about the global competitiveness and cross-cultural competence of its students; and

**Whereas**, those who study foreign languages enjoy a multitude<sup>1</sup> of cognitive<sup>2</sup>, affective<sup>3</sup>, and social<sup>4</sup> benefits, and are more competitive on a global scale; and

**Whereas**, the proposed legislation would require college system institutions and state universities to accept these computer coding credits (2) as foreign language credits; and

**Whereas**, the Florida Department of Education would be responsible for the oversight of the computer coding courses that would count for credit, potentially without representation from the higher education institutions that would be required to accept these courses; and

**Whereas**, students could take these computer coding courses at the Florida Virtual School if their high schools do not offer them, and college system institutions and state universities would likewise be required to accept these computer coding credits; and

**Whereas**, foreign language study is an integral part of USF's mission, as evidenced by activities such as the Global Citizens Project (<http://www.usf.edu/gcp/>) and the bid to house a chapter of the nation's oldest academic honor society, Phi Beta Kappa; and

**Whereas**, Florida is a multicultural state<sup>5</sup>, foreign language study is imperative in fostering an appreciation for all of its citizens; therefore

**Be it resolved that** the USF Faculty Senate strongly opposes the substitution of computer coding courses for foreign language courses.

<sup>1</sup>Thompson, A.S. (2016). How learning a new language improves tolerance. *The Conversation*. <https://theconversation.com/how-learning-a-new-language-improves-tolerance-68472>

<sup>2</sup>Valian, V. (2015). Bilingualism and cognition. *Bilingualism: Language and Cognition*, 18(1), 3–24. doi: <https://doi.org/10.1017/S1366728914000522>

<sup>3</sup>Dewaele, J.-M. & Wei, L. (2013). Is multilingualism linked to a higher tolerance of ambiguity? *Bilingualism: Language and Cognition*, 16(1), 231–240. doi: 10.1017/S1366728912000570

<sup>4</sup>Nguyen, H.T. & Kellogg, G. (2010). "I had a stereotype that American were fat": Becoming a speaker of culture in a second language. *Modern Language Journal*, 94(1), 56–73. doi: 10.1111/j.1540-4781.2009.00983.x

<sup>5</sup>Ryan, C. (2013). Language use in the United States: 2011. *United States Census Bureau*, 1–16. Accessed 17 June 2016 at <https://www.census.gov/prod/2013pubs/acs-22.pdf>