

College of Education

Dean's Office Memorandum

DATE: August 26, 2016

TO: Dr. Kate Miller, Provost

Cc Dr. Anne Alexander, Associate Provost

FROM: D. Ray Reutzler, Dean

RE: Modern Language Education Program Review

After reviewing the data presented in the Program Review Report as per University regulation, I am providing you a memorandum of recommendation related to the above named degree program, Modern Language Education. The program housed on the Laramie campus has had a history of low productivity in terms of the number of degrees awarded.

The Modern Language Education program has received national recognition from a national specialized program accreditation (SPA) body, *American Council on the Teaching of Foreign Languages (ACTFL)*, and is approved by the *Wyoming Professional Standards Teaching Board (PTSB)* making the degrees awarded eligible for professional licensure, certification or endorsement in Wyoming. Consequently, the Modern Language Education program meets both state and national accreditation standards as a program recognized nationally with conditions. Conditions of the program will be addressed in a September 2016 revised report to be submitted to the appropriate SPA body.

The concurrent major in modern language education has been undersubscribed for many years now. The state of Wyoming has not placed a major emphasis in high school curriculum, especially with the large number of small high schools in the state, on foreign language instruction. Wyoming has also been slower than other states to make adequate provisions for teachers who are now facing increasing numbers of English as a Foreign or Second Language Learner (EFL/ELL) status.

Program Review: Modern Languages Education, Secondary Education, College of Education

As the demographics of the nation are rapidly shifting with increasing numbers of immigrant students enrolling in schools and commerce becoming increasingly globalized, the number of students in modern language education at UW has remained low and stagnant. Although there are pockets of immigrants in the state of Wyoming, most notably in Teton County, the state has not experienced the dramatic increases in numbers of immigrant students that other Rocky Mountain states have experienced. At the very time the need for modern language instruction seems to be increasing in demand for Spanish and Chinese instruction in the U.S., students in modern language education in Wyoming and at UW have remained low and stagnant. At some point, UW and the state will need to revisit its commitment to foreign language instruction if numbers of immigrant students increase and commerce demands in the U.S. and Wyoming increase, but with current demands of budget reductions upon UW, this is certainly a low productivity and high cost program that could be eliminated in the near term.

Add to this the fact that the single faculty member who supports the modern language education program has determined that he will be resigning in the face of low productivity in UW modern language education programs. Dr. Hendryx has had a vested interest in increasing access to and a focus on Chinese language education, a language that is currently not currently available as a major at UW or typically taught in the Wyoming public schools at this time. With the prospect of Dr. Hendryx's impending resignation, there would be no one to support modern language education in the College of Education, as this faculty position would be forfeited to FY 2018 budget cuts.

My recommendation is to eliminate the Modern Language Education program in the College of Education at UW and forfeit the current funds invested in faculty to the FY 2018 budget reductions required by the state of Wyoming. In the future, the viability of majors in modern language education may need to be re-examined. Perhaps a solution for Wyoming's schools would be to offer more languages as a minor and fewer or no languages as a major in secondary education programs. This would allow high schools to employ teachers in their major fields with modern languages representing only a potential augmentation to the curriculum in small Wyoming high schools rather than an investment in a teacher's major teaching assignment. In the meantime, 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.

DRR

Academic Program Review
Report Template
University of Wyoming
Office of Academic Affairs
March 2016
Submitted August 24, 2016

(adapted from SDSU)

Deans and Directors who administer an authorized major or course of study approved by action of the Board of Trustees will be responsible for conducting program reviews. Four key elements should be addressed in each academic program review: (1) Program Demand, (2) Program Quality, (3) Mission Centrality, and (4) Cost.

For each program that is reviewed, a recommendation will be made by the Academic Dean to the Vice President of Academic Affairs.

Title of Program/Specialization: Modern Languages Education (French, German, or Spanish)
Indicate whether undergraduate or graduate program/specialization: Undergraduate
Department and College: Secondary Education, College of Education
Department Head Name and contact information (phone, email):

Dr. Kate Muir Welsh
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Part 1 – Program Review

1. Program Demand:

Modern Languages Education is a Bachelor's Degree program that includes concurrent majors in secondary education French, German or Spanish. It does not meet the minimum number of graduates over a five-year period. 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

2. Program Quality: Is the program of high quality?

a. Program accreditation

1. 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).

2. 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.
 3. 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.
- b. Credentials of faculty

Faculty Name: Dr. Jason Hendryx, Ph.D. Curriculum & Instruction w/Second Language Acquisition focus, University of Washington

Ethnicity: Caucasian; **Gender:** Male

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)

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

c. Program reputation

The modern language education program is nationally recognized by the American Council on the Teaching of Foreign Languages (ACTFL) and NCATE. Our program underwent a rigorous accreditation process and is continually assessed to ensure that the NCATE standards are exceeded.

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

Program Review: Modern Languages Education, Secondary Education, College of Education

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.

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.

d. Curriculum of major or specialization

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.

Program Review: Modern Languages Education, Secondary Education, College of Education

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

- e. Distance delivery of program/major
Modern Languages Education is an on-site program offered at UW campus only, although many lower level courses are offered at Wyoming's community colleges and are transferable to UW.
- f. Quality of Assessment Plan/data
Program assessment follows the process of all programs within Wyoming Teacher Education Program (WTEP). All Secondary Education Modern Languages programs have Tier 1 status on UW assessment of student learning in the WTEP programs, student teaching evaluations, as well as common assessments to determine student abilities.
- g. Strategic Plan
N/A- There is not a current UW strategic plan to demonstrate connections.
- h. Other: Modern Languages Education students are actively involved with local, regional and national activities.

3. Mission Centrality: Does the program advance the mission of UW including institutional strategy?

- a. 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.
- b. 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.
- c. 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,
- d. 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.
- e. None

4. **Cost: Is the program financially viable?**

Dr. Hendryx's 2015-16 salary is \$62,352. Benefits are not included in the calculations below.

In 2015-16, Dr. Hendryx taught the following six courses

Semester	Course #	Credits	# of Students	Total student credit hours
Summer 2015	EDCI 4350/5350- Introduction to Second Language Acquisition (SLA)	3	24	72
Fall 2015	EDSE 3276-Modern Languages Methods I	3	4	12
	EDSE 4276- Modern Languages Education Methods II	3	3	9
	EDCI 5890- Language Methods for A & S Language Graduate Assistants (Dr. Hendryx did not receive course credit load.)	3	1	3
	EDCI 4350/5350- Introduction to SLA	3	24	72
Spring 2016	EDSE 4500- EDSE 4500- Student Teaching Residency (Faculty act as supervisors for 10 students. <ul style="list-style-type: none"> • Students enroll for 15-16 credit hours. • The faculty receive 5 credits in their teaching load for EDSE 4500.) 	5	10	50
		Totals	66	218

- a. Ratio of student credit hours per FTE: **218 student credit hours: 1 faculty**
- b. Direct instructional expenditures:
 - i. **Per student credit hour: \$286** per student credit hour
(\$62,352 Dr. Hendryx's salary/218 student credit hours 2015-2016)
 - ii. **Per total degrees awarded: \$20,784** per degree
(In 2015-16, three Modern Languages/Spanish degrees were awarded.
\$62,352 Dr. Hendryx's salary/3 degrees awarded Spring 2016)
 - iii. **Non-personnel expenditures per total academic FTE: UW, Laramie=**
\$2500 annually to support program development and faculty professional travel.

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- c. 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 Dr. Hendryx'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 taught by Dr. Hendryx.)
- d. Other instructional cost drivers, such as:
 - 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. Dr. Hendryx teaches on average 15 credit hours per year.
- e. 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.
- f. Compare your data to national benchmarks (Delaware data): No comparative national data are available in Modern Languages Education. (Per UW's Office of Institutional Analysis.)
- g. Other: N/A

Part II - Recommendations

Instructions: After the review is completed, the Dean in consultation with the Department Head will select one of the following recommendations. In the justification, address each of the items associated with the recommendation.

5) Terminate

- a. A college may request that a program be terminated due to limited graduate production, lack of student interest, shifts in a given field of study, or continued declines in major enrollments.
- b. If the exigency for termination results from the program productivity review process, then a brief justification to terminate a program should be included. Such a justification must include:
 - i. Explanation for the decline in graduate production in the degree 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.
 - ii. Intended timeframe for submitting a program termination request to the Board of Trustees for their consideration; Given the potential elimination of the program due to low enrollments and degree productivity, 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 recommendations to terminate the program seems reasonable at this time.
 - iii. Expected timeline to meet teach-out requirements established through the regional accrediting body.

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

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.
- c. 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.

APPENDIX A

“Low Productivity” Programs Excluded from Review Process

- 1) **Major Program Modifications**
 - a) Degree programs that have undergone recent program modifications that adversely impact graduate production for a college.
 - b) Modifications traditionally include programs that have undergone recent name changes during the reporting window that result in two equivalent degree programs.
- 2) **Program/Major Specializations**
 - a) Degree programs that have one or more specializations which reduce the total number of graduates.
 - b) The exclusion may apply only for those specializations where the combination results in graduate production that meets the established threshold for the degree.
- 3) **Terminated Programs**
 - a) Degree programs that have been inactivated during the reporting period, but still depict graduates that fall below the established thresholds.
 - b) Terminated programs will remain on the Program Productivity Report until inactive programs have completely cycled through the established reporting period.
- 4) **New Programs**
 - a) Degree programs that have been activated within the past 7 years resulting in limited graduate production due to program implementation.
 - b) Institutional review may be requested prior to the 7th year if graduate production is not scaling to the required thresholds for the degree level.