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Memorandum

TO: COTE

Date: October 14, 2004

RE: German Certification/
French-German-Spanish changes

FROM: Stephen A. Canfield, Chair
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In an effort to better serve our majors and to increase the number of certified teachers we produce annually, the Department of Foreign Languages has proposed and been approved to add German to our Teacher Certification Program under the new Certification Standards imposed by the State of Illinois as of July 1, 2004. This change as well as other changes under the new standards have resulted in a number of minimal revisions to our program:

1. We have added one course, FLG 3401 Cadet Teaching to our curriculum (see attached Course Proposal). This course has already passed the requisite hurdles within our College Curriculum Committee as well as the CAA. The addition of this course will result in no new costs to the Department as existing faculty can supervise participating students.

(It should also be noted that given the size of our program and the history of enrollment in FLE 3400 Methods of Teaching Foreign Languages, there is more than adequate room to accommodate additional candidates concentrating in German.)

2. FLF/FLG/FLS 3401 Cadet Teaching have historically been listed as part of our Teacher Certification Program with an option to complete the course for variable credit from 1-3 semester hours. We have also traditionally offered students the option of completing the requirement by working with one of our instructors assigned to an appropriate lower division course or to work in our after-school enrichment programs we run at various elementary schools in the area – most recently Casey, Neoga and Charleston. With the change in the State of Illinois requirements forcing us to abandon our traditional secondary

certification in favor of K-12, we are eliminating the variable credit option and requiring 3 semester hours of Cadet Teaching (see attached catalog revision pages). In addition, we will offer only participation in our after-school programs in order to provide a clinical experience in an elementary school context. In this course, students will be required to work as a team and individually to design and implement age-appropriate classroom activities, read and react in writing to a series of articles concerning teaching languages in the elementary school and maintain a critical journal documenting and critiquing their own work. We will at a future date consider incorporating this journal and exemplary reaction papers into the portfolio each candidate submits prior to receiving final approval to Student Teach.

3. The inevitable incorporation of early childhood and adolescent development material into the certification tests now required before student teaching has led to one last revision in our program. Upon consultation with Doug Bower and Merribeth Bruning, we have added ELE 2320 as part of the professional sequence required (see attached catalog revision pages). Given the options and the time constraints involved with changes being imposed by the State, it was determined that the addition of this course would be our best opportunity to assure that our teacher candidates would be as well prepared as possible for their certification exams. It is our intent to closely monitor test results and to conduct post-test interviews with candidates as part of our regular assessment procedures to determine if this particular change is adequate or if we need to seek other alternatives.