

**Attachment B**

**EASTERN ILLINOIS UNIVERSITY  
OFFICE OF THE PROVOST AND VICE PRESIDENT  
FOR ACADEMIC AFFAIRS**

Blair M. Lord  
Provost and Vice President for Academic Affairs

Phone - 581-2121  
Email - Blord@eiu.edu

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TO: Christie Roszkowski, Chair, CAA  
RE: Foreign Language Requirement  
DATE: April 30, 2008

As you know, President Perry has accepted my recommendation and returned the proposed changes in the foreign language requirement to the Council on Academic Affairs for further discussion and consideration. Clearly, this change would be a significant one for the University, especially so because it would make us unique among the public institutions in Illinois including the University of Illinois. Unique can be very good and there is certainly nothing wrong with aspiring for higher levels of attainment in language skills or other academic disciplines; however, we must be attentive to the secondary effects and unintended consequences of any change of this magnitude.

The President has asked me, therefore, to work with the Council to define and address the issues this change would raise. Among them are the following: A careful examination of the data for 2006 indicates that 55% of new freshmen and 73% of new transfers would not meet this requirement. This would amount to 1763 students who would need at least one additional foreign language course. One year of data is not sufficient, of course, on which to base decisions. In time, students alert to the change may complete three years of foreign language in high school. However, these data suggest more study is needed. In addition, we must be cognizant of the fact that among all the academic initiatives we may wish to undertake, some choices will have to be made. Certainly, the resource needs of this requirement must be carefully assessed.

We also must recognize that over a third of our new students each year are transfer students. The impact on this cohort of students on which we depend greatly now and are likely to depend even more in the future needs to be more thoroughly considered. Similarly, we have worked very hard to diversify our campus. To what degree would this change affect our efforts to continue diversifying the campus further?

I also would note that different degree programs have different levels of flexibility within them. Currently, our average number of credits earned to degree stands at 136. While education programs all have more than the traditional 120 credit hours, this figure is still relatively high. Would the proposed change add to this already high average?

Finally, I would note that addressing these issues might suggest alternatives to a single foreign language requirement for all degree programs. For example, might participation in a study abroad program at some level count toward meeting this requirement for some programs? Are there other means of satisfying a requirement like this that would be appropriate for some programs?

I would ask the Council to examine these and other matters that I will share with the Council. Thank you for your hard work on all matters before the Council.

cc. W.L. Perry  
Council of Deans

**Attachment A**

April 28, 2008

Christie Roszkowski, Chair, CAA  
School of Business  
Eastern Illinois University

RE: Foreign Language Requirement

Dear Dr. Roszkowski:

After conferring with Provost Lord, I have decided to return the proposed changes in the foreign language requirement to the Council on Academic Affairs for further discussion and consideration. As our chief academic officer responsible for all academic matters, Provost Lord will work with you on the issues which we believe need further clarification regarding a change of this significance for the University.

Sincerely,

William L. Perry  
President

cc. B.M. Lord

## PROPOSAL TO MODIFY EIU FOREIGN LANGUAGE GRADUATION REQUIREMENT

The Department of Foreign Languages proposes that Eastern Illinois University modify the foreign language graduation requirement to the following:

To achieve a baccalaureate degree, the student must: . . .

7. Successfully complete three semesters of a single foreign language with an average grade of C or better.

As a corollary to this change, it is also requested that the footnote associated with Graduation Requirement 7 be changed to read as follows:

<sup>3</sup>In lieu of university coursework, this requirement may be satisfied by any of the following:

- Completion of at least three years of high school study of a single foreign language with an average grade of C or better (for students entering as freshmen in Fall 2010 and thereafter);
- A score of 3 or higher on the College Entrance Examination Board Advanced Placement (AP) exam in any foreign language;
- A score of 60 or better on the College Level Examination Program in French, German, or Spanish; or
- An approved score on a proficiency exam approved and administered by the EIU Department of Foreign Languages (contact Department of Foreign Languages for information on approved tests);
- Documentation of proficiency in a language other than English at or above the level expected in FLF/FLF/FLG/FLL/FLX 1102 (contact Department of Foreign Languages for additional information).

## CURRENT CATALOG COPY

Official course requirements for baccalaureate degrees are given in Section VIII. To achieve a baccalaureate degree, the student must:

1. Successfully complete the General Education Requirements detailed in Section IV, including the senior seminar.<sup>1</sup>
2. Successfully complete one of the degree programs listed in detail in Section VIII, "Academic Program Requirements," and attain a minimum GPA of 2.00 in his/her major area. A GPA of at least 2.65 both cumulative and in the major is required for graduation from a teacher education program. Other curricula may also require a cumulative GPA higher than 2.0 for acceptance to the major and/or graduation. Consult the catalog description for specific information.
3. Successfully complete a minimum of 12 semester hours in residence in courses applicable to the GPA in his/her major discipline.
4. Successfully complete at least 40 semester hours in upper-division courses (3000-4000 numbered courses).<sup>2</sup>
5. Earn a minimum of 42 semester hours in residence with a minimum of 32 in the junior and senior years, 12 of which must be in residence during the senior year. Cooperative degree candidates must complete 38 semester hours in residence.
6. Successfully complete at least 120 hours with a CGPA of 2.0 in all courses attempted.

7. Successfully complete two courses in a single foreign language.<sup>3</sup>
8. Earn a "C" or better in English 1001G, English 1002G, and Communication Studies 1310G or in accepted substitutions.
9. Successfully complete the Electronic Writing Portfolio<sup>4</sup>.
10. A transfer student must successfully complete a minimum of 56 semester hours applicable to a baccalaureate degree in senior institutions, with at least 42 semester hours earned at EIU.<sup>5</sup>

<sup>1</sup> Because the terminal year is taken off-campus in cooperative programs, students completing cooperative degree programs, i.e., Engineering, Physics with Engineering Physics Option, and Clinical Laboratory Science, will not be required to take a Senior Seminar or to submit the 4th writing sample for the Electronic Writing Portfolio.

<sup>2</sup> Courses from a community college or other two-year institution will not count in the 40 semester hours of upper-division credit.

<sup>3</sup> Students entering as freshmen in Fall 1993 and thereafter must have completed two years in a single foreign language in high school with an average grade of "C" or better for the two years' work in order to have previously satisfied this requirement.

<sup>4</sup> The **first** essay/document will come from ENG 1001G, ENG 1002G, ENG 1091G, or ENG 1092G (generally completed before the student has earned 30 hours); the **second** essay/document will come from a writing-centered or writing-intensive course at the 1000, 2000 or 3000 level (generally completed when the student has earned between 30 and 59 hours); the **third** essay/document will come from an upper-division, writing-centered or writing-intensive course at the 3000 or 4000 level (generally completed when the student has earned between 60 and 89 hours); the **fourth** essay/document will come from the Senior Seminar (generally completed after the student has earned 90 hours). Further information about the Electronic Writing Portfolio is available at [www.eiu.edu/~assess](http://www.eiu.edu/~assess).

<sup>5</sup> All military service credit based on the recommendations in the American Council on Education's Guide to the Evaluation of Educational Experience in the Armed Services, and accepted by EIU, is senior institution credit.

## **PROPOSED CATALOG COPY (changes highlighted in blue font)**

Official course requirements for baccalaureate degrees are given in Section VIII. To achieve a baccalaureate degree, the student must:

1. Successfully complete the General Education Requirements detailed in Section IV, including the senior seminar.<sup>1</sup>
2. Successfully complete one of the degree programs listed in detail in Section VIII, "Academic Program Requirements," and attain a minimum GPA of 2.00 in his/her major area. A GPA of at least 2.65 both cumulative and in the major is required for graduation from a teacher education program. Other curricula may also require a cumulative GPA higher than 2.0 for acceptance to the major and/or graduation. Consult the catalog description for specific information.
3. Successfully complete a minimum of 12 semester hours in residence in courses applicable to the GPA in his/her major discipline.
4. Successfully complete at least 40 semester hours in upper-division courses (3000-4000 numbered courses).<sup>2</sup>
5. Earn a minimum of 42 semester hours in residence with a minimum of 32 in the junior and senior years, 12 of which must be in residence during the senior year. Cooperative degree candidates must complete 38 semester hours in residence.
6. Successfully complete at least 120 hours with a CGPA of 2.0 in all courses attempted.
7. Successfully complete three semesters of a single foreign language with an average grade of C or better.<sup>3</sup>

8. Earn a "C" or better in English 1001G, English 1002G, and Communication Studies 1310G or in accepted substitutions.
9. Successfully complete the Electronic Writing Portfolio<sup>4</sup>.
10. A transfer student must successfully complete a minimum of 56 semester hours applicable to a baccalaureate degree in senior institutions, with at least 42 semester hours earned at EIU.<sup>5</sup>

<sup>1</sup> Because the terminal year is taken off-campus in cooperative programs, students completing cooperative degree programs, i.e., Engineering, Physics with Engineering Physics Option, and Clinical Laboratory Science, will not be required to take a Senior Seminar or to submit the 4th writing sample for the Electronic Writing Portfolio.

<sup>2</sup> Courses from a community college or other two-year institution will not count in the 40 semester hours of upper-division credit.

<sup>3</sup>In lieu of university coursework, this requirement may be satisfied by any of the following:

- Completion of at least three years of high school study of a single foreign language with an average grade of C or better (for students entering as freshmen in Fall 2010 and thereafter);
- A score of 3 or higher on the College Entrance Examination Board Advanced Placement (AP) exam in any foreign language;
- A score of 60 or better on the College Level Examination Program in French, German, or Spanish; or
- An approved score on a proficiency exam approved and administered by the EIU Department of Foreign Languages (contact Department of Foreign Languages for information on approved tests);
- Documentation of proficiency in a language other than English at or above the level expected in FLF/FLF/FLG/FLL/FLX 1102 (contact Department of Foreign Languages for additional information).

<sup>4</sup> The **first** essay/document will come from ENG 1001G, ENG 1002G, ENG 1091G, or ENG 1092G (generally completed before the student has earned 30 hours); the **second** essay/document will come from a writing-centered or writing-intensive course at the 1000, 2000 or 3000 level (generally completed when the student has earned between 30 and 59 hours); the **third** essay/document will come from an upper-division, writing-centered or writing-intensive course at the 3000 or 4000 level (generally completed when the student has earned between 60 and 89 hours); the **fourth** essay/document will come from the Senior Seminar (generally completed after the student has earned 90 hours). Further information about the Electronic Writing Portfolio is available at [www.eiu.edu/~assess](http://www.eiu.edu/~assess).

<sup>5</sup> All military service credit based on the recommendations in the American Council on Education's Guide to the Evaluation of Educational Experience in the Armed Services, and accepted by EIU, is senior institution credit.

**Rationale:** The proposed increase in the Foreign Language Graduation requirement will provide the following advantages:

1) Support and strengthen the crucial conclusion of the Mission Statement of the University defining our desire to graduate young men and women able "to reason and to communicate clearly so as to become responsible citizens of a diverse world."

In order to accomplish this goal our graduates need to be familiar with and gain direct knowledge of cultures other than their own. They also need to master communicative skills associated with and necessary to the study of such cultures. To study another culture without significant regard to the linguistic elements of that culture dangerously

reduces the scope and value of such study. The two-semester foreign language requirement in place since the inception of the old Integrated Core and retained as a Graduation Requirement under the current formulation of General Education has always functioned as a solid but minimal beginning of movement toward the goal of forming “responsible citizens of a diverse world.” However, it has resulted in a situation where most students complete this requirement before entering EIU. Many express a desire early on to continue their study of languages and cultures and a significant number do so. Nevertheless, many others for various reasons drift away from language study only to experience a desire to return later in their academic careers when their skills have deteriorated and their time is restricted by other demands. This situation is particularly true of those students who meet the requirement through the minimal two years of high school work we currently allow. Those who have completed three and four years in high school are both more likely to continue at the university and to have retained the skills and knowledge base to return to such study later in their academic careers.

## 2) Support and strengthen participation in study abroad programs.

Since the reorganization of Study Abroad just four years ago and the tenure of the current director, study abroad activities have and will undoubtedly continue to grow. Still there is a strong tendency among our students to prefer programs in English-speaking regions or to enroll in courses of study in non-English-speaking areas but that offer curricula the bulk of which is delivered in English. In many cases these programs are chosen because they best compliment the individual student’s major or personal interests. This is, of course, as it should be. However, in other cases, these programs are chosen precisely because they require no foreign language proficiency and students have not had the impetus to develop an adequate language proficiency that would expand their potential choices for studying abroad. Giving our students the tools they need to make the best choices for studying abroad includes directing them into language study. Such experiences are crucial and of intrinsic value for both the individual and the university because of the opportunities that they open for our students in terms of moving them toward advanced study in their chosen field, job opportunities

and future training, expanded research possibilities and quite simply the humanistic broadening of perspective that comes from learning another language and immersing oneself in the culture. The critical importance of fostering increased language learning and its link to study abroad have also become painfully evident on a national level as well. In September 2004, former Secretary of State Henry Kissinger testified at the Full Committee Hearing on The 9-11 Commission's Intelligence Recommendations. He concluded his testimony with these words: "Finally, the critical shortage of human expertise must be addressed. We not only need more National Security Education Program funding, but we need more Americans studying abroad, becoming fluent in foreign languages and gaining improved understanding of foreign cultures through such an experience." The late Senator Paul Simon echoed these concerns when he spoke before NAFSA shortly before his death in 2003. The December 13, 2003 Chicago Tribune paraphrases Senator Simon as having "envisioned a vastly expanded effort to send American students overseas as an antidote to the nation's notorious indifference to foreign languages and cultures." Increasing our Foreign Language Graduation Requirement is a modest step in this direction.

### 3. Support and strengthen the campus-wide push to internationalize the curriculum.

Currently eleven programs on campus (Art History, Economics, Elementary Education, English, Foreign Languages, History, Management, Political Science, Special Education, Latin American Studies Minor, and Geography) include options within majors and/or minors that incorporate either as an elective or a requirement "intermediate proficiency in a foreign language." Given the current push towards internationalization, it is likely that such programs will continue to appear in the foreseeable future. Guiding students toward developing at least an intermediate level of language proficiency is crucial to encouraging enrollment in these options and guaranteeing success for the programs and the students in them.

### 4. Increased enrollment in upper division foreign language courses.

The Department of Foreign Languages has always recognized the importance of intermediate instruction in our discipline. Slightly more than half of all students who complete FLF, FLG or FLS 2201 continue into 2202 and the majority of those continue and take at least one upper division course. Over time we have instituted a number of incentives to encourage students to continue language study begun in high school. Primary among these efforts is our Advanced Competency Credit policy and the integration of FLF, FLG, FLL and FLS 2201 and 2202 as options to fulfill the Humanities General Education Requirement. This current request represents a refinement and strengthening of this policy. It should be noted that this effort is not a push on the part of the Department of Foreign Languages to increase the number of our majors or minors, though such an increase may very well be an added benefit to this change. Instead we see this as a means of encouraging students to experience for themselves the inherent benefits of language study as well as the opportunities such study affords. If our numbers increase, it will most likely be in the number of minors. According to the EIU online data books, currently our largest population of minors comes out of the College of Business with the College of Arts and Humanities and the College of Sciences running close seconds. The vast majority of these students opt to do a minor in our department not because it meets a specific requirement within their college, but because through having pursued language study beyond the current two-semester requirement, they have of their own accord recognized the personal, academic and professional value of continuing.

→ 5. A three-semester Foreign Language Graduation requirement brings EIU into line with other state universities including Northern Illinois and the University of Illinois. It will distinguish us as leaders in relationship with the others as far as language study at the university is concerned. The 3 year high school study exemption is in line with the majority of Illinois public institutions including those still requiring only two semesters at the university level (see below Language Requirements of Other Institutions). A similar statement can be made concerning our Peer Institutions.

**Projected Impact:**

Based on figures collected by Records for incoming students for academic year 2006-07, about 82% of incoming freshmen meet the Foreign Language Graduation Requirement prior to beginning at EIU. Similarly, 76% of transfer students arrive exempt from the current requirement.

If the proposed 3 semester requirement were applied to this same population, 67% of incoming freshmen and 30% of transfer students would meet the requirement without additional course work at EIU.

### Language Requirements of Other Institutions:

#### Illinois Institutions:

Illinois State	2 semesters
Northern Illinois	4 semesters (2 semesters in lesser taught languages)
SIU Carbondale	3 semesters
North Eastern Illinois	3-6 semester hours folded into Humanities Gen Ed
Western Illinois	no requirement – currently under strong review ?
U of I	2, 3 or 4 semesters depending on degree and area

#### Peer Institutions:

Truman State	2 or 4 depending on degree and area
UW-La Crosse	2 semesters
UW-Eau Claire	2-3 semesters in concert with “Foreign Culture” courses depending on degree and area
UW-Whitewater	4 semesters
UW-Oshkosh	2-4 semesters (Varies by program but <u>all</u> have a requirement)
UW-Stevens Point	2 semesters

*current or proposed*

*- numbers of students  
- add'n sections  
- add'n classrooms  
- add'n faculty  
- faculty availability*

*- university, college, dept/major?*

*how extensive*

Washburn Univ.	2 semesters
Univ. Michigan-Dearborn	2 semesters
Cal State-Fresno	4 semesters
Northern Iowa	2 semesters
Southern Louisiana	3 semesters folded into other options
Mankato State	2 semesters
St. Cloud State	2-4 semesters
Central Missouri	3 semesters
West Chester	4 semesters
Radford Univ.	3-4 semesters
Southwest Texas	4 semesters
James Madison	4 semesters
Georgia Southern	2-4 semesters
U of Louisiana-Monroe	2 semesters

- Items approved:** 08-51, CDS 4600, Senior Seminar in Communication Disorders & Sciences (New Course)  
08-52, CDS 4690, Honors Senior Seminar in Communication Disorders & Sciences (New Course)  
08-53, Communication Disorders & Sciences (Revised Major)  
08-54, Communication Disorders & Sciences Honors Program (Revised Program)  
08-56, PHI 1200G, Introduction to Religious Studies (Revised Course)  
08-57, PLS 2001, Introduction to Research Methods in Political Science (New Course)  
08-58, Political Science (Revised Major)  
08-59, Political Science with International Studies Option (Revised Option)  
08-60, Political Science Honors Program (Revised Program)  
08-61, MIS 2000, Information Systems Career and Logic Skills (Revised Course)  
08-62, Accountancy (Revised Major)
- Items Pending:** 07-87, Voluntary Submission of Mid-Term Grades for Upper-Division Courses  
08-37, Proposal to revise the Cultural Diversity Requirement (Revised General Education Requirement)  
08-55, HIS 3801, U.S. Rural History (New Course)  
08-63, COS 4815, Conflict in Organizations (New Course)  
08-64, COS 4825, Ethical Behavior in Organizations (New Course)  
08-65, COS 4845, Improvement in Organizations (New Course)  
08-66, COS 4855, Web-Based Training and Instruction (New Course)  
Revision of CAA Bylaws (Ongoing)  
Senior Seminar Review Committee (Ongoing)
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## **Council on Academic Affairs**

### **Minutes**

*May 1, 2008*

The May 1, 2008 meeting of the Council on Academic Affairs was held at 2:57 p.m. in Room 4440 Booth Library.

**Members Present:** Dr. Bower, Dr. Campbell, Dr. Dietz, Ms. Green, Dr. Hyder, Ms. Montleon, Dr. Roszkowski, and Dr. Stowell.

**Members Absent:** Dr. Hendrickson, Ms. Kostelich, Dr. Reid, and Ms. Wyatt.

**Staff Present:** Dr. Lord, Dr. Herrington-Perry, and Ms. Fopay.

**Guests Present:** Dr. Anderson, Political Science; Dr. Ashley, Political Science; Dr. Calvert, Communication Disorders & Sciences; Dr. DePetro, Philosophy; Ms. James, Academic Advising Center; Dr. Nantz, School of Business; and Dr. Noll, School of Business.

#### **I. Approval of the April 24, 2008 CAA Meeting Minutes.**

The minutes of April 24, 2008 were approved as written.

#### **II. Communications:**

1. April 24, 2008 memorandum from Dean Hoadley, LCBAS, requesting executive action to add sections of COS 4800 and COS 4880 for the Fall 2008 semester. The completed technology-delivered questionnaires for those courses are linked below.
  - COS 4800, Strategies and Processes of Teaching and Training
  - COS 4880, Productive Work Teams
2. Minutes from the April 18, 2008 College of Sciences Curriculum Committee meeting.
3. Minutes from the April 23, 2008 Lumpkin College of Business & Applied Sciences meeting.

**Additional Communications:** The communications listed below were submitted to Dr. Roszkowski after the CAA agenda was posted. At the meeting today, Dr. Roszkowski distributed copies of those communications. In the fall, the council will examine the issues addressed in the communications.

1. April 28, 2008 memorandum (**See Attachment A**) from President Perry returning the foreign language requirement proposal (agenda item 08-35) to the council for further discussion and consideration.
2. April 30, 2008 memorandum (**See Attachment B**) from Provost Lord regarding the foreign language requirement.

3. April 20, 2008 email (**See Attachment C**) from Dr. Debra Reid in response to the April 24 CAA minutes and Provost Lord's comments about suggesting to the president that he return the foreign language proposal to CAA for additional discussion and consideration.

Dr. Roszkowski requested the following information be included in the minutes: Dr. Canfield did not present the foreign language proposal (agenda item 08-35) to the Faculty Senate according to an email to Dr. Roszkowski from Dr. Lynn Curry, Faculty Senate Chair.

### III. Committee Report:

None.

### IV. Items Added to the Agenda:

None.

### V. Items Acted Upon:

#### 1. 08-51, CDS 4600, ~~Senior Seminar in Communication Disorders & Sciences~~ (New Course)

Dr. Calvert presented the proposal and answered questions of the council. The council requested revisions to the course title, student learning objectives, and the wording of the prerequisites and co-requisites.

Ms. Dilworth moved and Dr. Bower seconded the motion to approve the proposal. The motion passed unanimously.

The proposal, with revisions, was approved, effective Fall 2009.

**CDS 4600. Seminar in Communication Disorders and Sciences. (3-0-3) F, S. Seminar in CDS.** A case study format is used to explore the etiology, diagnosis, and treatment of speech, language, and hearing disorders. The focus of this course is on the use of critical thinking skills and evidence-based practice information to design diagnostic plans, interpret diagnostic results and develop treatment plans. The course will allow students to integrate and apply information from numerous university and departmental undergraduate learning goals in this capstone experience. Prerequisites: Completion of CDS 3100, 3200, and 3700; and completion of or concurrent enrollment in CDS 3900 and 4300. Open only to Senior CDS majors. Course may not be repeated. WI

#### 2. 08-52, CDS 4690, ~~Honors Senior Seminar in Communication Disorders & Sciences~~ (New Course)

Dr. Calvert presented the proposal and answered questions of the council. The council requested revisions to the course title, student learning objectives, and the wording of the prerequisites and co-requisites.

Dr. Dietz moved and Dr. Hyder seconded the motion to approve the proposal. The motion passed unanimously.

The proposal, with revisions, was approved, effective Fall 2009.

**CDS 4690. Honors Seminar in Communication Disorders and Sciences. (3-1-3) F, S. Honors Seminar in CDS.** A case study format is used to explore the etiology, diagnosis, and treatment of speech, language, and hearing disorders. The focus of this course is on the use of critical thinking skills and evidence-based practice information to design diagnostic plans, interpret diagnostic results and develop treatment plans. The lab component which is unique to the honor's course will discuss research methods and experimental designs for answering evidence-based diagnostic and treatment questions. Prerequisites: Admission to the Departmental Honors Program and completion of CDS 3100, 3200, 3700, 3900, 4666, and PSY 2610; and completion of or current enrollment in CDS 4300. Open only to Senior CDS majors. Course may not be repeated. WI

Bonnie Irwin  
Dean, Honors College

EIU Presidential Scholars class that entered Fall 2004

Freshman-Sophomore Retention: 100%  
Graduation with honors within 5 years: 84%

**Of 19 students...**

1 dismissed (*this one may eventually graduate, but not with honors*)  
2 transferred  
1 graduated in 3.5 years  
13 graduated in 4 years  
1 will graduate in 4.5 years  
1 will graduate in 5 years

Honors Experiences (*some students have done more than one*)

1 participated in NSE *National Student Exchange*  
1 interned with The Washington Center  
1 started his own company  
2 completed REU's *Research Educ Ul Units*  
2 observed/volunteered at schools out of state  
3 completed internships  
10 studied abroad

Majors (*one student double majored*)

CAH--4  
    English (2)  
    Theatre (1)  
    Communication Studies (1)  
CEPS--2  
    Elementary Education (2)  
COS--7  
    CDS (1)  
    Math (3)  
    Chemistry (2)  
    Biological Sciences (1)  
LCBAS--4  
    Family and Consumer Sciences (1)  
    Marketing (1)  
    Finance (2)

Where are they now?

7 are in grad school  
7 are working  
    2 teachers  
    1 runs his own business  
    2 in business  
    1 in health care  
    1 is an actor

**Applications -- FA 08**

Applications received 252 (21% increase over FA 07)

Students admitted 240 (20% increase over FA 07)

Students enrolled 153 (3% increase over FA 07)

Yield 63.75%

Mean ACT 26

Median ACT 27

**Presidential Scholars**

19 offered; 15 enrolled

7 men; 8 women; 1 student from out of state

mean ACT 30.8

**137 students responded to our freshman survey....**

75.54% report that EIU was their first choice (74.81% in FA 07)

29.63% are first generation students (34.07 in FA 07)

**Top other schools to which honors students applied**

Illinois St (23)

UIUC (22)

NIU (11)

Bradley (8); SIUE (8)

Millikin (4); Illinois College (4); Lakeland (4)

Parkland (3); WIU (3); Anderson (3); Blackburn (3); Elmhurst (3); Loyola (3); UIC (3)

**Number of Schools to which students applied**

Only EIU	48
1 other	28
2 other	30
3 other	24
4 or more other	9

Out of the 28 who applied to 1 other, 78% said EIU was their first choice

Out of the 30 who applied to 2 others, 73% said EIU was their first choice

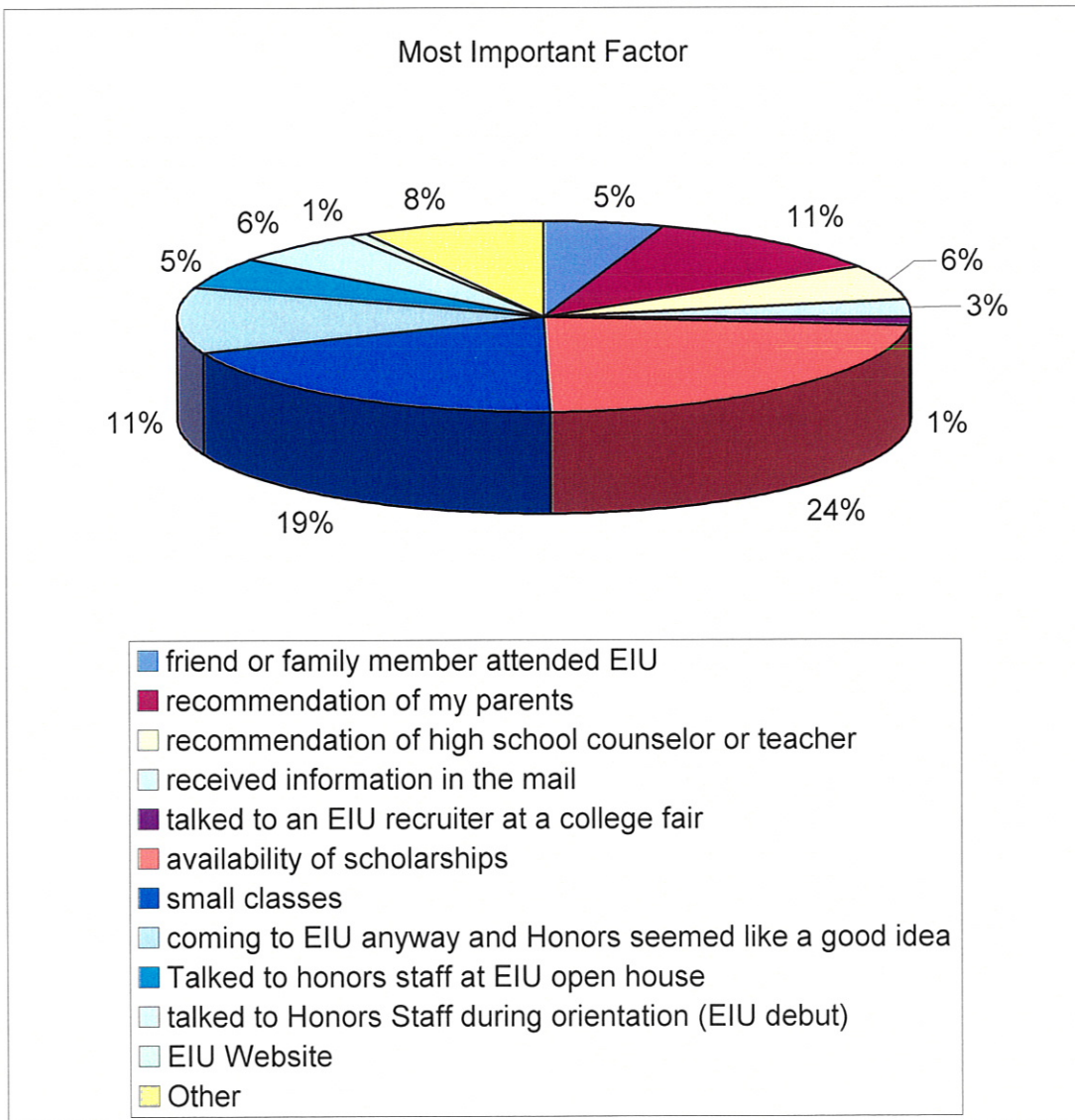
Out of the 24 who applied to 3 others, 46% said EIU was their first choice

Out of the 9 who applied to 4 or more others, 33% said EIU was their first choice

## Most Important Factor in Choosing Honors @EIU

### Survey results for 2008 incoming class

7	5.04%	friend or family member attended EIU
15	10.79%	recommendation of my parents
8	5.76%	recommendation of high school counselor or teacher
4	2.88%	received information in the mail
2	1.44%	talked to an EIU recruiter at a college fair
31	22.30%	availability of scholarships
26	18.71%	small classes
15	10.79%	coming to EIU anyway and Honors seemed like a good idea
7	5.04%	Talked to honors staff at EIU open house
8	5.76%	talked to Honors Staff during orientation (EIU debut)
1	0.72%	EIU Website
11	7.91%	Other
4	2.88%	No Answer



Compiled by Brenda Majors

High School	Location	Years of Foreign Language	Language Offered
A-C Central High School	Ashland, IL	4	4 Spanish
Argenta-Oreana	Argenta, IL	4	4 Spanish
Athens	Athens, IL	4	
Beardstown	Beardstown, IL	only 1 FL teacher	
Bismarck-Henning	Bismarck, IL	4	
Bluffs School District	Bluffs, IL	4	
Brown County	Mt. Sterling, IL	4 at this time	4 French, 4 Spanish
Carthage	Carthage, IL	4	4 Spanish
Centennial	Champaign, IL	4	4 Spanish
Central High School	Camp Point, IL	4	4 Spanish
Champaign Central	Champaign, IL	5	4 Spanish
Clinton Community	Clinton, IL	4	4 French, 4 Spanish, 4 German
Danville	Danville, IL	4	4 Spanish
Decatur Christian School	Decatur, IL	4	4 French, 4 Spanish, 4 Latin
Deland-Weldon	Deland, IL	2	
Eisenhower	Decatur, IL	4	
Fisher	Fisher, IL	4	
Gibson City-Melvin-Sibley H.S.	Gibson City, IL	3	2 French, 4 Spanish, 4 Latin, 4 German
Greenview	Greenview, IL	4	3 Spanish
Griggsville-Perry	Griggsville, IL	sometimes 3	4 Spanish, 4 German
Hamilton	Hamilton, IL	4	
Hartsburg-Emden Community	Hartsburg, IL	2	2 French, 2 Spanish
Hoopeston Area	Hoopeston, IL	4	4 Spanish
Illini Central High School	Hoopeston, IL	3	
Jacksonville Senior H.S.	Mason City, IL	2	
La Harpe H.S.	Jacksonville, IL	4	
Lanphier	La Harpe, IL	0	
Liberty Community District #2	Springfield, IL	4	
Lincoln Community	Liberty, IL	5	5 Spanish
Lutheran High School	Lincoln, IL	4	4 French, 4 Spanish
Mac Arthur	Springfield, IL	4	4 Spanish, 4 German
Mac Arthur	Decatur, IL	4	
Mahomet-Seymour	Decatur, IL	4	
Maroa-Forsyth High School	Mahomet, IL	4	4 French, 4 Spanish
Meredosia-Chambersburg	Moroa, IL	4	4 French, 4 Spanish
Morrisville	Meredosia, IL	2	
Morrisville	Morrisville, IL	4	
Mount Pulaski	Mt. Pulaski, IL	4	5 Spanish
			4 Spanish

Nauvoo-Colusa	Nauvoo, IL	4	
Niantic-Harristown High School	Niantic, IL	4	
Paxton-Buckley-Loda	Paxton, IL	4	
Pleasant Plains	Pleasant Plains, IL	4	4 Spanish
Porta	Petersburg, IL	4	4 Spanish, 4 German
Quincy Notre Dame	Quincy, IL	4	4 Spanish
Quincy Senior	Quincy, IL	4	4 Spanish, 4 German
Rantoul Township	Rantoul, IL	4	4 Spanish
Riverton	Riverton, IL	4	4 Spanish
Rochester	Rochester, IL	4	4 Spanish, 4 German
Roult Catholic	Jacksonville, IL	4	French, 4 Spanish
Rushville-Industry High School	Rushville, IL	4	3 French, 4 Spanish
Sacred Heart Griffin High School	Springfield, IL	4	4 French, 4 Spanish, 4 German
St. Teresa	Decatur, IL	4	4 French, 4 Spanish
St. Thomas More High School	Champaign, IL	4	4 French, 4 Spanish
Schlarman	Danville, IL	4	French, 4 Spanish
Seymour	Payson, IL	4	
Southeastern	Augusta, IL	3	
Springfield	Springfield, IL	4	4 French, 4 Spanish, 4 Latin, 4 German
Springfield Southeast	Springfield, IL	4	4 French, 4 Spanish, 4 Latin, 4 German
Tri-City	Buffalo, IL	4	4 Spanish
Triopia	Concord, IL	4	4 Spanish
Unity High School	Mendon, IL	3	3 Spanish
University Laboratory High School	Urbana, IL	4	1 Spanish, 2 Intensive Russian, 4 German
Urbana High School	Urbana, IL	4	French, 4 Spanish, 4 German, 2 Russian, 2
Ursuline Academy	Springfield, IL	4	
Virginia	Virginia, IL	4	4 Spanish
Warrensburg-Latham	Warrensburg, IL	4	4 Spanish
Warsaw	Warsaw, IL	4	5 French, 5 Spanish, 5 Latin
Williamsville	Williamsville, IL	4	4 Spanish

FLG Completion Based on 2-Year FLG Requirement								
High School Years*	FA06 Exempt		FA06 Not Exempt		FA07 Exempt		FA07 Not Exempt	
	Freshmen	Transfers	Freshmen	Transfers	Freshmen	Transfers	Freshmen	Transfers
No Foreign Language			40	92			70	111
<b>total</b>			<b>40</b>	<b>92</b>			<b>70</b>	<b>111</b>
Spanish-1 sem			0	0			0	8
Spanish - 1 yr			58	99			124	96
Spanish - 2 yrs	716	338	0	66	603	260	87	35
Spanish - 3 yrs	312	116	0	5	267	112	6	3
Spanish - 4 yrs	355	100	0	1	211	96	0	0
<b>total</b>	<b>1383</b>	<b>554</b>	<b>58</b>	<b>171</b>	<b>1081</b>	<b>468</b>	<b>217</b>	<b>142</b>
French- 1 sem			0	0			0	3
French-1 yr			12	20			14	15
French - 2 yrs	118	60	0	9	72	43	9	7
French - 3 yrs	46	16	0	0	31	16	0	2
French - 4 yrs	75	14	0	0	36	18	0	0
<b>total</b>	<b>239</b>	<b>90</b>	<b>12</b>	<b>29</b>	<b>139</b>	<b>77</b>	<b>23</b>	<b>27</b>
German-1 sem			0	0			0	2
German-1 yr			0	8			4	7
German - 2 yrs	50	26	0	2	30	21	4	2
German - 3 yrs	15	6	0	0	17	6	0	3
German - 4 yrs	21	13	0	0	9	2	0	0
<b>total</b>	<b>86</b>	<b>45</b>	<b>0</b>	<b>10</b>	<b>56</b>	<b>29</b>	<b>8</b>	<b>14</b>

**FLG Completion Based on 2-Year FLG Requirement**

High School Years*	FA06 Exempt		FA06 Not Exempt		FA07 Exempt		FA07 Not Exempt	
	Freshmen	Transfers	Freshmen	Transfers	Freshmen	Transfers	Freshmen	Transfers
Italian-1 sem			0	0			0	0
Italian-1 yr			0	0			0	0
Italian - 2 yrs	9	2	0	2	5	0	2	0
Italian - 3 yrs	0	1	0	0	1	1	1	0
Italian - 4 yrs	4	0	0	0	3	1	0	0
<b>total</b>	<b>13</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>2</b>	<b>3</b>	<b>0</b>
Latin-1 sem			0	0			0	0
Latin-1 yr			3	2			0	4
Latin - 2 yrs	5	11	0	0	10	0	0	0
Latin - 3 yrs	0	4	0	0	4	3	0	1
Latin - 4 yrs	7	1	0	0	2	1	0	0
<b>total</b>	<b>12</b>	<b>16</b>	<b>3</b>	<b>2</b>	<b>16</b>	<b>4</b>	<b>0</b>	<b>5</b>
Russian-1 sem			0	0			0	0
Russian-1 yr			1	0			0	0
Russian - 2 yrs	0	2	0	1	0	0	0	0
Russian - 3 yrs	0	0	0	0	0	0	0	0
Russian - 4 yrs	0	0	0	0	0	0	0	0
<b>total</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Japanese-1 sem			0	0			0	0
Japanese-1 yr			2	1			0	0
Japanese - 2 yrs	2	1	0	0	0	0	0	0
Japanese - 3 yrs	0	1	0	0	0	0	0	0
Japanese - 4 yrs	0	0	0	0	0	0	0	0
<b>total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**FLG Completion Based on 2-Year FLG Requirement**

High School Years*	FA06 Exempt		FA06 Not Exempt		FA07 Exempt		FA07 Not Exempt	
	Freshmen	Transfers	Freshmen	Transfers	Freshmen	Transfers	Freshmen	Transfers
Polish-1 sem			0	0			0	0
Polish-1 yr			0	0			0	0
Polish - 2 yrs	0	1	0	1	0	0	0	0
Polish - 3 yrs	0	0	0	0	0	0	0	0
Polish - 4 yrs	0	0	0	0	0	0	0	0
<b>total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Hebrew-1 sem			0	0			0	0
Hebrew-1 yr			0	0			0	0
Hebrew-2 yrs	1	0	0	0	0	0	0	0
Hebrew - 3 yrs	0	0	0	0	0	0	0	0
Hebrew - 4 yrs	0	0	0	0	0	0	0	0
<b>total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
American Sign Language-2 yrs	2	0	0	0	5	0	0	0
<b>total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>
*2006 transfer data includes college-level equivalents. In Fall 2006, 73 transfer students met the 2-year requirement in college; 640 met it in high school. No breakout is available for 2007.								

FLG Completion Based on 2-Year FLG Requirement								
	FA06 Exempt		FA06 Not Exempt		FA07 Exempt		FA07 Not Exempt	
High School Years*	Freshmen	Transfers	Freshmen	Transfers	Freshmen	Transfers	Freshmen	Transfers
<b>Grand total</b>	1738	713	116	309	1306	580	321	299
	94%	70%	6%	30%	80%	66%	20%	34%
	<b>FA 06 Total Exempt</b>		<b>FA06 Total Not Exempt</b>		<b>FA 07 Total Exempt</b>		<b>FA 07 Total Not Exempt</b>	
	2451		425		1886		620	
	85%		15%		75%		25%	

FLG Completion Based on 3-Year FLG Requirement								
	FA06 Exempt		FA06 Not Exempt		FA07 Exempt		FA07 Not Exempt	
High School Years*	Freshmen	Transfer	Freshmen	Transfer	Freshmen	Transfer	Freshmen	Transfer
No Foreign Language			40	92			70	111
<b>total</b>			<b>40</b>	<b>92</b>			<b>70</b>	<b>111</b>
Spanish-1 sem			0	0			0	8
Spanish -1 yr			58	99			124	96
Spanish - 2 yrs			716	404			690	295
Spanish - 3 yrs	312	116	0	5	267	112	6	3
Spanish - 4 yrs	355	100	0	1	211	96	0	0
<b>total</b>	<b>667</b>	<b>216</b>	<b>774</b>	<b>509</b>	<b>478</b>	<b>208</b>	<b>820</b>	<b>402</b>
French- 1 sem			0	0			0	3
French-1 yr			12	20			14	15
French - 2 yrs			118	69			81	50
French - 3 yrs	46	16	0	0	31	16	0	2
French - 4 yrs	75	14	0	0	36	18	0	0
<b>total</b>	<b>121</b>	<b>30</b>	<b>130</b>	<b>89</b>	<b>67</b>	<b>34</b>	<b>95</b>	<b>70</b>
German-1 sem			0	0			0	2
German-1 yr			0	8			4	7
German - 2 yrs			50	28			34	23
German - 3 yrs	15	6	0	0	17	6	0	3
German - 4 yrs	21	13	0	0	9	2	0	0
<b>total</b>	<b>36</b>	<b>19</b>	<b>50</b>	<b>36</b>	<b>26</b>	<b>8</b>	<b>38</b>	<b>35</b>



**FLG Completion Based on 3-Year FLG Requirement**

High School Years*	FA06 Exempt		FA06 Not Exempt		FA07 Exempt		FA07 Not Exempt	
	Freshmen	Transfer	Freshmen	Transfer	Freshmen	Transfer	Freshmen	Transfer
Italian-1 sem			0	0			0	0
Italian-1 yr			0	0			0	0
Italian - 2 yrs			9	4			7	0
Italian - 3 yrs	0	1	0	0	1	1	1	0
Italian - 4 yrs	4	0	0	0	3	1	0	0
<b>total</b>	<b>4</b>	<b>1</b>	<b>9</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>8</b>	<b>0</b>
Latin-1 sem			0	0			0	0
Latin-1 yr			3	2			0	4
Latin - 2 yrs			5	11			10	0
Latin - 3 yrs	0	4	0	0	4	3	0	1
Latin - 4 yrs	7	1	0	0	2	1	0	0
<b>total</b>	<b>7</b>	<b>5</b>	<b>8</b>	<b>13</b>	<b>6</b>	<b>4</b>	<b>10</b>	<b>5</b>
Russian-1 sem			0	0			0	0
Russian-1 yr			1	0			0	0
Russian - 2 yrs			0	3			0	0
Russian - 3 yrs	0	0	0	0	0	0	0	0
Russian - 4 yrs	0	0	0	0	0	0	0	0
<b>total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Japanese-1 sem			0	0			0	0
Japanese-1 yr			2	1			0	0
Japanese - 2 yrs			2	1			0	0
Japanese - 3 yrs	0	1	0	0	0	0	0	0
Japanese - 4 yrs	0	0	0	0	0	0	0	0
<b>total</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

FLG Completion Based on 3-Year FLG Requirement								
High School Years*	FA06 Exempt		FA06 Not Exempt		FA07 Exempt		FA07 Not Exempt	
	Freshmen	Transfer	Freshmen	Transfer	Freshmen	Transfer	Freshmen	Transfer
Polish-1 sem			0	0			0	0
Polish-1 yr			0	0			0	0
Polish - 2 yrs			0	2			0	0
Polish - 3 yrs	0	0	0	0	0	0	0	0
Polish - 4 yrs	0	0	0	0	0	0	0	0
<b>total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Hebrew-1 sem			0	0			0	0
Hebrew-1 yr			0	0			0	0
Hebrew-2 yrs			1	0			0	0
Hebrew - 3 yrs	0	0	0	0	0	0	0	0
Hebrew - 4 yrs	0	0	0	0	0	0	0	0
<b>total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
American Sign Language-2 yrs			2	0			5	0
<b>total</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>
*2006 transfer data includes college-level equivalents. In Fall 2006, 73 transfer students met the 2-year requirement in college; 640 met it in high school. No breakout is available for 2007.								

FLG Completion Based on 3-Year FLG Requirement								
	FA06 Exempt		FA06 Not Exempt		FA07 Exempt		FA07 Not Exempt	
High School Years*	Freshmen	Transfer	Freshmen	Transfer	Freshmen	Transfer	Freshmen	Transfer
<b>Grand total</b>	835	272	1019	750	581	256	1046	623
	45%	27%	55%	73%	36%	29%	64%	71%
	<b>FA 06 Total Exempt</b>		<b>FA06 Total Not Exempt</b>		<b>FA 07 Total Exempt</b>		<b>FA 07 Total Not Exempt</b>	
	1107		1769		837		1669	
	38%		62%		33%		67%	

# Glance - Comparative Undergraduate Admission Information, 2008

## Admission as a Transfer

Admission as a transfer student to one of the state universities in Illinois is based primarily on grade point average for all previous college work, as listed below. The minimum number of credit hours needed to be considered a transfer student for admission purposes is also listed below. Applicants who have completed fewer than the required minimum credit hours must also meet beginning freshman requirements except GSU.

## Transfer Student Requirements

	Minimum Semester Hours (semester hours x 1.5 = qh)	Minimum Cumulative GPA (A = 4.00)
CSU	24	2.0 <sup>1,2,9</sup>
EIU	30/24	2.0 <sup>14</sup> / 2.5
GSU	60 (or AA/AS/AAS from regionally accredited institution)	2.0 <sup>1,2,3</sup>
ISU	24	2.0 <sup>2,5,9,10</sup>
NEIU	30	2.0 <sup>1,9</sup>
NIU	24 <sup>6</sup>	2.0 <sup>1,2,3</sup>
SIUC	26	2.0 <sup>1,2,3</sup>
SIUE	30	2.0 <sup>1</sup>
UIC	24 (more hours and higher GPA for many programs)	2.5 <sup>1</sup>
UIS	30	2.0 <sup>1,2,4,6,9,10,11</sup>
UIUC	30 <sup>7,2</sup>	2.5 <sup>1</sup>
WIU	24	2.0 <sup>3,6,8</sup>

- AA/AS degrees based on baccalaureate-oriented sequences from a community college in Illinois generally are considered to have junior status and have met lower-division general education requirements.
- The admission of transfer students is on a competitive basis. Several programs require specific prerequisite coursework and/or a higher GPA. Consult admission information (application packet) for current application guidelines.
- Good standing at last college attended is also required.
- AAS degrees are acceptable, but if the 36 hours of general education requirements have not been met prior to graduation, the degree program may be extended.
- The schedule on which applications will be reviewed provides for competitive admission on a space available basis.
- Students who earn AA/AS degrees from Illinois Community Colleges which meet the I.C.C.B. model are considered to have junior status and have met lower-division general education requirements.
- Credits must include English Composition
- Demonstrated competency in English and Mathematics.
- Students with the Illinois Articulation Initiative (IAI) General Education Core Curriculum (GECC) verified on their transcript from any participating college or university in Illinois will have met the University general education requirement.
- AA/AS/ASA degrees based on baccalaureate-oriented sequences from a regionally accredited post secondary institution generally are considered to have junior status and have met lower-division general education requirements.
- Students with 30 hours of college credit must meet the 2.0 GPA. Students who transfer between 12 and 29 hours of college credit must meet freshman admission standards.
- Students who do not have 30 graded transferable semester hours at the time of application will need to submit official ACT or SAT scores.

## Tuition and Fees\*

CSU	In-state: \$8,820/year (30 Hrs.) Out-of-state: \$15,600/year (30 Hrs.)	NEIU	In-state: \$8,016/year Out-of-state: \$14,616/year	UIUC	In-state: \$12,240/year Out-of-state: \$26,024/year
EIU	In-state: \$8,782/year (30 Hrs.) Out-of-state: \$21,862/year (30 Hrs.) Fees include textbooks	NIU	In-state: \$8,876/year Out-of-state: \$13,948	WIU	In-state: \$8,272.50/year Out-of-state: \$11,500.50/year
GSU	Junior/senior: In-state: \$5,540/30 hours Out-of-state: \$15,620/30 hours	SIUC	In-state: \$9,813.10/year Out-of-state: \$20,275.50/year		
ISU	In-state: 9,814/year Out-of-state: 16,444/year	SIUE	In-state: \$7,631.40/year Out-of-state: \$16,606.40/year		
		UIC	In-state: \$11,300/year Out-of-state: \$23,706/year		
		UIS	In-state: \$9,079/year Out-of-state: \$18,229/year		

\*Estimated and subject to change without notice.

## When to Apply for Transfer Admission

Applications should be filed as early as possible. This allows the university adequate time to process the application and give maximum consideration to credentials.

The state universities of Illinois will continue to consider applications as long as space exists. Applications with all required credentials should be received during the following application periods:

	Application Period Begins	Application Period Ends
CSU	One year in advance of desired entry date	Consult university
EIU	One year in advance of desired entry date	Consult university
GSU	One year in advance of desired entry date	Consult university
ISU	Summer/Fall: September 1 Spring: April 1	Summer/Fall: March 1; Spring: Nov 1;
NEIU	One year in advance of desired entry date	Fall: July 1; Spring: Nov 1; Summer: April 1
NIU	One year in advance of desired entry date	Fall: August 1; Spring: December 1; space limitations and/or budgetary constraints may necessitate an earlier deadline
SIUC	One year in advance of desired entry date	Consult university
SIUE	One year in advance of desired entry date	Four weeks prior to beginning of term applied for
UIC	Fall: September 1 Spring: July 1	Fall: March 1 Spring: October 1
UIS	One year in advance of desired entry date	Consult university
UIUC	Fall: January 15	Fall: March 1*
WIU	One year in advance of desired entry date	Fall Aug 1*, Spr: Dec 1*
	* After on a space available basis.	

Total budgets for each campus may vary. Consult specific university catalogs for total annual costs.

# State Universities in Illinois — At a

## Admission to the State Universities of Illinois

Admission requirements for the state universities in Illinois are outlined below. Any questions or concerns about the admissions process should be directed to the appropriate university office.

### Admission as a Freshman

Admission as a freshman to a state university in Illinois is based primarily on a combination of class rank, ACT or SAT score, and high school subject pattern requirements. Pending graduation from high school, a student can be considered as a freshman by presenting the following **minimum** credentials:

University	HSPR	ACT Composite	SAT Total Score	University	HSPR	ACT Composite	SAT Total Score
CSU	any HSPR AND 2.5 cumulative GPA (A=4.0)	18	870	SIUC*	Best qualified students admitted as space permits. Consult the office of Admissions for further information.		
EIU	Best qualified students admitted as space permits. Consult the Office of Admissions for further information.			SIUE	Best qualified students admitted as space permits. Consult the office of Admissions for further information.		
GSU	Upper-Division University: Admission limited to juniors and seniors <i>only</i> .			UIUC*	Best qualified students admitted as space permits. Consult the Office of Admissions for further information.		
ISU*	Best qualified students admitted as space permits. Consult the Office of Admissions for further information.			UIS	Best qualified students admitted as space permits. Consult the Office of Admissions for further information.		
NEIU	50-99 or	19	890	UIUC	Best qualified students admitted as space permits. Consult the Office of Admissions for further information.		
NIU**	50-99 (or 2.75 gpa on a 4.0 scale with 19 ACT/870 SAT (CR+M) 34-49 23 1030 (CR+M) (or 2.5 gpa on a 4.0 scale with 23 ACT/1030 SAT (CR+M)	19	870 (CR+M)	WIU	20 940 And a 2.5 cumulative GPA (A=4.0) No Class Rank Required.		

\* Some programs have more selective criteria for admission. (UIUC--Architecture, Art, Business, Engineering, and Performing Arts.)

+ The schedule on which applications will be reviewed provides for competitive admission on a space available basis. These are the minimum requirements for consideration.

### When to Apply for Freshman Admission

Applications should be filed as early as possible in fall of the senior year. An official transcript including senior courses in progress, class size and rank should be submitted with the application for admission to facilitate the consideration of each applicant. This allows the university adequate time to process the application and give maximum consideration to credentials. The state universities of Illinois will continue to consider applications as long as space exists. Applications with all required credentials should be received during the following application periods:

	Application Period Begins	Application Period Ends
CSU	After completion of junior year	Consult university
EIU	After Aug. 1 prior to beginning of senior year	Consult university
ISU	Priority filing period: September 1 - November 15	Fall: March 1 • Spring: November 1
NEIU	After completion of junior year	July 1
NIU	After Sept. 1 of senior year	August 1; November 15 priority filing date; Students applying after February 1 will be considered on a space available basis
SIUC	After Aug. 1 of senior year	Consult University
SIUE	After completion of junior year	May 1 --- December 1 Priority filing date
UIC	After completion of junior year	January 15 of senior year
UIS	After Sept. 1 of senior year	Consult university
UIUC	Fall: After September 1 of senior year	January 2 of senior year
WIU	After completion of junior year	May 15 (Fall**), Dec. 1 (Spr.**)

\*\*Applications received after the deadline will be considered on space availability.

## Financial Aid

	Form(s) Required	Deadline*
CSU	Free Application for Federal Student Aid (FAFSA)	February 1 Priority deadline
EIU	Free Application for Federal Student Aid (FAFSA)	March 1 Priority filing date
GSU	GSU Aid Application. (FAFSA) required	May 1 Priority deadline
ISU	Free Application for Federal Student Aid (FAFSA)	March 1 Priority filing date
NEIU	NEIU Aid Application <i>and</i> Free Application for Federal Student Aid (FAFSA)	February 28 Priority deadline
NIU	Free Application for Federal Student Aid (FAFSA)	March 1 Priority
SIUC	(FAFSA)	April 1 Priority deadline
SIUE	(FAFSA)	March 1 Priority deadline
UIC	(FAFSA)	March 1 Priority deadline*
UIS	Free Application for Federal Student Aid (FAFSA)	March 1 Priority deadline
UIUC	Free Application for Federal Student Aid (FAFSA)	March 15 Priority deadline
WIU	(FAFSA)	February 1 Priority

\* Students who apply after this date will be served on a first-come, first-served basis until funds are exhausted.

## Room and Board\*

CSU	\$7,250 for Fall and Spring Includes meal plans (double occupancy)	SIUC	\$7,134.00/year (multiple occupancy; includes 19 meals/week)
EIU	\$6,734-\$7,588/year with meal plan (double occupancy) Housing is a separate application procedure from Admission.	SIUE	\$7,071 year-with meal plan (double occupancy)
GSU	No university housing provided; commuter institution	UIC	\$8,000 (average)/year (basic meal - others available)
ISU	\$7,458/year (multiple occupancy 5-day unlimited meal plan)	UIS	\$9,050/year Freshman (includes meal plan)
NEIU	No university housing provided; commuter institution	UIUC	\$8,764 (average)/year (most popular meal plan)
NIU	\$7,270/year (basic meal - others available) (double occupancy)	WIU	\$7,210/year (double room and basic meal plan) \$8,950/year (single occupancy and basic meal plan)

\*Subject to change

# State University Foreign Language Requirements for Admission and Graduation

University	Foreign Language Requirement for Admission	Foreign Language Requirement for Graduation
Chicago State University	Not required	All Majors - 6 hours of college language (can be met by assessment /proficiency test or college level courses only)
Eastern Illinois University	Not required	All Bachelor Degrees - 2 semesters of college language (can be met by 2 years of single foreign language in high school with "C" or better average)
Governors State University	Not required	Not required
Illinois State University	2 years of one foreign language OR 2 years of fine arts	College of Arts and Sciences - 2 semesters of college language (can be met by successful completion of 3 years of same foreign language in high school) Bachelor of Arts – 3 semesters of college language (may be met by proficiency test or college level courses only)
Northeastern Illinois University	Not required	Not required
Northern Illinois University	Humanities: 2 years of foreign language or combination of language, art, music, theatre	Bachelor of Arts - 2 years of one foreign language at the college level (can be met by 4 years of one foreign language in high school with "C" or greater in each course)
Southern Illinois University Carbondale	Not required; used toward fulfillment of 2 year elective requirement. Must include two semesters of the same language.	College of Liberal Arts - one year (2 courses) of college language (met by college coursework or exam only) Bachelor of Fine Arts (in College of Liberal Arts) - exempt from language requirement
Southern Illinois University Edwardsville	Not required – 2 years recommended	Bachelor of Arts – college language required (met by college level coursework only)
University of Illinois Chicago	2 years of one language	College of Business - 2 semesters at college level (can be met by 2 years of language in high school) College of Architecture and the Arts - 2 semesters at college level (can be met by 2 years of language in high school) College of Liberal Arts and Sciences - 4 semesters at college level (met by language placement test or college level language courses only)
University of Illinois Springfield	2 years of one language or 2 years of fine arts. Honors students must have 2 years of one language.	Freshman Honors Students - must demonstrate foreign language speaking proficiency at the second year/sophomore level (can be met by assessment test or college courses only)
University of Illinois Urbana-Champaign	2 years of one language	Colleges of Business and Liberal Arts and Sciences – up to the 4th collegiate level of foreign language (can be met by 4 years of one high school foreign language) All other colleges - up to the 3rd collegiate level (can be met by 3 years of one high school foreign language)
Western Illinois University	2 years of foreign language or 2 years of an elective that may include: foreign language, music, art, theatre, film, religion, philosophy, speech, or journalism	Selected majors - bi-cultural-bi-lingual education, foreign language, and biology (can be met by 2 years of high school foreign language)

EASTERN ILLINOIS UNIVERSITY  
THE GRADUATE SCHOOL  
OFFICE OF THE DEAN

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TO: Les Hyder, Chair  
CAA Subcommittee to Modify the Foreign Language Graduation Requirement

RE: Proposal to increase the Foreign Language Requirement to 3 Semesters

DATE: October 7, 2008

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Thank you for inviting me to respond to the proposal that Eastern Illinois University increase the current foreign language graduation requirement from 2 to 3 semesters of study. Based on the proposal, the increased study would add greater significance to Eastern's international mission and improve preparation for experiences such as study abroad and internationally focused majors and minors.

After carefully reviewing the proposal I continue to support those statements that I made during our discussion of October 2, 2008.

I am a strong proponent of international learning experiences, but I am concerned that in an effort to advance an existing requirement we simultaneously decrease perhaps the only opportunity that a student may have to choose an alternative experience. A significant proportion of Eastern students have limited or no opportunity to reflect on the scholarly goals they wish to achieve with their degree and then make choices that support and advance their own goals. A significant number of Eastern students, particularly students in professional fields such as education and business, currently have such extensive degree, major, and minor requirements that these preclude almost any opportunity for reflective thinking, decision making, and academic planning. While I agree that increasing the foreign language requirement is one way to achieve the goals outlined in the proposal, it subsequently decreases the very limited opportunity that many students have to select other options for achieving their academic goals. I value decision making in the development of a student's academic career and there are currently very few of these. I support the efforts by our academic councils to preserve the few remaining opportunities. Non-required hours of study may offer students their only opportunity to select an experience such as study abroad. Selecting this experience can significantly advance the value of the degree.

My preference is to retain the current foreign language requirement in order to preserve the limited opportunities that Eastern students currently have to make decisions about their academic course of study. This allows the student to determine if an additional semester of foreign language meets her/his academic goals or if an alternative experience such as study abroad would better meet those goals.

C: Provost Lord

*Memorandum*

Department of Biological Sciences

Dr. Andrew S. Methven, Chair

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[asmethven@eiu.edu](mailto:asmethven@eiu.edu)

*To:* Les Hyder, Journalism

*Re:* Proposal to Change the Foreign Language Requirement

*Date:* October 16, 2008

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I am writing on behalf of the Department of Biological Sciences to express the department's reservations about the proposal to increase the foreign language requirement to receive a baccalaureate degree at Eastern Illinois University. While the department understands that increasing the foreign language requirement may have potential advantages (supports initiative to internationalize Eastern's curriculum; increases expectations for graduates; increases student communication skills; increases appreciation of other cultures), our specific concerns are as follows:

- Majors in Biological Sciences have a content-heavy curriculum. It is already a challenge for majors to complete their degree in 120 hours. The addition of a semester of foreign language will only exacerbate the problem.
- The proposed implementation date is a significant concern because of its impact on new students, of which we have a significant number.
- Incompatibility of foreign language requirement for transfer students, of which we have a significant number.
- Impact on non-traditional students who have not had a foreign language in many years and would have difficulty meeting the requirement.
- No specified outcomes are presented as to what will be accomplished by increasing the foreign language requirement of general education.

In addition, there are other options:

- Implement a one semester class that focuses on foreign culture rather than the advancement of a foreign language for students who need an additional semester of foreign language.
- Allow one semester of a different language to increase global competency.
- Several programs include options within the major for expanded foreign language study. Departments or programs that want additional foreign language requirements can build them into their curriculum. This should be a department-by-department decision, not a mandated additional component of general education.

I appreciate the opportunity to express our concerns to you and CAA. The department looks forward to a continuing dialog on a better approach to greater internationalization of campus and what will best serve the students at Eastern Illinois University without extending the length of time to degree completion. The Department of Biological Sciences encourages CAA not to approve the foreign language proposal.

Les,

I regret that I am unable to attend the meeting tomorrow with members of Deans Council to discuss the change in the FLG requirement. I do plan to attend the meeting on October 23 with members of the COS Curriculum Committee.

The proposed change in the FLG requirement was discussed in the COS Curriculum Committee and COS Department Chairs meetings. Dr. Canfield attended a COS Department Chairs meeting in the Fall of 2007 and received input from the department chairs. The concerns expressed to Dr. Canfield still exist. The concerns expressed to Dr. Canfield are significant and were not addressed by Dr. Canfield in any follow up correspondence or in his presentation to CAA last spring.

In the past CAA has appropriately asked for assessment data or other appropriate data to demonstrate a need for a curricular change. Assessment data or other data to demonstrate the need was not shared. What student learning goals do we expect to enhance with this proposal? How will the outcomes be assessed?

In times of flat or declining applicant pools and greater dependence on tuition dollars, the University finances are very sensitive to enrollments. Are we certain that this proposal will not negatively impact our enrollments? How will we ensure that it does not impact our enrollments? Predicting show rates and enrollments is far more complex than it was a decade ago, and therefore, predicting the impact of a change such as the change in FLG is also a complex endeavor. Two of our most fierce competing institutions are ISU and SIUE. ISU only requires 2 semesters; the requirement at SIUE is not listed in the study. As stated above, enrollments are driving higher education finance in public institutions in ways not seen before. I believe it would be imprudent to move forward with such a proposal without a thorough review of the impacts by our Admissions Office.

The implementation plan does not indicate how high schools and community colleges will be informed of the change in graduation requirement. What is the communication plan for high schools and our transfer institutions? Is the implementation date appropriate?

Additional coursework in some majors will impact time to degree. In particular, science majors, CDS, and most education programs of study are challenged to complete the degree in 120 hours and some simply cannot due to professional or credential requirements. This has the potential of adding 4 hours to the program of study, impacting time to degree.

Non-traditional students are impacted by our current FLG requirement and that impact will be more pronounced with this proposal. If those students completed high school with 2 years of FLG 5-10 years prior to enrolling at EIU, they probably could not complete the third semester course without taking two additional semesters. What accommodations are being considered for students who completed the two year requirement several years earlier? At a time when we are working to increase access to non-traditional students and competing for those students with virtual universities around the world, this is a

significant concern.

This change in the graduation requirement has the potential to be a very expensive program, implemented at a time when we do not have enough resources for the curricula and programs in place. What is the business plan? How many additional faculty positions will be needed? Will the hiring of those faculty take precedence over the hiring of faculty in other departments and colleges? In addition, but not a minor detail, where would the additional faculty offices be? COS has departments in Coleman Hall and we understand the critical needs for space, particularly office space.

If there is an interest in increasing FLG at EIU, perhaps it should be from the programmatic level. Perhaps there are majors or concentrations where an increase in FLG would enhance the curriculum. For example, in the College of Sciences, the International Options in PLS and ECN might want to consider an increase in the FLG requirement. Perhaps this is a requirement that should be considered by College rather than as a university wide requirement.

I thank you for the opportunity to provide input. I look forward to the meeting on October 23.

Mary Anne Hanner, Dean  
College of Sciences  
Eastern Illinois University  
Charleston, IL 61920  
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217/581-3328 (phone)  
217/581-7110 (fax)

Hi, Les.

Sue Harvey and her FLG expert, Sarah Newby, estimate that fewer than 10% of new students use a foreign language course they took in middle school. Based on our top high school feeders, they also provided this information:

Lincoln-Way East offers French 1-4, German 1-4, Latin 1-4, and Spanish 1-4

Lincoln-Way Central offers French 1-4, German 1-4, Latin 1-4, and Spanish 1-4

Lockport Township offers Japanese 1-4, French 1-4, German 1-4, and Spanish 1-4

Charleston offers French 1-4 and Spanish 1-4

Carl Sandburg offers French 1-5, German 1-5, Latin 1-4, and Spanish 1-6

Last, the BA in General Studies does not include a foreign language requirement.

Mary

Mary Herrington-Perry, Ph.D.

Assistant Vice President for Academic Affairs

Eastern Illinois University

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[mhperry@eiu.edu](mailto:mhperry@eiu.edu)

Hi Les.

Below is a message very similar to the one I sent to CAA last year regarding the foreign language proposal. Thanks.

--Doug

I'm writing in regard to CAA agenda item 08-35, which proposes to increase the foreign language graduation requirement from two to three semesters. The faculty of the Department of Chemistry is against passage of the proposal; our concerns include the following:

--the curriculum for many science majors, including chemistry, already is very full. Most students are busy all days of the week with lectures on MWF and multiple long lab periods on TR. The additional four hours this proposal would add to each student's load, coupled with the inevitable scheduling conflicts between science labs and four day a week foreign language classes, will extend time to degree for many students.

--for students who do not complete the proposed language requirement while in high school, the logical time to finish the sequence will be during their freshman or sophomore years. During these years, however, chemistry students must follow a heavy schedule of demanding chemistry, math, and physics prerequisites if they hope to finish our degree on time. This will likely force these students to postpone finishing the foreign language requirement, essentially requiring them to start the foreign language sequence from scratch- (a very burdensome prospect). Of course this situation exists under the current requirement, but it will worsen if three semesters of foreign language are required.

--in many cases for our students every free semester hour, including the four semester hours endangered by this proposal, is essential for completing minor requirements, broadening student exposure in fields of personal interest, or participating in undergraduate research projects or departmental honors programs. Is the loss of these options worth it? We feel the content and flexibility sacrificed by an additional four hours of foreign language is not in every student's best interest.

--encouraging additional study in foreign language can be accomplished either through specific departmental requirements, or by allowing optional tracks within the general education curriculum. This latter route could potentially serve more students more effectively.

--finally, the institutional comparative data cited in the proposal is fraught with errors and is very misleading. A cursory web investigation suggests that what has been presented applies only to subsets of students at these institutions. (From what I can tell no other state institution has a three semester language requirement for every student.)

Thank you.

Doug Klarup, Professor and Chair  
Department of Chemistry, Eastern Illinois University  
Charleston, IL 61920  
217-581-3322; dgklarup@eiu.edu

Date: October 17, 2008

To: Council on Academic Affairs  
c/o Dr. Les Hyder,

From: Gail J. Richard, Department Chair  
Communication Disorders & Sciences

Re: Proposal to Change the Foreign Language Requirement

I am writing to express serious concern regarding the proposal to increase the foreign language requirement to achieve a baccalaureate degree at Eastern Illinois University. My concerns are shared by the faculty in the Department of Communication Disorders & Sciences.

Specific areas of concern are the following:

- Many departments have a content-heavy curriculum, including CDS. It will be a challenge for majors to incorporate an additional semester of foreign language into a 120 hour degree.
- Students with hearing impairment or language impairment that opt for the sign language class due to deficits in their auditory system will lose that state-approved option. Students in majors such as Communication Disorders, Special Education, and Early Childhood often opt for sign language to meet the foreign language requirement because it broadens their academic preparation to work with disordered populations of children. There is not a third level of sign language courses, other than to go for full interpreter status, which is not available at the community colleges.
- It would probably be more advantageous to explore an additional introductory course in a different language to increase students' global competency, rather than focusing on more of the same language. A more diverse exposure to languages, such as "Japanese for business or travel" would expand our students' horizons and be more consistent with the EIU mission statement and study abroad options.
- There were no data presented to support this decision and no specified outcomes as to what will be accomplished by increasing the foreign language component of general education.
- Several programs include options within the major for expanded foreign language study. That option should be a department-by-department decision, not mandated as an additional component of general education. The majors that desire that component can build it into their curricular requirements.
- Several of the universities cited as requiring more than 2 semesters do not have a global requirement of more than two semesters. For example, at the University of Illinois, it is a choice by program or degree. The majority of peer institutions require 2 semesters.
- The additional requirement will become a burden at the high school and community college levels. Most students currently meet the requirement in high school and will continue to try and meet the requirement before enrolling at EIU, which could negatively impact the recruitment of students.

We appreciate the opportunity to express our concerns to the Council. The Communication Disorders & Sciences Department encourages you to seriously consider this proposal and not approve it at the present time. Thank you!

William C. Hine, Dean  
School of Continuing Education

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Charleston, Illinois 61920-3099

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TO: Dr. Les Hyder  
Journalism Department

FROM: ~~William C. Hine, Dean~~  
~~School of Continuing Education~~

DATE: October 1, 2008

RE: School of Continuing Education Perspective on a University-Wide  
Expansion of Foreign Language Requirement

The School of Continuing Education greatly appreciates the opportunity to share our perspective on this proposal to increase the university-wide foreign language requirement.

It is the School of Continuing Education belief this would have a negative impact on nontraditional students and would lead to lower enrollments. EIU/School of Continuing Education is in a very competitive situation off campus for students. The issues of time to degree and potential additional tuition costs to them are of serious concern to nontraditional students. Nontraditional students are very cost and time sensitive in their pursuits of their bachelors' degrees as in almost all situations they are paying for their degree themselves. This proposal could negatively impact both cost and time to degree, many nontraditional students have been out of school for awhile and it could have been years since they took a foreign language course.

The School of Continuing Education is strongly in favor of global diversity classes as a part of the nontraditional student academic curriculum. These classes are currently available off campus to increase the nontraditional students' global understanding which is important. While a foreign language class does this also there are other ways to address this important concern.

Our colleagues at Illinois community colleges have told us directly their concern about this change and believe it would have negative impact on nontraditional students as well as traditional age transfer students coming to EIU.

The School of Continuing Education believes that if individual EIU degree programs or EIU colleges select to increase the foreign language requirement for their degree that is appropriate. This model is followed by many research universities and we believe would be best for EIU.

In conclusion, the School of Continuing Education believes a mandatory university-wide increase in the foreign language requirement would have deleterious impact on the School of Continuing Education nontraditional off-campus student enrollment. An

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increase in the foreign language requirement for many nontraditional students would make Eastern Illinois University not their first choice in regards to pursuing a bachelor's degree.

Let me thank you in advance for your consideration of this memo. If I can share additional perspectives or provide additional information please do not hesitate to contact me.

Thank you.

cc:           President Perry  
              Provost Lord  
              Dean Hoadley  
              Dean Hanner  
              Dean Jackman  
              Dean Johnson  
              Dean Augustine  
              Dr. Cross  
              Dr. Weber  
              Dr. Herrington-Perry  
              Dr. Woodward  
              Ms. Collins

In addition, data from the Admission Testing Program of the College Board show a definite positive correlation between Scholastic Aptitude Test (SAT) scores and the study of foreign languages. In one recent test group, for example, students who had taken no foreign language in high school achieved a mean score of 366 on the verbal portion of the SAT, and 409 on the math portion. Students who had taken only one year of a foreign language had slightly higher scores (378 and 416), whereas students with two years of foreign language showed more dramatic increases (417 and 463). Each additional year of language study brought a further rise in scores, with students who had studied a language for five years or more achieving an average of 504 on the verbal and 535 on the math portion of the exam.

ERIC Identifier: ED276305

Publication Date: 1986-10-00

Author: Weatherford, H. Jarold

Source: ERIC Clearinghouse on Languages and Linguistics Washington DC.

## Personal Benefits of Foreign Language Study. ERIC Digest.

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Examined are the consequences of bilingualism on children's ability to formulate scientific hypotheses or solutions to science problems & interactions of this ability with aspects of linguistic competence. Experimental group treatment consisted of 12 science inquiry film sessions & 6 discussion sessions, all taught by the same teacher in English. The quality of scientific hypotheses and the complexity of the language used to express them were found to be significantly higher for both experimental groups than for the control groups. **However, the bilingual children, given the same instruction by the same teacher in formulating scientific hypotheses, consistently outperformed monolingual children both in the quality of hypotheses generated and in the syntactic complexity of the written language.** One implication is that a well-organized bilingual program where children develop in two linguistic perspectives can make the positive interactions of cognitive functioning & language development more fully operative.

Kessler, C., & Quinn, M. E. (1980). Positive effects of bilingualism on Science problem-solving abilities. In J. Alatis (Ed.), *Georgetown University round table on languages and linguistics* (pp. 295-308). Washington, DC: Georgetown University Press, from Linguistics and Language Behavior Abstracts database.

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Analysis of the American College Test (ACT) scores of 17,451 students applying for college admission between 1981 and 1985 found that high school students who studied a foreign language consistently scored higher on ACT English and mathematics components than did students who did not study a foreign language in high school.

**Olsen, S.A., Brown, L.K. (1992).** The relation between high school study of foreign languages and ACT English and mathematics performance. *ADFL Bulletin*, 23(3), from ERIC database.

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Examines the correlation between high school foreign language study and success in college. Found that those who studied Latin, French, German, or Spanish in high school may be expected to perform better academically in college than students of equal academic ability who do not take a foreign language.

**Wiley, P. D. (1985).** High school foreign language study and college academic performance. *Classical Outlook*, 62(2), 33-36. from ERIC database.

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School records of 7,460 students at Southern Illinois University at Carbondale were analyzed to assess the extent to which foreign language study correlates with ACT scores. Students were selected on the basis of having ACT scores on file and having answered survey questions about their previous foreign language study. To control for intelligence, students were divided into a "more gifted" group (GPA of 3.0 or higher, college preparatory program, top quarter of their class) and a lower group not meeting the stated requirements. The authors explain that the more gifted students were more likely to take foreign languages, but that for each group, years of study led to improved composite ACT scores, with the highest effect on scores in the English subsection of the test.

**Timpe, E. (1979).** The effect of foreign language study on ACT scores. *ADFL Bulletin*, 11(2), 10-11.

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(Last two quotes pulled from [www.actfl.org](http://www.actfl.org))

A study by Olsen and Brown (1989) supports that English and mathematics performance levels of students who have studied a foreign language in high school are higher than those of students who have not. In prior research that controlled for variations in students' ability, the English and math performance levels of students who had studied a foreign language tended to be higher than those of students who had not. (Wiley; Eddy; Bastian; Timpe; Skelton; Olsen and Brown). Further and more detailed study of interrelations among parts might reveal, as suggested by Jarvis, that the mental processing skills required to do mathematics problems are also developed by language processing and vice versa.

## **Benefits to students:**

### **Academic benefits**

The study of another language affects academic areas as well. Research has shown that children who have studied a foreign language in elementary school achieve higher scores on standardized tests in reading, language arts, and mathematics than those who have not (Masciantonio, Rafferty). The results of the Louisiana Report on foreign language and basic skills (Rafferty) show that regardless of their race, sex, or academic level, students in foreign language classes outperformed those who were not taking foreign languages. Foreign language study has also been shown to enhance listening skills and memory, and the development of second language skills can contribute a significant additional dimension to the concept of communication. Furthermore, students who have studied a foreign language develop greater cognitive skills in such areas as mental flexibility, creativity, divergent thinking and higher order thinking skills (Foster and Reeves; Landry; Rafferty; Ginsburg and McCoy).

Data from the Admissions Testing Program of the College Board show a positive correlation between SAT scores and the study of a foreign language. Verbal scores of students increased with each additional year of language study. Interestingly, the verbal scores of students who had taken four or five years of foreign language were higher than the verbal scores of students who had taken four or five years of any other subjects.

### **Enhanced career opportunities**

As noted earlier, the knowledge of other languages will be a valuable asset in the workplace of tomorrow. Workers will be called upon to cooperate with colleagues in other countries, crossing time zones, languages, and cultures.

## References

Chugani, H. (1993). "Reshaping Brain for Better Future." As quoted in *Chicago Tribune*, April 15. Cohen, P. (1995). "Understanding the Brain." *Education Update*. ASCD.  
Cooper, T. (1987).

"Foreign Language Study and SAT Verbal Scores." *Modern Language Journal* 71, pp. 381-387.

Gingsburg, H. and McCoy, I. (1981). "An Empirical Rationale for Foreign Language in Elementary Schools." *Modern Language Journal* 65, pp. 36-42.

Hirsch, J. Quoted in Winslow, R. (1997). "How Language Is Stored in Brain Depends on Age." *Wall Street Journal*, July 10.

Krashen S. and M. Long et al. (1982). *Child-Adult Differences in Second Language Acquisition*. Rowley, Mass.: Newbury House.

Olsen, S. A. and L.K. Brown (1992). "The Relation Between High School Study of Foreign Languages and ACT English and Mathematics Performance." *ADFL Bulletin* 23, No. 3.

Rafferty, E. A. (1986). *Second Language Study and Basic Skills in Louisiana*. Baton Rouge: Louisiana Department of Education.

# State Universities in Illinois — At a Glance

## Summary of Minimum High School Course Requirements for Admission of Freshman to Illinois Public Universities —Effective 2009—

	Total	English	Social Studies	Mathematics	Science	Electives and Other Requirements
Chicago State +	15	4 <sup>1</sup>	3 <sup>8</sup>	3 <sup>10</sup>	3 <sup>10</sup>	2 years of foreign language, music, vocational education or art
Eastern Illinois	15	4 <sup>1</sup>	3 <sup>8</sup>	3 <sup>10</sup>	3 <sup>13</sup>	2 years of academic or vocational electives.
Northeastern Illinois	15	4 <sup>1</sup>	3 <sup>8</sup>	3 <sup>10</sup>	3 <sup>13</sup>	2 years of foreign language (FL), or 2 years of fine arts (FA) or a combination of 1 year FA/FL and 1 year of vocational education.
Western Illinois +	15	4 <sup>1</sup>	3 <sup>8</sup>	3 <sup>10</sup>	3 <sup>16</sup>	2 years of foreign language, music, vocational education, art, theatre, film, religion, philosophy, speech or journalism
Illinois State	15	4	2	3 <sup>10</sup>	2 <sup>10</sup>	2 years of one foreign language or fine arts; and 2 years of electives,
Northern Illinois	15	4 <sup>2</sup>	3 <sup>8</sup>	3 <sup>11</sup>	3 <sup>17</sup>	2 units (one must be foreign language, art, or music); 3 units of the required 15 units may be distributed by deducting no more than one unit from the categories of social studies, sciences, and electives and completing those 3 units in any of the 5 categories of coursework.
<b>Southern Illinois University</b>						
Carbondale	15 or 16	4 <sup>1</sup>	3 <sup>8</sup>	3 or 4 <sup>12</sup>	3 <sup>10</sup>	2 years of electives in foreign language, art, fine arts, music or vocational education; if a foreign language is taken, it must include two semesters of the same language.
Edwardsville	15	4 <sup>1</sup>	3 <sup>8</sup>	3 <sup>10</sup>	3 <sup>16</sup>	2 years chosen from foreign language, music, the visual arts, theatre, dance and/or vocational education.
<b>University of Illinois</b>						
Chicago	16	4 <sup>4</sup>	3	3	3 <sup>10</sup>	2 years of foreign language; 1 year of an elective.
Springfield	15	4 <sup>4</sup>	3 <sup>7</sup>	3 <sup>15</sup>	3 <sup>15</sup>	2 years of one foreign language or 2 years of fine arts, selected from art, music, dance and theatre are required.
Urbana-Champaign	15 or 15.5	4 <sup>4</sup>	2 <sup>8</sup>	3 or 3.5 <sup>14</sup>	2 <sup>10</sup>	2 years of one foreign language are required; and 2 years (flexible academic units) from any of the five subject categories. Approved art, music, or vocational education courses may be counted in the flexible academic units category.

### NOTES:

- + Suggested Electives - includes other academic courses.
- 1. Emphasizing written and oral communication and literature.
- 2. Three units of English must be courses emphasizing written and oral communication and literature.
- 3. Emphasizing grammar, composition, written and oral communication, and literature; may include not more than 1 year of creative writing or journalism.
- 4. Studies in language, composition, and literature requiring practice in expository writing in all such work. Coursework should emphasize reading, writing, speaking, and listening.
- 5. Emphasize history and government.
- 6. One unit must be U.S. history or a combination of U.S. history and government.
- 7. At least 2 years of history and/or government; other acceptable subjects are anthropology, economics, geography, psychology, and sociology.
- 8. History and government are preferred. Additional acceptable social studies include anthropology, economics, geography, philosophy, political science, psychology, and sociology.
- 9. One unit must be American History plus 1 unit of history, government, psychology, economics or geography.
- 10. Introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming (Computer programming not applicable at ISU).
- 11. Three to four units of college preparatory mathematics, including one year of geometry and one year of advanced algebra and/or trigonometry.
- 12. Effective Summer 2006, the high school course requirement for admission will be Algebra I & II, and a proof-based geometry course. A fourth unit is highly recommended: trigonometry and pre-calculus, or statistics, depending on the student's area of interest.
- 13. One year of introductory algebra, 1 year of geometry, 1/2 year of algebra beyond the introductory year, and 1/2 year of more advanced mathematics or fundamentals of computer programming.
- 14. Algebra, geometry, advanced algebra, trigonometry. Typically, such courses as career/occupational mathematics, consumer mathematics, applied business mathematics, pre-algebra, and computer courses are not acceptable. 3.5 years of mathematics including trigonometry are required in the following curricula: Agricultural, Consumer and Environmental Sciences – agricultural engineering; Business – all curricula; Engineering – all curricula; Fine and Applied Arts – architectural studies; Liberal Arts and Sciences-specialized curricula in biochemistry, chemical engineering, chemistry, geology, and physics.
- 15. Algebra, geometry, advanced algebra, trigonometry.
- 16. Laboratory sciences.
- 17. Two units must be courses in the physical or biological sciences. One unit must be a laboratory science.
- 18. One year of biology, 1 year of chemistry, and 1 additional year of earth science, physics, biology, or chemistry. (All must be laboratory sciences.)
- 19. Laboratory courses in biology, chemistry, or physics are preferred. Laboratory courses in astronomy and geology are also acceptable. General science will not be acceptable.

**Attachment C**

From: Debra Reid [dareid@eiu.edu]  
Sent: Wednesday, April 30, 2008 7:44 PM  
To: Roszkowski, Christie  
Cc: Fopay, Janet; lecurry@eiu.edu  
Subject: response to CAA minutes

Hi, Christie,

Please share with CAA - re. minutes from April 24:

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April 24 Minutes  
III: Other:

I do not support the comment made by Provost Lord that he would "recommend to President Perry that he neither accept nor reject the [change to the foreign language requirement] at this time. Rather, [Provost Lord] will recommend that the President return it to the council for further discussion of logistical and practical issues that were not fully discussed at last week's meeting."

I respectfully submit that the Council voted to approve the proposed change to the foreign language requirement. To indicate any other result to the President invalidates the vote. Rather, in keeping with the vote of the council, I recommend that the Provost consider appointing an ad hoc committee that would report to him, and that it consist of constituents across campus, including representatives from Foreign Languages, Enrollment Management, Admissions, Academic Advising, and each of the Colleges. This body would explore implementation needs - in other words, the logistical and practical issues. The time line for implementation - not until 2010, and not until 2015 for transfer students - allows some time to ensure a smooth transition. Ideally ad hoc committee meetings could occur during Summer and Fall 2008, with an implementation proposal brought forth to CAA at the end of Fall 2008.

Faculty and students supported the change to the requirement. Representatives from all levels of the College of Sciences, however, opposed it. Certainly consideration of exemptions, affect on transfer students, etc., can be discussed, but the spirit of the vote to strenghten academic preparation of EIU students should not be overturned. Steve Canfield, Chair of Foreign Languages indicated that he had consulted with various bodies across campus and over time, prior to submitting the proposal, and CAA had it on its agenda for at least two weeks (added one week, and then delayed one week to ensure communication could occur). The argument that the discusion did not involve a broad enough constituency or that it occured to quickly fails to take into account the meetings between Canfield and Deans and Chairs, that apparently occured. The provost should not "neither accept nor reject" CAAs official vote in favor of increasing language requirements at EIU. That can set a bad precedent for other controversial votes, such as occurred with EWP and General Education. Rather, I request that the Provost accept the vote, convey it to the President, and take steps to further the conversation about implementation.

Debra Reid

Debra Reid  
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Eastern Illinois University  
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Fax: 217-581-7233  
e-mail: dareid@eiu.edu

**From:** Foster, Gary  
**Sent:** Friday, March 21, 2008 10:06 AM  
**To:** Roszkowski, Christie  
**Cc:** Hanner, Mary Anne  
**Subject:** foreign language proposal

DATE: 21 March 2008

TO: Dr. Christie Roszkowski  
Chair, CAA

FROM: Dr. Gary Foster  
Chair, Sociology/Anthropology

RE: Proposal to increase foreign language to 3 semesters

I write in opposition to the proposal to increase the foreign language graduation requirement to three semesters, and do so with the full recognition that such a position may be perceived as “anti-intellectual,” though I would hope that my expressed opposition would provide some catalyst for genuine intellectual reflection and debate and not be seen as some dichotomous anti-academic position.

First, I would note that of the cited language requirements at other institutions, the modal requirement is two semesters, and overwhelmingly, when three or more semesters are required, it is specific to, and dependent upon degree, area, or program. That seems most reasonable to allow academic units and programs to decide if their students would derive substantial benefit from an additional semester of a foreign language. Such a requirement could, indeed, enhance some majors, but would be problematic for others.

Second, I would note that the proposal, which would impact the entire institution, is being made by a single department and not a university-wide committee driven by any empirical assessment. Thus, I am not persuaded that any academic need is being justified. I seriously doubt that a third semester in another language would make the student fluent in the language. That would come only with some considerable immersion in the culture. I do not doubt that an additional semester of a foreign language would have intellectual benefit, but I also believe that intellectual benefit would be derived from nine hours of math or twelve hours of biological and physical sciences. Nearly every day, I read news articles about how we, as a nation, are falling behind other nations in math and sciences. I also believe that global and international perspectives would be just as enhanced by nine or twelve hours of anthropology, or the regional studies offered in political science or geography.

Third, such a requirement would adversely impact an already-crowded curricula, at least in many instances, thus impacting time to degree. An intellectual benefit of the academy should be the opportunity of student exploration with greater choices, and this proposal

would diminish choices, unless we are now positioned to consider increasing the hourly requirement for degree to 128 hours or more. I know that students in the social science, teacher certification programs are already well beyond the 120 hours, as I suspect all teacher certification programs are.

Fourth, I have to wonder if this proposal would ultimately require additional foreign-language staff, an increasingly scarce resource that we are all competing for, and that we all can justify. The internationalization and globalization of the general education curriculum and an enhanced appreciation of cultural diversity could certainly occur with an increase in anthropological offerings, and the Department of Sociology and Anthropology could make a substantial contribution with the addition of several more anthropologists.

I have only sincere respect for those offering this proposal and for the integrity of the proposal itself, but if passed by CAA, I believe that it would come at some considerable impact, as identified above.

I am grateful for the work that CAA does, and I appreciate the opportunity to express my perspective on this proposal.

## Foreign Language Opinion Survey

1. How many of your entering freshman students have completed 3 years of a single high school foreign language?

- |  |    |     |
|--|----|-----|
| <input type="checkbox"/> A. Very Few       | 32 | 76% |
| <input type="checkbox"/> B. Less than half | 10 | 24% |
| <input type="checkbox"/> C. Over Half      |    |     |
| <input type="checkbox"/> D. Most           |    |     |

2. How many of your entering freshman students have completed 2 years of a single high school foreign language?

- |  |    |     |
|--|----|-----|
| <input type="checkbox"/> A. Very Few       | 8  | 19% |
| <input type="checkbox"/> B. Less than half | 25 | 60% |
| <input type="checkbox"/> C. Over Half      | 9  | 21% |
| <input type="checkbox"/> D. Most           |    |     |

3. How many of your entering freshman students have completed 1 year of a single high school foreign language?

- |  |    |     |
|--|----|-----|
| <input type="checkbox"/> A. Very Few       | 2  | 5%  |
| <input type="checkbox"/> B. Less than half | 10 | 24% |
| <input type="checkbox"/> C. Over Half      | 21 | 50% |
| <input type="checkbox"/> D. Most           | 9  | 21% |

4. Requiring all Eastern Illinois University's students to have 3 years of high school foreign language or a 3<sup>rd</sup> semester of a college foreign language would help our students become responsible citizens of a diverse world.

- |   |    |     |
|---|----|-----|
| <input type="checkbox"/> A. Strongly Disagree | 12 | 28% |
| <input type="checkbox"/> B. Disagree          | 13 | 31% |
| <input type="checkbox"/> C. Neutral           | 7  | 17% |
| <input type="checkbox"/> D. Agree             | 7  | 17% |
| <input type="checkbox"/> E. Strongly Agree    | 3  | 7%  |

5. Requiring all Eastern Illinois University's students to have 3 years of high school foreign language or a 3<sup>rd</sup> semester of a college foreign language would support and strengthen participation in study abroad programs.

- |   |    |     |
|---|----|-----|
| <input type="checkbox"/> A. Strongly Disagree | 12 | 28% |
| <input type="checkbox"/> B. Disagree          | 11 | 26% |
| <input type="checkbox"/> C. Neutral           | 4  | 10% |
| <input type="checkbox"/> D. Agree             | 11 | 26% |
| <input type="checkbox"/> E. Strongly Agree    | 4  | 10% |

6. Requiring all Eastern Illinois University's students to have 3 years of high school foreign language or a 3<sup>rd</sup> semester of a college foreign language would internationalize the curriculum.

- |   |    |     |
|---|----|-----|
| <input type="checkbox"/> A. Strongly Disagree | 15 | 36% |
| <input type="checkbox"/> B. Disagree          | 12 | 28% |
| <input type="checkbox"/> C. Neutral           | 7  | 17% |
| <input type="checkbox"/> D. Agree             | 7  | 17% |
| <input type="checkbox"/> E. Strongly Agree    | 1  | 2%  |

7. Requiring all Eastern Illinois University's students to have 3 years of high school foreign language or a 3<sup>rd</sup> semester of a college foreign language would increase enrollment in upper division foreign language courses.

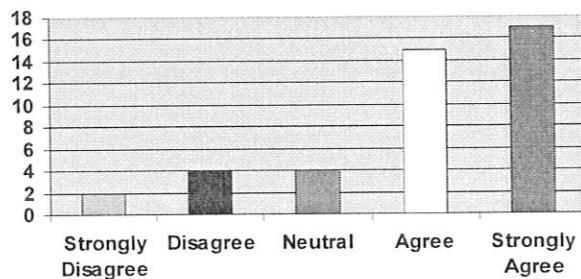
- |   |    |     |
|---|----|-----|
| <input type="checkbox"/> A. Strongly Disagree | 19 | 45% |
| <input type="checkbox"/> B. Disagree          | 10 | 24% |
| <input type="checkbox"/> C. Neutral           | 4  | 10% |
| <input type="checkbox"/> D. Agree             | 8  | 19% |
| <input type="checkbox"/> E. Strongly Agree    | 1  | 2%  |

8. Requiring all Eastern Illinois University's students to have 3 years of high school foreign language or a 3<sup>rd</sup> semester of a college foreign language would bring EIU into line with other state universities.
- |   |    |     |
|---|----|-----|
| <input type="checkbox"/> A. Strongly Disagree | 18 | 43% |
| <input type="checkbox"/> B. Disagree          | 15 | 36% |
| <input type="checkbox"/> C. Neutral           | 7  | 17% |
| <input type="checkbox"/> D. Agree             | 1  | 2%  |
| <input type="checkbox"/> E. Strongly Agree    | 1  | 2%  |

9. Most State Universities in Illinois require
- |  |    |     |
|--|----|-----|
| <input type="checkbox"/> A. No specific foreign language requirement for a general graduation requirement                          | 29 | 69% |
| <input type="checkbox"/> B. 1 year of high school or 1 semester of college foreign language for a general graduation requirement   |    |     |
| <input type="checkbox"/> C. 2 years of high school or 2 semesters of college foreign language for a general graduation requirement | 13 | 31% |
| <input type="checkbox"/> D. 3 years of high school or 3 semesters of college foreign language for a general graduation requirement |    |     |
| <input type="checkbox"/> E. 4 years of high school or 4 semesters of college foreign language for a general graduation requirement |    |     |

10. The 3 year or 3 semester requirement of foreign language would deter transfer students from choosing to attend EIU.

- |   |    |     |
|---|----|-----|
| <input type="checkbox"/> A. Strongly Disagree | 2  | 5%  |
| <input type="checkbox"/> B. Disagree          | 4  | 10% |
| <input type="checkbox"/> C. Neutral           | 4  | 10% |
| <input type="checkbox"/> D. Agree             | 15 | 36% |
| <input type="checkbox"/> E. Strongly Agree    | 17 | 40% |



11. The 3 year or 3 semester requirement of foreign language would deter first-time freshman students from choosing to attend EIU.

- |   |    |     |
|---|----|-----|
| <input type="checkbox"/> A. Strongly Disagree | 1  | 2%  |
| <input type="checkbox"/> B. Disagree          | 6  | 14% |
| <input type="checkbox"/> C. Neutral           | 11 | 26% |
| <input type="checkbox"/> D. Agree             | 18 | 43% |
| <input type="checkbox"/> E. Strongly Agree    | 6  | 14% |

12. The surrounding high schools in my area offer a third year of foreign languages

- |   |    |     |
|---|----|-----|
| <input type="checkbox"/> A. Strongly Disagree | 8  | 19% |
| <input type="checkbox"/> B. Disagree          | 8  | 19% |
| <input type="checkbox"/> C. Neutral           | 5  | 12% |
| <input type="checkbox"/> D. Agree             | 15 | 36% |
| <input type="checkbox"/> E. Strongly Agree    | 6  | 14% |

13. All students are capable of successfully completing a third level of foreign language.

- |   |    |     |
|---|----|-----|
| <input type="checkbox"/> A. Strongly Disagree | 20 | 48% |
| <input type="checkbox"/> B. Disagree          | 14 | 33% |
| <input type="checkbox"/> C. Neutral           | 3  | 7%  |
| <input type="checkbox"/> D. Agree             | 3  | 7%  |
| <input type="checkbox"/> E. Strongly Agree    | 2  | 5%  |

14. Sign Language should be accepted as an alternative to a foreign language requirement.

- A. Strongly Disagree      3      7%
- B. Disagree                    2      5%
- C. Neutral                      2      5%
- D. Agree                        14     33%
- E. Strongly Agree            21     50%

15. My local community college offers a third level/semester of sign language.

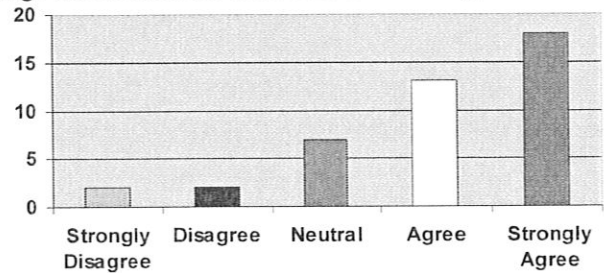
- A. Yes                            9      21%
- B. No                             33     79%

16. Students who do not have three years of high school foreign language would view the proposed requirement as a financial hardship as it would require extra tuition and fees.

- A. Strongly Disagree      3      7%
- B. Disagree                    4     10%
- C. Neutral                      6     14%
- D. Agree                        11    26%
- E. Strongly Agree            18    43%

17. The 3 year or 3 semester requirement of foreign language would affect the timeliness to achieving a Bachelor's Degree at EIU.

- A. Strongly Disagree      2      5%
- B. Disagree                    2      5%
- C. Neutral                      7     17%
- D. Agree                        13    31%
- E. Strongly Agree            18    43%



18. Requiring EIU students in certain majors to have 3 years of high school foreign language or a 3<sup>rd</sup> semester of a college foreign language would have a negative impact on enrollment in those specified majors.

- A. Strongly Disagree      2      5%
- B. Disagree                    7     17%
- C. Neutral                      7     17%
- D. Agree                        15    36%
- E. Strongly Agree            11    26%

19. Additional Comments:

The national interest in developing global competency in its citizens can only be advanced, not set back, by requiring this fairly minimal level of language study. A college student who comes in with three years (HS) or semesters (college) of language study is certainly better prepared for a meaningful study abroad experience and to have a better understanding of another culture.

I respect the decision of the committee to choose what is best for EIU and their students. I do believe, however, that the decision to require foreign language might be better as a departmental requirement, and requiring more than the 2<sup>nd</sup> level of foreign language might deter prospective students.

I would think a global awareness class would be more beneficial than FL.

I would encourage you to also seek input from the area high school counselors. Early communication will be a key component if you decide to move forward with this proposal.

I have been advising transfer students for 13 years or so. It is a rare occasion that a student is faced with a campus wide foreign language requirement, with the exception of EIU & UIUC. I'm sure there are other universities requiring foreign language campus wide, I do not encounter this. As a whole, students do not like to take foreign language at the college level. It is difficult for students to fit in foreign language at the community college on top of the general education and major requirements. It is even more difficult to fit it in the junior and senior years of college. The bottom line is... Most students are undecided as to where they will transfer when they begin at the community college. I feel increasing the foreign language requirement campus wide will deter undecided students.

Students should not be required to complete a foreign language as a graduation requirement. If it is a requirement for a major, different story. With college costs escalating dramatically each year, we (all colleges and universities) do not need to add requirements which will require additional expense for the student.

I believe requiring the 3<sup>rd</sup> level of foreign language as a graduation requirement will greatly influence the decision of students who might have been interested in transferring to EIU.

Trying to become U of I?

I have had 2 students in 12 years inquire about study abroad

Why do they want to "internationalize"?

They will go elsewhere or it might boost sign language enrollment

Check enrollment numbers in sign language at Lakeland College. They run a lot of sections of it.

If you begin to require students in majors that have a direct link to international affairs (ie. international business, political science, economics, etc.) I can see students interested in these areas being more likely to enroll into the 3<sup>rd</sup> semester at the college level or even the 3<sup>rd</sup> year in high school. I don't know what the language requirements are for other schools, as that would be information communicated through our transfer center.

I do not know the foreign language requirements for all of the state universities. I think it is essential for students to become fluent in a language other than English (becoming fluent in English would be desirable, too!). Our shrinking world indicates a strong need for the ability to communicate in more than one language. As the late Senator Paul Simon once said, "You can buy in any language but you need to know a language to sell." Given our current financial woes, it appears that the US does more buying than selling. Our education system needs to do everything possible to enhance the abilities of our students to succeed in the world at large and help re-establish the position of our country as a dominant player in the global economy.

I would love to see the universities in Illinois encourage all students to learn about languages and people in other culture groups. In a perfect world, learning another language would be an integral part of a K-12 education in the U.S., and advanced study would be required at the college level. Perhaps then, our citizens and elected leaders would not make the same kinds of blunders we have so often seen and read about in the news. However, I still live in this world and the reality for many (maybe even most) students beginning their education at a community college is that they did not take all of the proper college preparation courses in high school. Many of the students I see are shocked at the idea of being required to take 2 or more semesters of foreign language to graduate with a degree, even though that used to be a standard part of being well educated. In the short term requiring 3 years of high school or 3 semesters of college level foreign language would be a barrier and would deter students from the university or those specific majors – up to a point. Those students who were really interested in the school or the major would adjust to the requirement, even if it took them longer to achieve their goal. In the long run, if all of the universities reinstated or implemented similar foreign language requirements, the high schools and community colleges would begin offering more courses, and students would have an expectation that they needed to take those courses.

O-O-O-O-h, don't even get me started on this subject. The fact is waiting until high school or college to teach foreign language is too late to have any major affect on internationalizing or diversifying a campus. I don't know where you stand on this issue, but I would check out transfer %tages to UIUC and ISU before I cast my "yea" vote.

UIUC is the only university who is requiring that 3<sup>rd</sup>/4<sup>th</sup> level for entry/graduation, (ISU in some areas/majors). Now, they're trying to increase their transfer student population because they have fallen so low in number of transfers compared to other state universities. As a community college counselor, I can tell you that three out of five transfer students I have worked with who have NOT chosen UIUC have stated it's because of the foreign language requirement. In the Art major, a lot of students are choosing EIU over UIUC and/or ISU because of the language requirement. Small local high schools do not always have the enrollment to offer over two years of a language. In most cases only one language is even offered. I don't think studying a different language is going to expand study abroad programs. Usually cost is the deterrent for most students, not language. If it is a matter of "internationalizing" curriculum, more global/cultural studies would better address that. Although culture and customs are somewhat addressed in foreign language classes, I don't think it's enough to internationalize the campus????

I would not recommend the third year in foreign language.

First of all, it will deter students from transferring to EIU. I see students making transfer decisions based on the major's department requirement (or lack thereof) for foreign language. Secondly, the third year of foreign language does not follow normal course progression. The one year in college is a full sequence, very similar to two years in high school. The third semester of a foreign language is a hard class to "make" at Kaskaskia, so there are semesters that it gets canceled due to lack of enrollment.

I think that taking foreign language will be another hoop to jump through for students, which will not necessarily make them more internationally focused. However, I do believe that students, if financially able, will participate in foreign studies programs.

A language requirement such as proposed is a portal to the acknowledgement of the process of globalization and the beginning of a movement from "tolerance of diversity" to the **acceptance** of diversity.

This survey should also go out to area high schools. Most students I see have only taken 2 yrs of Foreign Lang. If they know before they graduate high school to take that 3<sup>rd</sup> semester they will be better off.

We only offer SPN 1, 2 and Conversational 1,2. Not everyone takes our Conversational as a 3<sup>rd</sup> semester equivalency. We would have a difficult time transferring our students to EIU unless they declared their intention to transfer to you during the Freshman yr. If they decided in their sophomore yr. they more than likely be deficient in that 3<sup>rd</sup> semester requirement.

Foreign language requirements are good, but sometimes can be a detractor for that particular school. Many of our students are missing out on ACG grant funding because of their lack of foreign language in high school which is too bad.

In my 16 years of working with transfer students, I find most are very economic and time driven. If an interest in foreign language is not introduced to them at a very early age, they are not going to develop that interest at the college level. At that point they are looking at finding the shortest, most economic way to achieve their bachelors degree. They can achieve that degree at any accredited institution. They will shop around to find the one that meets their economic needs and which one will get them out in the most time-efficient manner. Of course this will not effect the student who has taken the 3 years of high school foreign language, but I have found that far and few between.

We as a nation should work at bringing foreign languages into our elementary grades. College is too late. Statistics have shown that after the age of 13 it is much more difficult to learn a foreign language. This is when some "hard-wiring" of the brain sets in and make language acquisition more of a thinking skill than a natural progression.

Unless all the state schools in Illinois go to the same requirements, Eastern may not be the school of choice.

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Sat, Nov 01, 2008 03:25 PM

Dear members of the CAA ad hoc committee,

Les Hyder asked that I write a response to the Foreign Language Survey presented to you by Rita Pearson. Attached you will find that response. I had previously sent it to Dr. Hyder as he had requested but since he is out of town, he has asked that I distribute it to you directly. Please do not hesitate to contact me if you have questions about what I have written. I would be happy to meet with the entire committee or individuals or respond by phone or e-mail.

Thank you for your consideration.

Stephen Canfield

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### Foreign Language Opinion Survey

I am a bit at a loss in deciding precisely how to respond to this survey. It would help if I could see the cover letter that went with it. In effect, I would like to know how neutrally the request for information was presented. This issue aside let me comment on the questions as they were placed and the responses.

**Questions 1-3** are essentially irrelevant for two reasons. First, the characteristics of the general student population of a given community college or group of community colleges is not pertinent to the issues raised by this proposal. The characteristics of transfer students who currently decide to come to EIU are quintessentially central to the implementation of the proposed change. That data is available through the figures provided to me and to the committee by Sarah Newbie and Mary Harrington-Perry. I have looked closely at those data and have already commented on them to the committee in speaking of my department's plan for providing additional sections of courses to initially meet projected needs. Second, these responses are merely conjectures on the part of the counselors in question. They do not reflect hard data or concrete numbers.

Here in another form is the data that was provided for 2007 incoming students:

Freshmen	Total	Transfers		
Subtotal = 1622	2501	Subtotal = 879		
<b>581</b>	<b>3 or 4 yrs</b>	<b>exempt</b>	<b>255</b>	<b>3 or 4</b>
720	need 1 sem.		324	need 1 sem

7	need 2 sem		9	need 2 sem
314	need 3 sem		290	need 3 sem
<b>Breakdown by language – does not include incoming exempt</b>				
<b>Spanish</b>				
603	need 1 sem	(863)	260	need 1 sem
6	need 2 sem	(9)	3	need 2 sem
261	need 3 sem	(445)	184	need 3 sem
<b>French</b>				
72	need 1 sem	(115)	43	need 1 sem
0	need 2 sem	(4)	2	need 2 sem
33	need 3 sem	(64)	31	need 3 sem
<b>German</b>				
72	need 1 sem	(115)	43	need 1 sem
0	need 2 sem	(5)	3	need 2 sem
18	need 3 sem	(45)	27	need 3 sem
<b>Italian</b>				
5	need 1 sem	(5)	0	need 1 sem
1	need 2 sem	(1)	0	need 2 sem
2	need 3 sem	(2)	0	need 3 sem
<b>Latin</b>				
10	need 1 sem	(10)	0	need 1 sem
1	need 2 sem	(1)	0	need 2 sem
0	need 3 sem	(4)	4	need 3 sem

I have not broken down the 2006 figures in this way yet but will. I also understand that figures for the current 2008 incoming class will be available shortly.

**Question 4-7** are drawn directly from the proposal under consideration. These statements were all part of the rationale that was put forward.

Question 4 pertains to a goal drawn directly from the EIU Mission Statement. I do not see how it is relevant to ask any constituency outside of EIU to comment on this issue. If such a constituency is to be consulted, there should be a required provision that a statement be provided as to why it is felt that this proposal does not advance the University's mission.

Question 5 pertains to study abroad and can be verified as a valid rationale both from experience on this campus and elsewhere. Students who study languages are more apt to study abroad than students who do not. In addition, language study and language proficiency levels play heavily into availability of scholarship money for students seeking to study abroad. As indicated by at least one respondent to this survey, those being surveyed have little experience with or exposure to students stating an interest in studying abroad.

Question 6 is baffling to me. How can anyone believe that the increased study of languages spoken in diverse national and international settings would not contribute to the current effort to internationalize our curriculum? In addition, this also is something that can only be defined within this campus' curriculum. I will readily admit that language study is not the only way to accomplish this goal but it is, in fact, a way and precisely the way that is being presented by this proposal.

I cannot imagine the basis on which the responses to Question 7 were established. How can the people asked to respond possibly have the necessary experience or expertise to do so? First, completion of FL? 2202 is a prerequisite to enrollment in upper division courses and, of course, 2201 is a prerequisite for 2202. To move students closer to the prerequisites for a given course makes that course an available and in many ways a desirable course of study provided their experience and performance in the prerequisite have been positive. In my proposal I stated that roughly 50% of students who complete 2201 go on to do 2202 and that approximately 50% of those who complete 2202 also enroll in at least one upper division course in their language of choice. This statement was based on 16 years of observing enrollment patterns in my own intermediate courses (FLF 2201/2202) as well as ten years of monitoring and planning for enrollment in German and Spanish.

**Question 8** is an over simplification of what I have stated in my proposal. I have already conceded in public discussion – though there is still some controversy on the subject – that I had done a less than perfect job of documenting the language requirement at both Illinois institutions and our stated peer institutions. A number of others concerned with this proposal have found errors in what I presented.

**Question 9.** It is simply not true that there is “No specific foreign language requirement for a general graduation requirement” in “most State Universities in Illinois.” I assume the emphasis is on “general graduation requirement” in this statement. Again I have on numerous occasions ultimately modified my statements to say that this proposal brings us in line with many institutions in Illinois and in our peer group and would put us beyond others. The range runs from zero to four semesters depending on various

factors. This proposal would in some instances make us different. In others not so much. From an academic perspective, we are currently closer to the bottom of the range. A three semester requirement simply brings us closer to the middle.

**Question 10** is the first question in this survey that deserves to be asked of the targeted group of respondents. I am disturbed by it, however, primarily because it presumes that the primary reason for coming to EIU is a relatively low foreign language graduation requirement. I think this attitude sell our institution short. Students come here for many reasons – all of them good and none of which will disappear if we implement a three year requirement.

**Question 11.** Given that the targeted group of respondents for this survey is Transfer Coordinators and assuming that they do not work directly with incoming EIU freshmen, I do not see the pertinence of this question or the validity of the responses.

**Question 12.** You have already seen the information that I provided to you and that came to me from Brenda Majors concerning our top ten feeder high schools as well as language offerings in high schools across the state. The number of respondents falling into the “Neutral” to “Strongly Disagree” categories would imply that 50% of the areas of Illinois represented in this survey do not offer a third semester of language study. This “data” is both misleading and untrue.

**Question 13.** I would very much like to know on what these folks are basing these responses. If a student can complete 2 semesters, why would they not be “capable” of completing a third. Is a lack of academic ability or intellect being implied? I have always admitted that there exist students who exhibit certain learning disabilities, etc. who would find this proposal problematic. Those same students already find the existing proposal burdensome. I have in the past worked with our office of Disabilities Services to find solutions for these students and will continue in the hope of codifying appropriate procedures.

**Question 14.** I have never contested that sign language should continue to be accepted as a means of meeting the proposed change in the requirement and I have openly acknowledged the difficulties in doing so.

**Question 15.** In view of Question 14, I am heartened to learn that a third semester of sign language is in fact available at various locations across the state. I was unable to find this information previously.

**Question 16.** In a sense, all requirements are a financial burden on our students. The appropriate question is whether what they will gain from assuming that burden and what our institution will gain by imposing that burden is worth the price. Again I have never argued that this proposal will come free of charge for the institution or for the students who choose to meet it's requirements after coming here. I do contend that the potential gain in opportunities for students, programmatic consequences for the institution (study abroad, internationalization, etc.) are worth the expense.

**Question 17.** Time to degree is related to Question 16 as well. I still contend that this is an advisement issue and not an academic one. Please remember that FL? 2201G also fulfills a portion of our current Gen Ed Humanities requirement. When I proposed this change last year, I delineated clearly how this proposal could through effective advising be integrated into virtually all majors – including those in the hard sciences -- without unduly stressing concerns about time to degree or even adding additional hours to a major's career. If you look at the Major Assessment Profiles (<http://www.eiu.edu/~acaffair/MAPI/>) for programs across the campus, you will see that the 120 semester hour goal is indeed elusive. A cursory examination suggests that graduating with a major at EIU ranges from 129 semester hours (African American Studies) to 160 (Special Education). The norm appears to lie somewhere in the 135-145 range. Given this situation and the cost of all those semester hours, it would seem that the burden in terms of time to degree and actual monetary cost that this proposal imposes is at its worst minimal.

**Question 18.** Again I do not see how the targeted respondents are qualified to make this judgement.

I fully understand the concerns for transfer enrollment and transfer students that are inherent in this survey and that have been presented to me, to the CAA and to the *ad hoc* committee. There may very well be an effect on freshmen and transfer enrollment at least at the beginning of the imposition of this proposal. It is precisely for that reason that we have proposed the three year hiatus between when the proposal is adopted and when it will be implemented. Three years should give our Admissions and recruitment people time to educate our potential clientele about both the impact of this change and its value. It should give Transfer Coordinators at our community college partner institutions time to adjust and to counsel their people accordingly. In addition, this will give us time to disseminate the information to high school programs and particularly to high school counselor so that they can effectively do their jobs.

The implementation of this proposal will require a committed and coordinated effort on the part of various elements on our campus (Admissions, Academic Advising, Disabilities Services and others) as well as others off campus.