

Proposal to Eliminate Academic Program
Pursuant to UW Regulation 6-43
BA Secondary Education: Modern Languages Education

Statement of the reasons for elimination of the program:

The Modern Languages Education Program has struggled for many years to enroll students inasmuch as jobs for graduates in small Wyoming high schools are relatively scarce.

The only Modern Language Education program faculty member supporting this program is submitting his resignation. Without a faculty member to support this program in secondary education, the recommendation to terminate the program seems reasonable at this time.

The Secondary Education Department and College of Education will work with the Department of Modern and Classical Languages to investigate the possibility of the MCL faculty teaching and developing the course work needed to support an option for their students to become 6th-12th grade language educators.

Description of the program and relevant data:

Describe the mission, curriculum, content and format of the program:

The mission of the Secondary Education Modern Languages Education is to produce modern language educators who are innovators and leaders in the field and who are fluent speakers, readers, and writers of a modern language. All graduates earn a Bachelors Degree in Modern Language Education and a concurrent major in French, German, or Spanish. A concurrent major will ensure the graduates are “highly qualified” teachers and will expand career possibilities.

University of Wyoming Modern Languages Education majors can enter the program as juniors upon completion of an associate’s degree from various Community Colleges across the state and nationally or enroll at UW as freshman, completing all of their educational requirements here.

Once completed the Modern Languages Education Bachelor’s degree leads to certification to teach in the state of Wyoming by the Wyoming Professional Teaching Standards Board.

For those who already have a Bachelor's Degree in a modern language (French, German or Spanish) and are interested in becoming certified to teach, we offer a Post-Baccalaureate Program that will lead to initial Wyoming teacher certification. The

credits earned in this program can also be applied to a master's degree in Curriculum and Instruction, if students choose to pursue a graduate degree.

Courses specific to the major and specializations are as follows:

Course Number		Name	Credit Hours
Professional Education Requirements			
EDST	2450	Foundations of Development & Learning	3
ITEC	2360	Teaching with Technology	3
EDST	2480	Diversity & Politics of Schooling	4
EDEX	2484	Introduction to Special Education	3
EDST	3000	Teacher as Practitioner	6
EDST	3550	Educational Assessment	2
EDSE	3276/4276	Modern Languages Education Methods I/II	3/4
EDSE	4500	Residency in Teaching	15–16
French Major Content Requirements			
FREN	2040	Second Year French II	3
FREN	2130/3110	Contemporary French Culture/Civilization	3/3
FREN	2140	Intro. To Reading	3
FREN	3005	French Phonetics & Pronunciations	3
FREN	3050	Third Year French I	3
FREN	3060	Third Year French II	3
FREN	4100	A Survey of French Literature I	3
FREN	4110	A Survey of French Literature II	3
FREN	^2030	Elective	3
FREN	4000	Two Electives	3
German Major Content Requirements			
GERM	2040	Second Year German II	3
GERM	2140	Intro. to Literature	3
GERM	3050	Third Year German I	3
GERM	4100	A Survey of German Literature I	3
GERM	4110	A Survey of German Literature II	3
GERM	3060	Third Year French II	3
GERM	^2030	Elective	3
GERM		Five Upper Division Electives	3
Spanish Major Content Requirements			
SPAN	2040	Second Year Spanish I	4
SPAN	2140	Intro. to Literature	3
SPAN	3050	Third Year Spanish I	3
SPAN	3060	Third Year Spanish II	3
SPAN	3100	A Survey of Spanish Literature	3
SPAN	3120	A Survey of Spanish American Literature	3
SPAN	3080/4070	Southwest Spanish/ Fourth Year Spanish I	3

SPAN	4080	Fourth Year Spanish II	3
SPAN	4310/4090	Intro to Hispanic Linguistics/Spanish Phonetics & History of the Language	3
SPAN		Two Upper Division Electives	6

Students take courses in French, German, or Spanish and are required to pass ACTFL’s Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) with an advance low rating. Students in the program are strongly encouraged to study abroad to immerse themselves in the language and culture that they will one day be teaching.

The program includes courses in pedagogy, assessment, and special education with authentic classroom experiences embedded throughout the program.

Describe the role of the program within the context of the college and the mission of the University:

The Modern Languages Education program aligns well with the mission of the University in the respect to UW’s commitment to service. The mission states there is an understanding that the greatest service is to provide the state and nation with teachers. This is also recognized as one of the Mission’s guiding principles when it comes to serving the needs of the state.

The Modern Languages Education student numbers affect the course enrollments in EDST 2450 -Foundations of Development & Learning, ITEC 2360- Teaching with Technology, EDST 2480 – Diversity & Politics of Schooling, EDEX-2484 Introduction to Special Education, EDST 3000 – Teacher as Practitioner, and EDST 3550 as well as the course enrollments for the Modern Languages content courses required for the dual degree listed in the table above.

Financial data relevant to the academic program:

Ratio of student credit hours per FTE: **218 student credit hours: 1 faculty**

Direct instructional expenditures:

- i. **Per student credit hour: \$286** per student credit hour
- ii. **Per total degrees awarded: \$20,784** per degree
(In 2015-16, three Modern Languages/Spanish degrees were awarded).
- iii. **Non-personnel expenditures per total academic FTE: UW, Laramie=**
\$2500 annually to support program development and faculty professional travel.

Course enrollment

- i. Number of classes falling under university minimums.
Since Dr. Hendryx has been at UW (2013-2016) **12 out of 18** courses in the instructor's teaching load fall below UW's 10 students per course minimum. This ratio does include the EDCI 5250 course that is offered each fall semester for modern languages education post bac students, which is not expected to reach minimum enrollment numbers as it is cross listed with Modern Languages Methods I (EDSE 3276).
- ii. Lower-division courses falling under university minimums: **0**
(There are no 1000 or 2000 lower division undergraduate courses in this program.)

Other instructional cost drivers:

- i. Section fill rates: Only one section of Modern Languages Education courses are offered per academic year.
- ii. Course completion rates: 90-100%
- iii. Curricular complexity: All of the courses in the Modern Languages Education program are laboratory based. The courses incorporate knowledge and skills to prepare future Modern Languages Education teachers.
- iv. Faculty course load: Only one faculty in program, who teaches on average 15 credit hours per year.

Research expenditures per tenured/tenure-track FTE (and other academic personnel, where appropriate): **\$2,500.00** provided to the program annually out of Department funds for program development and faculty travel.

Admission, enrollment and graduation data relevant to the program, including the number of students currently enrolled and the status of their progress toward graduation:

Currently the Modern Language Education program enrolled student numbers are:

German Education Secondary Education (GESE)

1 Senior (Fall 16 transfer student enrolled in 2000 level German classes)

French Education (FRSE)

1 Junior

Spanish Education (SPSE)

3 Sophomores, 2 Juniors, 7 Seniors, and 2 Post Baccalaureate students

Listed below are numbers of graduates from the previous six years of the Modern Languages Education program.

2017 2 graduates (anticipated)

2016 3 graduates

2015 1 graduates

2014 4 graduates
2013 0 graduates
2012 3 graduates

Of the 8 students who graduated in the last three years, 7 or approximately 88% of them are currently working and teaching in Wyoming schools. Of those 8 graduates, 1 is not teaching,

Describe the administration of the program:

Modern Languages Education is a Bachelor's Degree program that includes concurrent majors in secondary education French, German or Spanish. It is situated in the College of Education Department of Secondary Education, Department Head Kate Muir Welsh

Describe the faculty and academic professionals who serve in the program, including their academic credentials, academic rank and length of service to the University:

Dr. Jason Hendryx, Ph.D. Curriculum & Instruction w/Second Language Acquisition focus, University of Washington, Assistant Professor, Appointed in 2013.

Describe the program facilities, including classrooms and offices, library and equipment used by or dedicated to the program:

Faculty Office: McWhinnie Hall 201.
Classrooms are general pool to department managed, such as Education or Classroom Building.

Evaluations from accrediting bodies or other reviewers of the quality of the program and its faculty and academic professionals:

Wyoming Professional Teaching Standards Board (PTSB) or an equivalent nationally recognized accrediting agency is responsible for licensure and endorsement of the Modern Languages Education graduates. UW's Modern Languages Education program is accredited by the American Council on the Teaching of Foreign Languages (ACTFL) and National Council for Accreditation of Teacher Education (NCATE).

Our program underwent a rigorous accreditation process and is continually assessed to ensure that the NCATE standards are exceeded.

The most recent program review of the Modern Languages Education program through ACTFL was completed and the program was *recognized with conditions* in February of 2015. Program faculty will use the ACTFL recommendations to submit a revised report in September of 2016.

The most recent NCATE accreditation site visit for the College of Education was completed in March of 2016; the preliminary report is that all standards were met and two Areas for Improvement were recommended. A final report from NCATE will be available in October of 2016.

Many of the program's graduates go on to teach in Wyoming. To provide context, in 2015-16, across grades 7-12, over 14,000 WY students enrolled in Foreign Language classes" (Wyoming Department of Education: data submitted by WY Public School Districts). Many of those students were taught by UW graduates.

Faculty Grants Awarded:

2015 UW Modern and Classical Languages, Travel Support (USD \$500, Accepted)

2014 International Travel Grant, UW International Programs (USD \$2,000, Accepted)

Ellbogen Center for Teaching and Learning Professional Development Award (USD \$500, Accepted)

Faculty Presentations:

2016

Students' Perceptions of their Chinese Language Teachers in Taiwan: Reported Strengths, Weaknesses, and Characteristics of the Ideal Teacher. Paper presented at the Sixth International Symposium on Chinese Language Education in the Creation of a Diaspora of New Vision, Zhongyuan University, Zhong Li, Taiwan.

Use of online resources to support teaching and learning of foreign languages. Paper presented at the Asian Conference on Technology in the Classroom (ACTC) Kobe, Japan.

The 5Cs are nice, but wouldn't more letters be better? A critical lens on national standards. Session presented at the CCFLT Conference, Loveland, CO.

2015

Forecasting future-focused, engagement-enriched, knowledge management strategies for education across course, program, and discipline tiers.

Workshop presented at the International Study Association of Teachers and Teaching (ISATT) Conference, New Zealand, University of Auckland.

Employing Classical Chinese Military Leadership Principles to Guide Tomorrow's Educational Leadership Today. Paper presented at the ISATT Conference, New Zealand, University of Auckland.

Empowering YOU to play with world language: Fundamental considerations and practical applications. Session presented at the WFLTA Conference, Cody, WY.

Grammar Commercials: Considering the possibilities. Session presented at the WFLTA Conference, Cody, WY.

Online applications for the teaching and learning of world languages: What is out there? How can we utilize what we find, extend language learning outside the classroom, and align what we do with these materials with state and national standards? Professional Development Workshops prepared for World Language Teacher in Kemmerer, WY.

Savage realities, sorrowful dreams, and the stabilization of the best in all of us. Sustaining Indigenous Languages Symposium (SILS) 22, Riverton, WY. *One approach to govern them all? Embracing, and effectively utilizing, technologies employed in learning environments with the 3Ds!* Ellbogen Center for Teaching and Learning, University of Wyoming, Laramie, WY.

2014

Language use and Instruction after the Apocalypse. Paper presented at the 3rd Global Conference: Apocalypse: Imagining the end, Oxford, United Kingdom.

Instructional possibilities for vocabulary, reading, science, and assessment in elementary World language classrooms. Session presented at the WFLTA Conference, Casper, WY

Wyoming language standards: What difference does a decade make? Analysis and discussion. Session presented at the WFLTA Conference, Casper, WY *Grouping student strategies, building tasks, layering language, and state standards: How do they all fit together?* Professional Development Workshops prepared for World Language Teachers in Rock Springs, Cody, Casper, Gillette, and Cheyenne, WY.

Principles and possibilities of language play: Some considerations for inside and outside the classroom. Session presented at the CCFLT Conference, Loveland, CO

2013

Teaching observed but also Participatory Chinese culture: Some pedagogical issues and implications. Paper presented at the International Conference of Association of Teaching Chinese as a Second Language, Kaohsiung, Taiwan. *Spycraft for student feedback: Employing Sunzi's spies to student evaluations.* Paper presented at Lilly International Conference of College Teaching, Oxford, OH.

Mirror, mirror on the wall, who are Wyoming's world language teachers after all? Session presented at the WFLTA Conference, Laramie, WY.

Imagining and creating intellectual spaces and possibilities for world language teachers: Some options. Job talk presented at the University of Wyoming, Laramie, WY

Comparison of the program with related or similar programs:

This program is unique because it is the only opportunity for a bachelor's degree in Modern Languages Education in the state. The dual degree option also makes the program unique and highly beneficial to our students in future employment qualifications and opportunities.

Describe the anticipated effects of elimination of the program upon the college in which the program is situated, upon other colleges and units of the University, and upon the University as a whole, including:

Effects upon students enrolled in the academic program:

Currently the Modern Language Education program enrolled student numbers are:

German Education Secondary Education (GESE)

1 Senior (Fall 16 transfer student enrolled in 2000 level German classes)

French Education Secondary Education (FRSE)

1 Junior

Spanish Education Secondary Education (SPSE)

3 Sophomores, 2 Juniors, 7 Seniors, and 2 Post Baccalaureate students

Given these enrollment numbers, we anticipate 2 additional years of methods courses (EDSE 3276/4276) and residency courses (EDSE 4500) will be required to complete the students' already in the program.

Effects upon faculty and academic professionals who serve in the program, including termination of any existing positions:

The faculty member's employment will end on December 31, 2016 due to resignation.

Educational and financial effects upon other units of the University:

It is possible that the Modern Languages Department would need to allocate additional fiscal and faculty resources should this Department choose to pick up the Modern Language Education major.

Effects upon faculty, academic professionals, staff, students and alumni of the University:

There are no anticipated negative effects upon the remaining faculty or academic professionals in the College. However, it may negatively affect faculty or academic professionals in the Modern Languages Department should this group determine they'd like to pick up this major. Students in this program are few and would be "taught out" to the completion of their degree programs. Alumni with Modern Language Education degrees will likely be unaffected as well since their programs and degrees are completed.

Effects on the State of Wyoming, including loss of benefits conferred outside the University by the academic program:

The program is unique, and provides a service to the state by providing credentialed foreign language educators to junior and high schools, 6th-12th grade. Thus, it is important for discussions with the College of Arts and Sciences to commence quickly.

Implementation plan to be followed in the event the academic program is eliminated, including:

Procedures for handling current and future applications for admission:

The Secondary Education Department and College of Education will work with the Department of Modern and Classical Languages to investigate the possibility of the MCL faculty teaching and developing the course work needed to support an option for their students to become 6th-12th grade language educators. Once these discussions are concluded, future students will be directed to this option.

Plans for assisting currently enrolled students to complete the course of study:

Currently the Modern Language Education program enrolled student numbers are:

German Education Secondary Education (GESE)

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1 Junior

Spanish Education (SPSE)

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Given these enrollment numbers, we anticipate 2 additional years of methods courses (EDSE 3276/4276) and residency courses (EDSE 4500) will be required to complete the students' already in the program.

Plans for accommodating faculty and academic professionals who will be terminated or otherwise affected by elimination of the academic program:

The faculty member in the program will be leaving UW at the conclusion of the calendar year, December 31, 2016.