

October 18, 2002

TO: Lane Crothers, Chair, Academic Senate

FROM: Larry Alferink, Assistant to Associate Vice President,
Undergraduate Studies

RE: Proposal from College of Arts and Sciences

The University Curriculum Committee has approved the College of Arts and Sciences' proposal to add a **graduation requirement** in foreign language to the *2004-2005 Undergraduate Catalog*. The Committee is forwarding the proposal to the Academic Senate for review. **One aspect of the proposal should be brought to your attention.** According to the chart embedded in the proposal, a student enrolled in the Speech Communication in Teacher Education program may exceed the 124-hour maximum if they did not complete 3 years of high school foreign language.

/jdr
cc: Joseph Trefzger, UCC Chair

NEW, REVISED, OR DELETED PROGRAM COVER SHEET
2000-2001
University Curriculum Committee
Undergraduate Programs (Majors, Minors, Sequences)

DEPARTMENT College of Arts and Sciences DATE February 3, 2002

A. **Proposed Action:** (more than one item may be checked if a revision).

- New Major CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems)
- New Minor CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems)
- New Sequence
- Change in requirements for major
- Change in requirements for minor
- Change in requirements for sequence
- Other program revisions
- More than 50% of courses in this program are distance education.
- Program deletion

B. **Summary of proposed action** (see Part A), including title and exact *Undergraduate Catalog* copy for a new or altered program. (See *Catalog* and Program Checklist for format and examples.) Provide a summary of the revisions in addition to the exact current *Catalog* copy.

The proposal establishes a foreign language graduation requirement for all graduates of the College of Arts & Sciences that can be met by 3 years of one foreign language in high school *or* completion of the second semester of college-level foreign language with a grade of "C" or better *or* equivalent proficiency. Students who have one-semester of college foreign language credit may elect to satisfy this requirement by studying abroad in an approved program in a non-English speaking country. Exact catalog copy is appended.

C. **Routing and action summary:**

1. _____ Department Curriculum Committee Chair	_____ Date Approved	4. _____ College Dean	_____ Date Approved
2. _____ Department Chair	_____ Date Approved	5. _____ Teacher Education Council Chair if appropriate (10 copies to the Dean of the College of Education)	_____ Date Approved
3. _____ College Committee Chair	_____ Date Approved	6. _____ University Curriculum Committee Chair (8 copies to the Undergraduate Studies)	_____ Date Approved

Submit 20 copies of **NEW** Undergraduate proposals to University Curriculum Committee

Submit 8 copies of **REVISED** Undergraduate proposals to University Curriculum Committee

All new and deleted programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate. **The Senate rules mandate electronic submission (in MS Word or HTML format) of all materials for website posting.**

Part A: Program Description and Explanations

Illinois State University College of Arts & Sciences College Graduation Requirement in Foreign Language

Date of Implementation: 2004-2005 Catalog Year with prior publicity by Admissions

Description of proposed requirement:

The proposal establishes a foreign language graduation requirement for all graduates of the College of Arts & Sciences that can be met by 3 years of one foreign language completed in high school *or* completion of the second semester of college-level foreign language (FOR 112 or articulated course) or higher with a grade of "C" or better *or* equivalent proficiency as determined by examination. Students who have one-semester of college foreign language credit may elect to satisfy this requirement by studying abroad in an approved program in a non-English speaking country. American Sign Language may be used to fulfill this requirement by transfer credit or by proficiency.

Exact catalog copy:

Insert the following text in the 2004-2005 Undergraduate Catalog under "Admission Criteria" (pp. 34-35 in 2001-2002 Catalog), in "High School Preparation" section "e," in "Transfer Student Admissions Standards," in "Program Specific Admissions," in Degree requirements (pp. 69-70 in 2001-2002 Catalog) and just before "Arts and Sciences Programs" (pp. 149 in 2001-2002 Catalog):

Note: All graduates of the College of Arts & Sciences must satisfy a foreign language requirement that may be met by: 3 years of one foreign language in high school *or* completion of the second semester or higher of college-level foreign language with a grade of "C" or better *or* equivalent proficiency as determined by examination. American Sign Language may be used to fulfill this requirement by transfer credit or by proficiency.

Rationale for proposal:

This proposal results from the work of an ad hoc subcommittee of the College of Arts & Sciences Council charged by the Dean to examine the place of foreign language instruction in the College. The committee submitted its recommendation on April 6th 2001. The CAS curriculum committee and department chairs were informed of the report and its recommendations. The College Council endorsed the report and a "motion to implement the Language Studies proposal for the College of Arts and Sciences was passed" (minutes of May 2, 2001).

The full charge, summary of research, rationale for change and recommendations are attached as Appendix 1.

Conceptual Framework

Secondary education programs in the College of Arts & Sciences will be affected by this requirement. The requirement is consistent with the moral and intellectual virtues expressed in Realizing the Democratic Ideal. Foreign Language instruction is particularly tied to the goals of increasing sensitivity toward the varieties of individual and cultural diversity and wide general knowledge.

Expected impact of proposal on existing campus programs

The proposal affects only first majors in the College of Arts & Sciences. Majors in other colleges and minors in the College of Arts & Sciences are not affected. The majority of students will satisfy this requirement by completing three years of high school foreign language or transfer equivalent coursework and will have no additional courses on campus. For students with no foreign language background or less than two years of high school (currently under 4% of entering freshmen), one or two 4-hour courses may be required in addition to their other graduation requirements. The following table illustrates the impact of adding 8 hours to CAS major programs. It should be noted, however, that in majors where the B.A. degree is an option the proposed requirement is satisfied by that degree with no increase to hours.

Major	General Education Hours Required	Foreign Language Requirement	Hours Required in Major	Hours Required outside of Major	Professional Education Hours	Hours remaining	
Biological Sciences	42	8	37	5		32	37 hrs BSC + 5 hrs CHE 220;BSC 196 as IC NSA
Biological Sciences /TE	42	8	37	5	22	10	37 hrs BSC + 5 hrs CHE 220;BSC 196 as IC NSA
Biochemistry/Molecular Biology	42	8	54	9		11	19 hrs BSC + 34 hrs CHE + 1 hr BMB + 5 hrs PHY 109
Chemistry	42	8	39	4		31	39 hrs CHE + 4 hrs PHY; CHE 140 as NSA in Gen Ed
Chemistry/TE	42	8	40	4	22	8	39 hrs CHE + 4 hrs PHY; CHE 140 as NSA in Gen Ed
Economics	42	8	31			43	ECO 138 as MC-QR
English	42	8	40			34	3 hrs in MC-LH
English/TE	42	8	46		26	2	3 hrs in MC-LH
French	42		43			39	3 hrs in MC-LH
French/TE	42		45		22	15	3 hrs in MC-LH
German	42		43			39	3 hrs in MC-LH
German/TE	42		45		22	15	3 hrs in MC-LH
Spanish	42		43			39	3 hrs in MC-LH
Spanish/TE	42		45		22	15	3 hrs in MC-LH
Geology	42	8	40	10		24	40 hrs GEO +5 hrs PHY +5 CHE; 3 hrs in OC-SMT
Geography	42	8	42			32	GEO 140 in MC-IS
Geography/TE	42	8	41		24	9	GEO 140 in MC-IS
History	42	8	36			38	HIS 103 in OC-SS or HIS 104 in OC-H
History/TE	42	8	42		22	10	HIS 103 in OC-SS; additional req in other SS but can be in Gen Ed
Social Science Education	30	8	60		24	2	overlap in MC-QR, MC-UST, MC-ICL, MC-IS, OC-SS
Mass Communication	42	8	39	18		17	minor req; overlap in COM 110 or MC-LH
Public Relations	42	8	39	18		17	minor req; overlap in COM 110 or MC-LH
Speech Communication	42	8	39	18		17	minor req; overlap in COM 110 or MC-LH
Speech Communication/TE	42	8	40	18	22	-6	ENG endorsement req; overlap in COM 110 or MC-LH
Mathematics	42	8	42	7		25	ENG 145 and ACS 168 req; overlap in IC-M
Mathematics/Actuarial Science	42	8	66			8	overlap in IC-M
Mathematics/TE	42	8	43	3	24	4	ACS 165 Or 168 and ENG 14 reqoverlap in IC-M
Philosophy	42	8	36			38	overlap in OC-H
Physics	42	8	44	8		22	44 hrs in PHY + 4 hrs CHE+ 4hrs MAT 147; overlap in IC-NSA
Computer Physics	42	8	43	11		20	43 hrs in PHY + 11 hrs MAT (or ACS); overlap in IC-NSA
Physics/TE	42	8	40	4	22	8	40 hrs in PHY + 4 hrs CHE + endorsement
Political Science	42	8	33			41	overlap in MC-QR
Political Science/Public Service	42	8	34			40	overlap in MC-QR
Psychology	42	8	37	3		34	37 hrs in PSY + ENG 145; overlap in MC-QR
Sociology	42	8	42			32	overlap in MC-IS or UST
Anthropology	42	8	36			38	overlap in MC-IS or OC-SS
Social Work	45	8	54	3		14	54 hrs in SWK + 3 hrs PSY350; no overlap
Speech Pathology & Audiology /Audiology	45	8	40			31	no overlap with Gen Ed

Speech Pathology & Audiology /Non-TE Speech Pathology	45	8	49			22	no overlap with Gen Ed
Speech Pathology & Audiology /TE	45	8	49		21	1	PSY 111 req; PSY 110 not allowed

Expected curricular changes including new courses

No new courses will be required.

Milner contacted to determine sufficient resources

No new library resources will be required.

Anticipated staffing arrangements

As discussed in Appendix 1, currently 54% of incoming freshmen in CAS have already satisfied the proposed requirement before enrollment at Illinois State. It is to be anticipated that this percentage will grow significantly as the requirement is publicized and known. Approximately 96% of all incoming freshmen have two years of foreign language in high school, so it is to be expected that the great majority of students will have the equivalent of FOR 111 and will be able to enroll directly in FOR 112. It is to be anticipated, too, that some students will choose to begin other languages (Chinese, Greek, Italian, Japanese, Latin), where the department has capacity and can readily accommodate more students.

In the short term, approximately 12 sections of foreign language 112 / semester will be required to satisfy demand. Most students will elect to continue the language they studied in high school, usually Spanish, French or German. Currently, the department offers 7 sections / semester in these languages. Assuming that students needing 112 for the new requirement are not a completely distinct population from those currently enrolled in the course, it may be reasonably anticipated that there will be a need for about six or seven additional sections / semester.

The additional sections are likely to be staffed primarily by Master's degree candidates. The department will be able to cover at least four sections by reassigning research assistants to teaching assignments. This will leave three sections that will need to be staffed by tenure-track or non-tenure-track faculty.

Anticipated funding needs and source of funds

Until high school students and their counselors have had time to adapt fully to the new requirement, there will likely be need to fund six additional sections per year. The cost of those sections will be approximately \$18600. As an indication of its support for this requirement, the College of Arts and Sciences has agreed to fund these sections for up to three years.

* * * * *

Report of the Ad Hoc Committee on Language Study Submitted to the Dean on 6 April 2001

Committee Members: Lee Beier, Irene Brosnahan (chair), Timothy Lash, Richard Martin,
Jamal Nassar, Jonathan Rosenthal, James Swindler

I. Charge of the Committee

The committee was charged by the Dean of the College to consider the following questions:

- Should we identify minimum high school foreign language study requirements for initial admission to the college?
- What are the appropriate foreign language expectations for students earning B.A. and B.S. degrees in the College of Arts and Sciences? Should we institute standards that exceed the University minima?
- What steps can we take to insure that foreign language study is a central component of efforts to internationalize the curriculum?
- How can we expand study abroad opportunities, especially in non-English speaking venues?
- How might we expand the role of foreign language study in the middle and outer cores of the general education program?
- How can we use technology to support more foreign language study?

II. Context of the Charge

The committee's charge should be placed in the context of the Educating Illinois document that notes:

- ... we must prepare our students for personal and professional lives in a profoundly changed society, one that increasingly participates in a global economy and embraces a diversified citizenry. The trends of internationalization and globalization have transformed the occupational landscape for our graduates. Most will need to function competently in social and work environments that are international and intercultural in nature. To that end, we need to internationalize our curriculum by such means as:
 - Enhancing course offerings that focus on an international subject; that broaden a traditional / original subject area via an internationally comparative approach; that prepare students for defined international professions; that form part of interdisciplinary programs such as region and area studies;
 - Funding a competitive stipend program to support international study; and
 - **Increasing the percentage of students who study a foreign language.** (15)

Educating Illinois further recommends:

- that Illinois State "pursue **students who are high achievers academically.**" (4) Prior study of a foreign language in high school is a strong predictor of academic success at the university level.
- that Illinois State increase institutional commitment to "**a supportive environment that honors difference**" and "**develop[s] empathy for others' viewpoints**" (14). Numerous research studies have demonstrated a strong positive correlation between foreign language study and enhanced sensitivity to cultural difference.

Statewide, the Illinois Citizens Agenda mentions among the "social challenges" facing citizens in the twenty-first century the "global environment" in which they will have to work and compete. Knowledge of a foreign language or languages is of universally recognized significance for enhancing employees' qualifications in the global marketplace.

Nationally, a presidential memorandum of 19 April 2000 orders the heads of executive departments and agencies to **make international education and foreign languages a top priority**, directing the Departments of State and Education to take action in support of international education. Specifically, the Secretaries of State and Education have been ordered to take a number of steps, among which are to:

- promote international awareness and skills in K-16 education by "strengthening foreign language learning at all levels, including efforts to achieve

bi-literacy,” as well as increasing opportunities for teacher professional development to increase cultural awareness and language expertise;

- increase the number and diversity of students who study and intern abroad;
- “strengthen programs that build international expertise in U.S. institutions, with the goal of making international education an integral component of U.S. undergraduate education and, through graduate and professional training and research, enhancing the Nation's capacity to produce the international and foreign-language expertise necessary for U.S. global leadership and security.”

The committee also took note of the fact that admission to Illinois State University has become increasingly sought after and that the quality of the incoming class as measured by ACT scores has increased for the past 4 years.

III. Policy Comparison

The committee began by reviewing current College of Arts and Sciences foreign language requirements at Illinois State University and at other institutions.

The committee first examined undergraduate requirements at other Carnegie Research Intensive I Universities and at other public institutions in the state. As is to be expected, there is considerable diversity in both these groups. The range of requirements goes from no foreign language requirement (often at technical institutes such as the New Mexico Institute of Mining and Technology and the State University of New York College of Environmental Science and Forestry) to a high end similar to Bowling Green State University in Ohio where: “each student [regardless of degree option] is required to demonstrate a proficiency in a language by one of the 4 options:

1. Graduating from a high school where all instruction was conducted in a language other than English;
2. Passing a proficiency examination in the language on the 202-course level [fourth semester];
3. Having completed four years of one language in high school;
4. Having completed one of the departmental options listed below (14 hours minimum in same language area or fewer by advanced placement).”

Between the two extremes lies considerable variation not only in requirements but also in how the requirements are managed in relation to General Education programs and Bachelor of Science or Bachelor of Arts degrees. It was noted that graduation requirements were often linked to admissions standards.

Variation is similar at Illinois publics:

Illinois State University	Admissions requirement of 2 years of foreign language or 4 semesters of fine arts electives Graduation requirement: CAS, none; University, none, but BA degree requires 3 rd semester foreign language or proficiency
UIUC	4 years high school study of one foreign language, or 4th sem college course, or 3rd sem in 2 languages, or proficiency exam
UIC	4 years high school with no grade below "C," or 4th sem college course, or proficiency exam
SIU-C	8 hours of foreign language for BA only
SIU-E	1 year of univ coursework or proficiency exam for BA only
EIU	2 courses in a foreign language or 2 years high school with no grade lower than "C"
WIU	none?

The committee also examined some institutions, selected from the *US News and World Report* rankings that were rated one to two categories higher than Illinois State.

Oklahoma State	2 years of a single language in HS and 10 hours college in the same language OR proficiency exam or completing a second year or higher college-level course
U of Oklahoma	No req.
U of Rhode Island	6 semester hours in one language
Oregon State	8 credits from global awareness including FL classes
SUNY Buffalo	3 years HS FL w/ grade of 85 or higher or 2 sems college
U of Hawaii-Manoa	2 years college FL
Michigan State	2 years college FL
Iowa State	12 Credits Arts and Humanities including FL classes
U of Tennessee	BA 2 years in one FL
Florida State	5 to 11 hours in Humanities including FL
Arizona State	2 semesters or proficiency
Ball State Univ	2 courses in FL (can apply to Humanities distribution)

IV. Illinois State University Factors

The committee also examined factors at Illinois State. These included:

A. Foreign Language Preparation of Incoming Students.

Institutional research reports that:

- 96% of freshmen university-wide (96.5% of CAS freshmen) come to ISU with 4 semesters or more of high school foreign language study.
- 45.71% of freshmen university-wide (53.70% of CAS freshmen) come with 6 semesters or more of high school foreign language study.

While no statistics are kept on transfer students, the committee noted that at least the very low percentage of students with under four semesters of high school foreign language is likely typical of all college-bound high school graduates. Full statistics on foreign language preparation appear as Appendix A.

B. Availability of Foreign Languages at Feeder High Schools

There are no statistics available on years of foreign languages available at Illinois State's feeder high schools. However, the committee observed that the top feeder schools as provided by the Admissions Office are generally large high schools very likely to have well-developed foreign language programs in at least French and Spanish. These programs would normally have at least 4 years of study available with some offering AP programs. A list of feeder schools appears as Appendix B.

C. Total Hour Requirements

The committee was very sensitive to the issue of requiring additional coursework in that some programs in the college, particularly those involving teacher certification, are at or are very close to the 124-hour maximum that can be required. A study of hour requirements conducted by Undergraduate Studies appears as Appendix C. This study may not report ancillary requirements, especially those required as a matter of teacher certification and endorsement. The committee is aware that students in programs requiring a large number of hours will perceive additional hour requirements as hardships. The committee recommends to the Dean that departments be given ample opportunity to discuss how implementation of these recommendations would affect specific degree programs. It was noted, however, that the proposed change would not affect any student in a B.A. program and may have the desirable effect of increasing the number of students selecting the B.A. option. (Currently B.A. graduates are under 5% of the University total.)

V. Committee Recommendations

1A. Proposal for a College-Wide Foreign Language Requirement

The committee recommends that a new graduation requirement for all College of Arts and Sciences students be established: "3 years of one foreign language in high school *or* completion of the second semester of college-level foreign language with a grade of "C" or better *or* equivalent proficiency. Students who have one-semester of college foreign language credit may elect to satisfy this requirement by studying abroad in an approved program in a non-English speaking country."

This requirement charts a middle course for Illinois State between the 2-year requirements at SIU and EIU and the 4-year requirement at UIC and UIUC. Given the fact that incoming students overwhelmingly have 2 years of high-school foreign language preparation and that over half of incoming students have 3 years or more, it is to be expected that many, if not most, students will satisfy this requirement before arriving on campus. However, this latter group, having invested three years in foreign language study, may be more likely to continue on to college-level study and to pursue the B.A. degree.

Admissions should be charged with publicizing this change for an appropriate period before the requirement goes into effect.

We encourage the Dean to request a reduction of 3 hours in the General Education program in order to lessen the impact of this change on students with less than three years of high-school foreign language. That reduction could be obtained by eliminating the requirement that students take a course in their major area in the outer core. For example, a Biology major would not take an outer-core science class; in less clear-cut cases, departments would designate exemption from one category, or a choice of category might be allowed. History, for example, could designate exemption from Humanities, from Social Science, or from either Humanities or Social Science.

1B. Proposal for CAS Honors Students:

The committee recommends that a new graduation requirement for all College of Arts and Sciences students in the Honors program be established: "4 years of one foreign language in high school *or* completion of the third semester of college-level foreign language with a grade of "C" or better *or* equivalent proficiency. Students who have at least one-semester of college foreign language credit may elect to satisfy this requirement by studying abroad in an approved program in a non-English speaking country." This proposal would underline the importance of foreign language study as part of a strong general education program and encourage more honors students to pursue the B.A. degree.

Ancillary changes:

As above, a reduction of 3 hours in the General Education program could be requested in order to lessen the impact of this change on students with less than 4 years of high-school foreign language.

2. The committee recommends that the Department of Foreign Languages submit FOR 116 as an OC-H General Education course and that the Department consider development of a 115-level Language in the Humanities course for non-majors.

3. Creation of Area Studies programs. The College should develop an interdisciplinary Area Studies minor that would include a foreign language component. This minor could serve as an umbrella for the current Latin American Studies minor and permit exploration of other geographic areas. The

college should examine ways in which this minor could be integrated with existing majors and study abroad, including new study abroad programs in non-English-speaking areas.

4. The committee recommends that departments investigate ways of integrating foreign language study into their curricula. Current examples of programs that require foreign language are: International Business, International Studies, and the Global Studies sequence in Political Science.

5. Departments with a B.A. option should investigate ways of making the B.A. degree a more widely chosen option through a clearer delineation of requirements for the two degree paths.

6. How can we use technology to support more foreign language study? Technology can supplement foreign language study, provided there is careful consideration of what it can do. From the perspective of language teaching in the second half of the last century, the use of repetitive practice in the language lab has been found to be ineffective in promoting communicative ability because of the lack of meaningful interaction. On the other hand, the current communicative approach, with more emphasis on fluency than accuracy, has also been found wanting in de-emphasizing the teaching of pronunciation and grammar. More recently, there are an increasing number of interactive language software programs designed to teach pronunciation, grammar and vocabulary with communicative principles. Thus, the acquisition and use of appropriate language-teaching software may support foreign language study, if consistent with the objectives of the current approach of foreign language teaching at Illinois State.