

**CLAS Deans' comments on  
BA World Languages and Cultures-Teacher Licensure (accredited) report  
Reviewer: Christopher J. Mitchell, Ph.D., Associate Dean**

**Last report submitted by department:** Fall 2021 (Initial Assessment Plan). *The department requested to align the reporting of this program with that of the BA World Languages and Cultures program report cycle, so this report is coming a year sooner. We approved this request.*

**Documents submitted for this review:**

- Cover memo requesting usage of IBHE report data for SLOs instead of template table
- IBHE full 8-year report, Spring 2022
- CAEP/ACTFL Accreditation document

**Comments:**

The IBHE 8-year report recently submitted contains all of the SLOs, measures, and targets outlined in the assessment plan of 2021, so it is approved as a substitute. We noted that the SLOs were well-defined, measurable, and appropriate in the 2020 plan and overall was ready-to-go for data collection. The 2022 IBHE report indicates all targets largely meet or slightly exceed the expectations, which is encouraging. The IBHE report also indicates that curriculum revisions have been shaped by the data, so that is likewise commendable. We encourage this trend to continue, keeping going the active informing of assessment data upon the curriculum and instructional methods wherever appropriate. We congratulate the department on its renewal of accreditation by CAEP in summer 2022.

**Academic Affairs – Review & Feedback**

**B.A. World Languages & Cultures-Teacher Licensure (accredited)**

The B.A. in World Languages & Cultures-Teacher Licensure has made several significant improvements in the service of student learning, spanning the gamut of curricular streamlining to regular diagnoses of student proficiency. The National Recognition Report from the accrediting body ACTFL confirms the program's strong performance in preparing teachers of world languages and cultures: "The program has provided on-going evidence to show how it is applying the data collected to make revisions and to strengthen the teacher education part of the program." From the VPAA Office review of the program's recently-submitted [IBHE report](#): The program has taken several commendable and effective actions to improve its visibility, accessibility, and desirability as a major (often double major), a minor (very popular), and a Dual Credit option for future university students. These innovations range from rebranding the program to streamlining the major, from closely aligning the curriculum with national teacher licensure goals to offering in-demand courses such as Chinese (restarted after a long hiatus), American Sign Language, and Spanish for the Health Professions. In addition to its critical role in serving the general education curriculum, the program can expect further enrollment gains, especially given very positive signs in the robust enrollment of Dual Credit students, the increase in double WLC majors and WLC minors, and the shortage of world language teachers.



Dr. Suzie Park, VPAA Office

3/1/23

Date

World Languages & Cultures



EASTERN ILLINOIS UNIVERSITY™

## MEMORANDUM

Christiane Eydt-Beebe  
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Date: October 10, 2022

To: Suzie Park, Ph.D.  
Special Assistant to the Provost on Student Learning

Re: Substituting IBHE report in place of Student Learning Outcomes report

World Languages B.A. and World Languages B.A. with Teacher Licensure (both programs) request substituting the full 8-year IBHE report (submitted in Spring 2022) for the biennial Student Learning Outcomes report for 2022.

In April 2022, we submitted our teacher licensure program for review to ACTFL/CAEP. We received full national recognition on June 6, 2022.

Eastern Illinois University  
World Languages & Cultures  
January 26, 2022  
Christiane Eydtt-Beebe, Chair  
217-581-5562  
ckeydt@eiu.edu

## Section (5) Overview

The Department of World Languages and Cultures prepares students to develop linguistic proficiency and cultural literacy to live and work in the complex society of the 21st century. Our courses emphasize the learning goals (commonly referred to as the 5 C's) of world language education—Communication, Cultures, Connections, Comparisons and Communities. Our graduates recognize and value diversity in their own communities and in national and global contexts. Equipped with language skills, new perspectives, and a deeper understanding of culture and context, our students are poised to become global citizens able to interact and collaborate successfully with people in the US and abroad.

Our program enhances the mission of EIU through free and rigorous inquiry, commitment to diversity and inclusion, student-centered learning experiences, and faculty excellence in teaching, research and service. Our courses are purposefully infused with EIU Undergraduate Learning Goals (ULG) and include a strong emphasis on Speaking and Listening, Writing and Critical Reading, Responsible Citizenship, and Critical Thinking. Language proficiency levels follow the guidelines by ACTFL

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

The following specific learning objectives reflect ACTFL learning goals and supporting standards as well as the ULG of Speaking and Listening; Writing and Critical Reading; Responsible Citizenship; and Critical Thinking.

Majors (regular) will achieve an oral proficiency level of Intermediate Low at the conclusion of WLF/G/S 2202G Intermediate German/French/ Spanish II. Majors will achieve an oral proficiency level of at least Intermediate High (semester prior to graduation). Majors will be able to present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Majors demonstrate an understanding of the interrelationships between cultural perspectives, practices, and products of the cultures studied. Majors access and evaluate information and diverse perspectives that are available through the language and its cultures.

Our Teacher Licensure Program is ACTFL/CAEP accredited and follows ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers

[https://www.actfl.org/sites/default/files/caep/ACTFLCAEPStandards2013\\_v2015.pdf](https://www.actfl.org/sites/default/files/caep/ACTFLCAEPStandards2013_v2015.pdf)

(see Section 6.b)

Our program distinguishes itself in several areas. First, flexibility. We substantially revised our program and Department's name in 2018 (renaming it World Languages & Cultures). Revisions included a reduction of hours to ensure timely graduation and streamlining our offerings. We successfully continue to offer Spanish, French and German as majors, minors, and teacher licensure option in all 3 languages. Our majors take courses outside the department pertinent to the major and in consultation with their academic advisor. Majors with an interest in linguistics (or plans to attend graduate school) can fulfill their electives by studying a second or third world language. Overall, these changes have led to an increase in double majors and faculty collaboration between departments within our college as well as other colleges. Second, ACTFL Learning Goals and supporting standards. As traditionally ACTFL/CAEP accredited teacher licensure program, we implemented the ACTFL Learning Goals and Standards before Illinois officially adopted them in 2019. Their learning goals have infused all our courses, with benchmarks of Intermediate Low (2nd year) and Advanced Low (Teacher Licensure majors, 4th year). Illinois recently adopted the standards, further strengthening our approach to teaching. Third, focus on community and service learning. We require our teacher licensure candidates to participate in a six to seven- week after school program in area elementary schools, earning 3 credits. Supervised by departmental faculty, they develop and implement a program for young world language learners. This experience is available to our regular majors as well. Service in "Amigos and Friends" (with Spanish students providing English tutoring to community members) is integrated into our intermediate Spanish courses. Fourth, quick responsiveness to need within the university as well as the state. The small size of our program (seven full-time faculty) requires us to collaborate closely on a daily basis. Our program is able to react quickly, whether implementing high-impact recruitment initiatives (Spanish Immersion Camps 2016-2018; GlobalFest Illinois 2018 and 2020) or responding to the state-wide need for teachers, through our participation in the College of Education's accelerated post-bac program and their planned MAT program. Our most recent collaboration is a successful Dual Credit initiative with District 214 and Lake Zurich, with over 800 students enrolled in Intermediate Spanish I and Intermediate Spanish II every semester (2020-2021).

Achievements: Our faculty's record shows excellence in all areas, especially in teaching and service. Over the past seven years, faculty have received three ACA awards for Service, two Study Abroad awards, three student impact grants, and annual Redden grants. Faculty present at national and state conferences and serve in professional organizations such as AATG, AATSP, ACTFL,

ICTFL, and MALAS. Since 2016, four of our teacher licensure candidates have received the prestigious and highly competitive Livingston C. Lord scholarship. Our students also present at EIU's annual Undergraduate Research, Scholarship and Creative Activities Conference (URSCA).

Changes (see Section 6c) include our program revision and renaming, streamlining of course offerings, reduction of hours to ensure timely graduation, online course offerings to meet demand by off-campus students, new options for completing the Foreign Language Graduation Requirement, courses to respond to growing demand in Health Studies, Dual Credit initiative in Spanish, and developing our Methods course for the College of Education's new programs designed to meet teacher demand in Illinois.

## **Section 6: Major Findings and Recommendations**

### **a. Description and assessment of any major changes in the program/disciplinary context**

#### (1) Discipline changes:

At the time of the last IBHE Program Review (2014) the *ACTFL National Standards for Foreign Language Learning* had just been revised into the *ACTFL World-Readiness Standards for Language Learning*. In particular, these documents emphasize not only functional proficiency as presented in the earlier ACTFL Proficiency Guidelines but also the importance on integrating principles of instruction that reach across cultural and disciplinary lines. While maintaining the five Learning Goals (commonly referred to as the 5 C's: Communication, Cultures, Connections, Comparisons and Communities) and their eleven supporting standards the revised *World-Readiness Standards* added an additional focus on literacy and career-readiness. Illinois adopted the *World-Readiness Standards* in 2019 for all K-12 programs <https://www.isbe.net/worldlanguages>. The Standards also prepare high school students to attain the Illinois Seal of Biliteracy. Students who have received the Illinois Seal of Biliteracy at their high schools receive 8 credits at EIU. <https://www.eiu.edu/registra/biliteracy.php>

The adoption of the Standards has also impacted Illinois licensure tests. The new Illinois content area test for world language teachers was phased in 2018 and is aligned with ACTFL's 5 C's. It reflects an updated framework to reflect promoting understanding of linguistic structures and cultural practices, products and perspectives through engaging in meaningful and authentic communication activities. It also reflects an updated approach to pedagogy, focusing on the importance of creating authentic learning opportunities that promote meaningful communication in the target language and the development of critical and creative thinking skills. Since our world language licensure program has always been ACTFL/CAEP accredited (ACTFL has served and is serving as CAEP's SPA --Specialized Professional Association), the updated licensure test validated our approach to prepare candidates to implement the Standards. Our next report is to be submitted to ACTFL/CAEP in March 2022.

The demand by high schools for Dual Credit language courses has increased dramatically. We have responded to that need by offering Dual Credit for Intermediate Spanish I (WLS 2201G) and Intermediate Spanish II (WLS 22202G).

Teacher shortages across Illinois have led to the demand for accelerated post-bac programs. Our program participates in EIU's program, with two students enrolled in 2021-2022.

#### (2) Student demand:

Student demand has remained relatively constant since the last review in 2014. The 2014 report mentioned 45 majors (including double majors). In 2021-2022 we show 40 majors (including double majors) for Fall 2021, and 39 majors for Spring 2022. While the annual number of majors since Fall 2014 fluctuated between a high of 45 (Fall 2014) and a low of 32 (Spring 2021)—with a mean of 39 (Fall 2014 through Fall 2021)—we show an upward trend, from 34 majors in Fall 2020 to 40 majors in Fall 2021. It is to be noted that the decrease from 45 to 40 majors mirrors both the current reduction in overall undergraduate enrollment at EIU as well as national trends in foreign language enrollments. In fact, the decrease in our program is slight, considering the enrollment trends since 2015, which also demanded downsizing of our department. The percentage of our double majors has risen since 2014. Often students begin as minors and upgrade to a second major in their second or third year. Popular double major combinations are: Spanish with Communication Disorders and Sciences, Psychology, or Communication Studies; French with Political Science or English; German with Corporate Communication or Philosophy. The mean of BA degrees in World Languages awarded per year is 9 (2015-2021). With regard to Minors, since our last review, our Minor in French, German and Spanish has consistently been in the top 3 most popular Minors on campus (after Business and Psychology), with 67 minors listed for Fall 2021 (Argos database). While a decrease is noticeable (107 minors listed for Fall 2015) the decline is mirrored by a drop in overall undergraduate student numbers. We have observed an increase of double majors. World Language minors come from a wide range of majors across campus. Language minors often upgrade to a major, especially if their first major is in programs such as Political Science, Communication Studies, Communication Disorders and Sciences, and Psychology.

Our Latin American and Latinx Studies Minor holds steady with a mean of 16 enrolled over the period 2015-2020. We expect the number to increase over the next year due to EIU's new Institute of Interdisciplinary Collaboration and hiring of faculty in affiliated departments whose research and teaching areas include Latin America.

### (3) Societal needs:

Societal need for the study of languages and the educating of graduates with advanced language proficiency and cultural skills is exceptionally high given the global context within which we all live. World Language majors work in a broad range of occupations and exceptionally diversified careers in private and public sectors. The US Bureau of Labor Statistics (2019) shows educational instruction and libraries, management occupations, office and administrative support, business and financial operations, health care and technical fields (61%), with 39 % in other fields.

[https://www.bls.gov/ooh/field-of-degree/foreign-language/foreign-language-field-of-degree.htm?view\\_full](https://www.bls.gov/ooh/field-of-degree/foreign-language/foreign-language-field-of-degree.htm?view_full)

Within these areas, employment in healthcare occupations is expected to have fast growth.

<https://www.bls.gov/ooh/healthcare/home.htm>

For the employment of translators and interpreters 2020-2030, the BLS projects a growth of 24%, a much faster growth than the average for all occupations. The BLS states that jobs cannot be entirely automated because computers cannot yet produce work comparable to the work that human translators do and demand will remain strong for French, German and Spanish.

<https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm#tab-6>

Specific career paths for foreign language degrees include world language teachers, bilingual customer service associates, intelligence analysts, translators, immigration paralegals, medical interpreters, copywriters, customs officers, investment analysts, college recruiters, flight attendants.

<https://www.indeed.com/career-advice/finding-a-job/jobs-for-language-majors>

Regarding salaries, within the foreign language group, German, French and Spanish majors are reported to have annual salaries (mid-career average salaries) of 70,000 to 88,000.

<https://www.forbes.com/sites/nickmorrison/2019/03/27/the-college-majors-with-the-highest-salaries-and-the-best-prospects/?sh=fd12b95aa2f6>

In their Winter 2019 report, the National Association of Colleges and Employers (NACE) reports a starting salary for Foreign Language and Literature majors of 57,4000 (mean) i

[https://www.cpp.edu/career/nace\\_salary\\_survey\\_winter\\_2019.pdf](https://www.cpp.edu/career/nace_salary_survey_winter_2019.pdf)

The job outlook for teachers in Illinois is very positive. In their Educator Supply and Demand report for 2020, the Illinois State Board of Education (ISBE) reports high vacancy rates in Foreign Languages, which is higher than most other subject areas and only surpassed by Special Education and Bilingual in 2018 and 2019.

<https://www.isbe.net/Documents/ed-supply-demand-2020.pdf>

While demand for Spanish teachers is without doubt highest, there exists a clear demand for "other" foreign language teachers. Between 10-30% of all unfilled foreign language positions in Illinois are in languages other than Spanish, with a mean of approximately 20% (if we look at annual ISBE reports 2017-2021).

<https://www.isbe.net/Documents/ed-supply-demand-2017.pdf>

<https://www.isbe.net/unfilledpositions>

### (4) Institutional Context:

WLF/WLG/WLS 1101/1102 are offered as introductory courses for students entering the university wishing to begin the major in World Languages, or as beginning classes for the Minor in French, German, or Spanish respectively.

Beginning language courses in Chinese, French, German, and Spanish (WLC/WLF/WLG/WLS 1101 and 1102) are offered as appropriate beginning courses for students needing to meet the Foreign Language Graduation Requirement. As of Spring 2022 we are also offering American Sign Language I (to be followed by ASL II in Fall 2022). ASL I and ASL II (WLA 1101 and WLA 1102) respond to demand by programs in Special Education, Recreation Administration, Health Studies and Communication Disorders and Sciences. WLA 1102 meets the Foreign Language Graduation Requirement. In 2019 we developed the course WLS 1112 Spanish for the Health Profession that—like our regular WLS 1102—meets the Foreign Language Graduation Requirement. We offer this course every semester. It also serves as an elective for the major in Public Health (Community Health and Emergency Management options). We reintroduced Chinese into our offerings after it had been discontinued in 2014, to not only serve EIU

students but EIU faculty and staff, especially those with Study Abroad programs and recruitment initiatives in China. Altogether, 1101 and 1102 enrollment represents approximately 67% of student credit hour production within the program.

WLF/G/S 2201G and 2202G are offered for students wishing to use a world language to meet their General Education Humanities requirement. These courses also meet the diversity requirement associated with General Education.

In addition, WLF/G/S 2201G and 2202G are offered to accommodate the programs on campus that include options within majors (such as Political Science) or minors that incorporate either as an elective or a requirement intermediate proficiency in a world language. The Entrepreneurship Minor integrates six courses associated with Spanish, French and German as elective parts of the Entrepreneurship minor. These courses include specialized language courses on Business French/German/Spanish and the courses dealing with the cultures associated with these languages.

WLE 3400 Methods of Teaching Foreign Languages and WLF/G/S Cadet Teaching are offered as required elements in the professional sequence associated with World Language Teacher Licensure Program through the College of Education. Upper division Spanish courses as well as WLE 3400 and WLE 3401 are part of the Dual Certification program offered through the Department of Special Education.

We participate in the College of Education's accelerated post-bac program, offering our Methods course WLE 3400 online (Fall 2021). Our redesigned Methods course will also become part of the College of Education's MAT in Secondary Education, which is currently in development and planned to commence in Fall 2022 (pending approval by ISBE and IBHE).

Our program is integrated into multiple other areas and initiatives across campus such as the Pine Honors College, Study Abroad (especially through our faculty-led study abroad programs), and the new Institute for Interdisciplinary Collaboration.

## **b. Description of major findings and recommendations for program improvement**

We assess our majors at several points during their studies. Objectives: Demonstrate an oral proficiency level of Intermediate Low (conclusion of WLF/G/S 2202G). Achieve an oral proficiency level of Intermediate High (Target 4th year). Presentational Communication (Speaking): Be able to present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Presentational Communication (Writing): Be able to present information concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Demonstrate an understanding of the interrelationships between cultural perspectives, practices, and products of the cultures they studied. Access and evaluate information and diverse perspectives that are available through the language and its cultures.

Measures:

Modified Oral Proficiency Interview (OPI). Based on ACTFL Proficiency Guidelines. Conclusion of WLF/G/S 2202G. Target: Intermediate Low. 80% meets.

Modified Oral Proficiency Interview (OPI). Based on ACTFL Proficiency Guidelines, Target: Intermediate High (4th year). 90% meets.

Writing and presentation samples. 3000 and 4000-level courses. Rubric.

Teacher licensure majors. Objectives: Demonstrate an oral proficiency level of Intermediate Low (conclusion of WLF/G/S 2202G). Demonstrate an oral proficiency level of Advanced Low before Student Teaching semester. Demonstrate an understanding of the multiple content areas that comprise the field of foreign language studies (Cultures; Linguistics; Literatures). Demonstrate an understanding of the interrelatedness in a culture of the perspectives, products, and practices that comprise the cultural framework. Demonstrate an understanding of the principles of second language acquisition and the *World-Readiness Standards for Learning Languages* in their instructional planning. Demonstrate an understanding of the principles of second language acquisition and the *World-Readiness Standards for Learning Languages* in their instructional practice. Demonstrate knowledge and skills in content and pedagogy to implement teaching their language. Demonstrate dispositions appropriate to their future profession.

Measures:

Illinois Content Area Test. 90% pass at first attempt.

Modified Oral Proficiency Interview (OPI). Based on ACTFL Proficiency Guidelines. Conclusion of 2202G. Target: Intermediate Low. 80% meets.

Official ACTFL OPI rating of Advanced Low. 80% pass at first attempt.

Culture Portfolio with writing samples/presentations. Standards-based rubric. 100% meets.

Professional Record. All candidates are required to attend ICTFL Conference, as well as present/display their teaching of young learners (during their after-school program) at EIU's URSCA Conference. Standards-based rubric. 100% meets.

Student Teaching evaluation. Standards-based rubric.

Disposition. Evaluated in every 3000 and 4000-level course taken in our Department. Rubric.

We informally assess the proficiency level our candidates during their first year in our program to help them plan their study abroad experience. Official ACTFL OPI: This oral proficiency interview is administered by Language Testing International (LTI) and double-rated. We require the rating of Advanced Low (stipulated for ACTF/CAEP accredited programs). Over the past seven years, 80% of our candidates have passed the ACTFL OPI at first attempt. Candidates who do not pass undergo remediation, for example, by taking our two-credit course WLF/G/S 3402 Advanced Oral Proficiency. During student teaching, co-operating teachers assess our candidates using a rubric we specifically developed based on ACTFL Standards. This is in addition to the data gathered through the generic rubric developed by the College of Education for teacher education majors. Co-operating teachers commend our candidates for their proficiency level, cultural literacy, and professionalism. Opportunities for improvement include knowledge of linguistic structures (ability to explain linguistic structures) and development of assessment measures that reflect authentic contexts. We have addressed this by ensuring all candidates take WLS 3000 Spanish Grammar in Context and expanding the assessment discussion in our Methods course. The Culture Portfolio includes writing and presentation samples, rated by faculty according to a rubric. Sub-areas analyzed. Samples that do not meet target are returned to the candidate for revision. Sub-areas with lower scores tend to relate to accuracy and form. Dispositions are rated every semester to allow for remediation.

Overall, the small size of our program allows us to diagnose strengths and weaknesses early and to advise our majors on next courses, study abroad and other opportunities to enhance their proficiency.

### **c. Description of actions taken since the last review**

Our program has changed significantly since our last review in 2014. In Fall 2018, we revised our program and also changed our name to World Languages & Cultures, expressing our commitment to the Culture standard (ACTFL World-Readiness Standards for Learning Languages), emphasizing that language and culture are inextricably linked and language is the primary vehicle for expressing cultural perspectives. Streamlining our offerings, we successfully continue to offer Spanish, French and German, as majors, minors and teacher licensure option in all three languages. Our majors take courses outside the department pertinent to the major and in consultation with their academic advisor. Majors with an interest in linguistics (or plans to attend graduate school) can fulfill their electives by studying a second or third world language. Overall, these changes have led to an increase in double majors and faculty collaboration between departments within our college as well as other colleges.

In 2016, we brought our Beginning Chinese sequence back which had paused since 2014 and enjoyed good enrollment in 2017 and 2018.

We increased our online offerings in our beginning language sequence Spanish 1101 and 1102 to serve more students who live and work off-campus. To meet the interest by students in health-related majors we developed WLS 1112 Spanish for the Health Professions, a second-semester course that also meets the Foreign Language Graduation Requirement. We offer this course every semester. It also serves as an elective for the major in Public Health (Community Health and Emergency Management options).

We also responded to demand for American Sign Language by students in Special Education, Recreation Administration, Health Studies and Communication Disorders and Sciences. ASL follows the ACTFL Standards and performance descriptors of world languages. Accordingly, WLA 1102 meets the Foreign Language Graduation Requirement. As of Spring 2022 we are offering American Sign Language I (to be followed by ASL II in Fall 2022).

We reintroduced Chinese into our offerings after it had been discontinued in 2014, to not only serve EIU students but EIU faculty and staff, especially those with Study Abroad programs and recruitment initiatives in China. Altogether, 1101 and 1102 enrollment in all languages represents approximately 67% of student credit hour production within the program.

We also have increased our collaboration with high schools. Our most recent collaboration is a successful Dual Credit initiative with District 214 and Lake Zurich, with over 800 students enrolled in Intermediate Spanish I and Intermediate Spanish II every semester (2020-2021). This collaboration involves eleven teachers in d214. Due to the great need for teachers of world languages across the state, we redesigned our Methods course to be integrated into EIU's accelerated post-bac program. The course will also become part of the College of Education's new MAT Program in Secondary Education (currently in development).

Finally, we increased options for study abroad. Most of our world language majors (especially teacher licensure majors) study abroad for a full semester. To meet the budget and timeline constraints of majors and minors who cannot study abroad for a semester, we developed several short-term faculty-led study abroad programs (Costa Rica; Quebec; Senegal; Mexico). Unfortunately, due to COVID (or faculty leaving), we have not been able to implement some of these programs.

### **d. Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes.**

As mentioned in Section (5), our small program allows for flexibility and quick response to demand and need within the university and the state. We will further foster relationships with high schools across the state and build on their implementation of the most recent standards that increasingly integrate career-readiness and cultural literacy. We need to make students more aware of the many options of integrating language study in college (whether as first major, second major, or minor), how to build on the Illinois Seal of Biliteracy, the value of proficiency exams and advanced competency credits. We also need to track our graduates' employment and/or graduate school careers more closely. To assess satisfaction with our program, we are in the process of developing a more detailed exit survey for our graduates. We also need to reach out more regularly to our alumni through our Newsletter. While we already have very active social media where we feature our events, students and faculty, we need to develop multiple ways to reach our alumni base.

With regard to course development and institutional context, we plan to develop courses to be included in EIU's General Education offerings, such as Introduction to Latinx Studies, and Introduction to Latin American Studies. These courses will further contribute to EIU's support of diversity and inclusion. We plan to further respond to demand by Health Studies. Since enrollment in our first-year Spanish for the Health Professions is high (and employment in healthcare occupations projected to grow fast), we will add an upper-division course, responding to students in Health Studies who minor in Spanish. Building on this interest, we will take the next step, the creation of internships with area clinics and community organizations. With regard to non-Western languages: To allow demand to build, we plan to alternate Chinese I and II with—possibly--Arabic I and II.

What we plan to keep doing: Our student-centered teaching, mentoring our students, and creating a “home away from home” in an inclusive and supportive environment where all students thrive.

## NATIONAL RECOGNITION REPORT

### Initial Preparation of Foreign Language Educators

National recognition of this program is dependent on the review of the program by representatives of the American Council on the Teaching of Foreign Languages (ACTFL).

#### COVER PAGE

Name of Institution

Eastern Illinois University

Date of Review

MM DD YYYY

06 / 06 / 2022

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

World Language with Teacher Licensure-French, German, Spanish

Grade Level<sup>(1)</sup>

K-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

Foreign Language Education

Award or Degree Level(s)

- Baccalaureate Post
- Baccalaureate Master's

#### PART A - RECOGNITION DECISION



SPA decision on national recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:

- Yes No
- Not applicable
- Not able to determine

Comments, if necessary, concerning Test Results: Summary of Strengths:

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The program has successfully implemented a number of the components in the Teacher Education portion of candidate preparation. Now the program needs to look at the courses offered in French, German, and Spanish as to how they are aligned with the ACTFL Standards. The core focus of reviewing data to improve the program is working since two areas have been designated as concerns. 1) getting more candidates to ACTFL AL and 2) preparing candidates who can develop standards-based assessment instruments. When candidates experience what they are expected to know and be able to do, they are better prepared to provide for the learning experience of P-12 students.

## PART B - STATUS OF MEETING SPA STANDARDS

**Standard 1: Language Proficiency.** Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI). They comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language, as described above.

Met

Met with Conditions

Not Met



Comment:

The program requires a minimum oral proficiency level of Advanced Low on an official ACTFL Oral Proficiency Interview.

**Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines.** Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.

Met

Met with Conditions

Not Met



Comment:

Assessments #1 and #2 provide sufficient evidence for Standard 2.

**Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs.** Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

Met

Met with Conditions

Not Met



Comment:

Assessments #3, #4, #5, and #8 provide sufficient evidence to meet this Standard.

**Standard 4: Integration of Standards in Planning and Instruction.** Candidates in foreign language teacher preparation programs understand and use the World-Readiness Standards for Learning Languages and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

Met

Met with Conditions

Not Met



Comment:

Assessments #3, #4, #5, and #8 provide sufficient evidence to meet this Standard.

**Standard 5: Assessment of Languages and Cultures – Impact on Student Learning.** Candidates in foreign language

teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

Met

Met with Conditions

Not Met

Comment:



Assessments #3, #4, and #5 provide sufficient evidence to meet this Standard.

**Standard 6: Professional Development, Advocacy, and Ethics.** Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

Met

Met with Conditions

Not Met



Comment:

Assessments #7 and #8 provide sufficient evidence to meet this Standard.

## PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

### C.1. Candidates' knowledge of content

The institution requires the Unit Plan also to be assessed using IPTS and InTASC criteria. These materials do well to focus the candidate on a standards-based curriculum.

It is recommended that the program have a Proficiency Support Plan (PSP) in place that will assure candidates have assistance in preparing for the OPI and are allowed multiple attempts to reach the Advanced Low level during their program.

### C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Assessment #3 deals with 5 50-minute lessons (a unit) and provide instructions as to what a candidate needs to do.

### C.3. Candidate effects on P-12 student learning

Assessment #7 deals with realistic expectations of professional development and then lists the reasons why this does not work even to ask a candidate to attend a professional meeting. A suggestion to support candidates would be to host a "mini-meeting" for the immediate area on the EIU campus.

## PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The program has provided on-going evidence to show how it is applying the data collected to make revisions and to strengthen the teacher education part of the program. The program is also to be commended for their support of the state's goal to prepare K-12 students for the Illinois Seal of Biliteracy. The candidates contact with P-12 students is an essential part of their professional development.

## PART E - AREAS FOR CONSIDERATION

Areas for consideration

Congratulations to your program for having achieved National Recognition by ACTFL! As a reward, please put the ACTFL logo on your program webpage, advising materials, and other promotional materials to signal the quality of teacher preparation your program provides.

## PART F - ADDITIONAL COMMENTS

**F.1.** Comments on Section I (Context) and other topics not covered in Parts B-E:

**F.2.** Concerns for possible follow-up by the CAEP site visitors:

## PART G -DECISIONS

Please select final decision:



**National Recognition.** The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. **To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit.** The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. *Please note that once a program has been Nationally Recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

**Please click "Next"**

This is the end of the report. Please click "Next" to proceed.