

**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 6<sup>th</sup>-12<sup>th</sup> 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
<b>Professional Education Requirements</b>			
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
<b>French Major Content Requirements</b>			
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
<b>German Major Content Requirements</b>			
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
<b>Spanish Major Content Requirements</b>			
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, 6<sup>th</sup>-12<sup>th</sup> 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 6<sup>th</sup>-12<sup>th</sup> 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:*

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

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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.

Proposal to Eliminate Academic Program  
Pursuant to UW Regulation 6-43

**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.

## **Anne M. Alexander**

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**From:** Kate Muir Welsh  
**Sent:** Friday, December 16, 2016 5:13 PM  
**To:** Program Review - Academic Affairs Office  
**Cc:** Douglas Ray Reutzel  
**Subject:** Department Head Comments on Modern Languages Education Academic Program Review

Dear Provost Miller,

Given that the lone Modern Languages Education faculty member has resigned and that the program has a low graduation rate, I write to support the decision to eliminate the Modern Languages Education Program.

The Secondary Education Department Office did not receive any statements regarding the elimination during the comment period. We had a binder with information (program reviews and correspondence) about the three Secondary Education programs recommended for elimination. It was be available in our office 114 McWhinnie Hall for approximately two months. Also in the binder were directions for how to provide comments and feedback on the program elimination proposals.

The College of Education is in discussions with the Modern and Classical Languages Department to help them as they investigate if they are able develop and support a modern languages education program.

Sincerely,

Kate

Kate Muir Welsh, Department Head  
Department of Secondary Education  
University of Wyoming, College of Education  
phone: 307-766-2013  
fax: 307-766-3387  
email: [kmuir@uwyo.edu](mailto:kmuir@uwyo.edu)

Mailing Address;  
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Department 3374  
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December 22, 2016

MEMORANDUM

TO: Kate Miller, Provost/VPAA

FROM: D. Ray Reutzler, Dean, College of Education

RE: Program Review for the Bachelor of Arts (B.A.) Degree in Modern Language,  
Secondary Education: Dean's Response, 1<sup>st</sup> comment period

**Solicitation of Input**

We sought input from students, faculty, staff, and external audiences in the P-12 community. Our first effort was for the Dean to present the recommendation to eliminate the Secondary Education program in Modern Language Education to the membership of the *Wyoming Professional Teaching Standards Board* (PTSB) on October 10, 2016. In addition to this group, the Dean also presented this information to the *Wyoming School-University Partnership* members in Casper on November 3, 2016. These organizations were judged to be key to approval of and input about our educator preparation programs. The Dean also provided a written explanation of this recommendation to the *Wyoming School Boards Association*, which was read aloud at the most recent meeting of the Delegates Assembly by local School Board Chair, Janice Marshall (Email dated 11.7.16).

We also established a Dean's Office email address to receive input from any interested individual or group internal or external to the College or University. This email address was distributed through our Office of Teacher Education to our student body and to our faculty through an email announcement from the Dean's Office in October 2016.

As Dean I have met personally with the affected program students in a town hall meeting as well as meeting in person with the affected faculty member, Jason Hendryx, as well as with the Head of the Department of Secondary Education to discuss this recommendation. In addition, we advertised to faculty, staff, and students open town hall meetings held in the College of Education in regard to this program on November 2, 2016 to receive additional input.

## **Summarization of Input**

At the Dean's Presentation to the *Wyoming PTSB*, Superintendent John Lyttle of Laramie County School District #1 vigorously resisted the elimination of any secondary education programs citing his district's need for modern language educators. Similarly school superintendents at the *Wyoming School-University Partnership* meeting in Casper were less vigorous but questions were asked and explanations given. The Dean has not heard any further comments from the superintendents in attendance. The *Wyoming School Boards Association* had planned to pass a resolution against this program elimination in Secondary Education but after hearing the Dean's explanation read aloud at the Delegate's Assembly determined not to do so.

In the meeting of the faculty and students regarding the recommendation to eliminate the modern language secondary education program, several students ( $n < 5$ ) expressed concerns about being able to complete the program and their desire for the program to continue. Dr. Kate M. Welsh, Head of the Department of Secondary Education, also expressed concern as did the Dean about the loss of language teacher preparation at a time when learning a second language is becoming an increasingly important professional asset.

There were 0 responses expressing concern about the recommendation to eliminate the secondary modern language education program to the Dean's Office Email Address.

I, along with Associate Dean Leslie Rush, also met with the *Department of Modern and Classical Languages* at UW on December 7<sup>th</sup>, 2016 to discuss if the department could assume the responsibility for this teacher education program within their current resources.

December 16, 2016 I received a copy of the Departmental response to the recommendation to eliminate the modern language education program in secondary education by Dr. Kate M. Welsh, Department Head. This letter expressed concurrence with the Dean's recommendation to eliminate the modern language education program.

## **Response to Input**

Although the enrollment data are undeniable, there nonetheless exists a strong sentiment that the secondary modern language education program should be maintained as expressed by select school leadership personnel, UW secondary education faculty, high school teachers, and high school students. In an era of extreme financial crisis and massive budget reductions, low enrollment programs become very difficult to defend. Because of low enrollments, the cost of a single graduate in modern language education vastly exceeds the college's average direct instructional cost of approximately \$7,500.00 per degree program graduate.

School personnel admit they hire many of their modern language education teachers from out of state, particularly Utah, as our program does not service the existing need. They assert that modern language education teachers are similarly difficult to recruit nationwide.

After a meeting with the *Modern and Classical Language* faculty and administration to determine if they could assume responsibility for offering this teacher education program within their existing resources, it was decided that they could not do so without additional teaching and monetary resources. Some discussion surrounded the idea of offering a post bachelors or embedded modern language education masters program to meet this need in the future. Another alternative was discussed where an inter-institutional MOU for modern language education might be worked out with closely located universities in the region.

The final reason to support the elimination of the modern language education program in secondary education at UW is the December 31, 2016 resignation of the single faculty member in the College of Education supporting this program. At this time all faculty resignations are held by the President's Office to meet the state mandated budget cuts. Consequently, even if one were to support the continuation of the program, the resources to support it have been taken in the budget reduction and hiring freeze brought on by the state's and university's financial crisis.

#### **Dean's Recommendation at Conclusion of 1<sup>st</sup> Comment Period**

**It remains the recommendation of the Dean that the B. A. in Secondary Modern Language Education be discontinued. As described above, the Department of Modern and Classical Languages may be able to work out a path forward at some future time, but the loss of a faculty line in the budget reductions at UW provide no reasonable alternative to program closure at this time.**

Sincerely,



D. Ray Reutzal, Ph.D.

Dean

**Subject:** FW: Proposed elimination of programs  
**Date:** Friday, September 23, 2016 at 10:09:07 AM Mountain Daylight Time  
**From:** Kate Miller  
**To:** Program Review - Academic Affairs Office

-Kate

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**From:** Laurie Nichols <Laurie.Nichols@uwyo.edu>  
**Date:** Thursday, September 22, 2016 at 4:13 PM  
**To:** Kate Miller <kate.miller@uwyo.edu>  
**Subject:** Fwd: Proposed elimination of programs

Sent from my iPhone

Begin forwarded message:

**From:** Office of the President <[uwpres@uwyo.edu](mailto:uwpres@uwyo.edu)>  
**Date:** September 22, 2016 at 3:47:52 PM MDT  
**To:** Laurie Nichols <[Laurie.Nichols@uwyo.edu](mailto:Laurie.Nichols@uwyo.edu)>  
**Cc:** Office of the President <[uwpres@uwyo.edu](mailto:uwpres@uwyo.edu)>  
**Subject:** FW: Proposed elimination of programs

Good afternoon President Nichols.

Below please find an email submitted to the Office of the President account.

Best,  
Laura

**From:** Denise Mahns [<mailto:dcmahns@gmail.com>]  
**Sent:** Wednesday, September 21, 2016 6:49 PM  
**To:** Office of the President <[uwpres@uwyo.edu](mailto:uwpres@uwyo.edu)>  
**Subject:** Proposed elimination of programs

Dear President Nichols:

I recently learned, to my dismay, that the University of Wyoming has proposed eliminating bachelor's degrees in Modern Language Education and master's degrees in French and German, as well as master's and doctoral programs in Adult and Post-secondary Education.

As a National Board Certified Teacher of French, these potential eliminations are bewildering to me. In the modern world, students must be prepared to compete on the global level. The increasing pace of interconnection demands fluency in multiple languages, especially those languages as essential to trade and diplomacy as French and German. The preparation of future college students relies on secondary teachers with

experience in Modern Language Education, and those students who have worked hard to achieve fluency in French or German deserve a chance to pursue a master's degree in those subjects.

As I'm sure you know, given your specialization in vocational and adult education, advanced degree programs in those areas are essential to educating a work force that must remain nimble and open to life-long learning.

What is especially concerning is that the majority of the areas targeted for elimination have contingency plans involving consolidation with other, related departments. There seems to be no such plan for the language programs.

From the far-off state of New York, I call upon you to reconsider these plans. I have seen first-hand what cuts to programs in French and German can do to a formerly thriving university -- when the State University of New York at Albany eliminated bachelor's, master's and doctoral programs in nearly every language taught, it resulted in a backlash of lower enrollment, fewer partnerships with the community, a loss of funding, and a flood of transfers to other campuses within the SUNY system and to private colleges. A once-proud institution is now barely a shadow of its former self. The University of Wyoming need not share that fate.

Thank you for your time and consideration.

Sincerely,

Denise C. Mahns

Doctor of Modern Languages (French and Spanish), Middlebury College '16

M.A. French, Middlebury College '07

B.A. French, Nazareth College of Rochester '04

National Board Certified Teacher of French, 2010-present



**Subject:** Degree Program Elimination

**Date:** Friday, October 14, 2016 at 2:19:01 PM Mountain Daylight Time

**From:** Eben Cowger

**To:** Program Review - Academic Affairs Office

To whom it may concern,

I'm writing because I have seen that my desired degree program is on the list for potential elimination.

First off, I'll begin by saying that while I'm not yet officially in the "Modern Language Education" program yet, I am on that track and my documents are currently in review to be accepted into the College of Education.

I chose the University of Wyoming because I knew that it is an excellent school with a vast amount of degree programs and resources for its students in those excellent degree programs. I am an in-state student, because I believe in keeping my money in-state and advocating for careers to stay here, too. One of the things I love about this school is the low-cost tuition it is able to provide because of Wyoming's great economy (which, as we all know, is in a decline).

Last year, as a freshman, I served on the ASUW Freshman Senate. A bill came through that proposed a tuition and fee raise for students. I voted for this bill, not because I wanted to, but because I knew the economical downfall that was beginning to make its presence across the state. One of my reasons for voting for this bill was to keep programs and great professors here at our beloved University. I didn't want this school to be known as one that could not provide these things by not passing the bill. Yet, the tuition is still so competitively low and students are still able to enjoy that low cost which is characteristic of UW.

Now that there is talk of eliminating degree programs, I feel let down and I also feel like my work was for nothing.

I understand quite well that by the time I am accepted into my degree program, I'll be able to be grandfathered in. That's great and all, but I'm thinking about those freshman students and those in high school who will be wanting to study in the 15 proposed degree programs to be eliminated. I really think the University is going about this financial crisis the wrong way. By eliminating these programs, they'll be forcing in-state students out to other universities where they'll be paying more, and turning their back onto out-of-staters who want to come to a great state for their education.

I'm not writing to save my degree program. I'm writing to save them all. I am strongly against eliminating any program of study from this university, and frankly I'm beyond disappointed that it was even proposed. I'll feel even more defeated if it happens.

Sincerely,  
Eben Cowger

**Subject:** Department Head Comments on Modern Languages Education Academic Program Review  
**Date:** Friday, December 16, 2016 at 5:13:12 PM Mountain Standard Time  
**From:** Kate Muir Welsh  
**To:** Program Review - Academic Affairs Office  
**CC:** Douglas Ray Reutzel

Dear Provost Miller,

Given that the lone Modern Languages Education faculty member has resigned and that the program has a low graduation rate, I write to support the decision to eliminate the Modern Languages Education Program.

The Secondary Education Department Office did not receive any statements regarding the elimination during the comment period. We had a binder with information (program reviews and correspondence) about the three Secondary Education programs recommended for elimination. It was be available in our office 114 McWhinnie Hall for approximately two months. Also in the binder were directions for how to provide comments and feedback on the program elimination proposals.

The College of Education is in discussions with the Modern and Classical Languages Department to help them as they investigate if they are able develop and support a modern languages education program.

Sincerely,

Kate

Kate Muir Welsh, Department Head  
Department of Secondary Education  
University of Wyoming, College of Education  
phone: 307-766-2013  
fax: 307-766-3387  
email: [kmuir@uwyo.edu](mailto:kmuir@uwyo.edu)

Mailing Address;  
College of Education  
Department 3374  
1000 East University Ave.  
Laramie, WY 82071


## College of Arts and Sciences

Dept. 3254 • 1000 E. University Avenue • Room 114, A&S Building • Laramie, WY 82071  
Phone (307) 766-4106 • fax (307) 766-2697 • e-mail: asdean@uwyo.edu • www.uwyo.edu/as

16 December 2016

### MEMO

**TO:** Kate Miller  
Provost/VPAA

**FROM:** Paula M. Lutz   
Dean, Arts and Sciences

**RE:** Comments on Program Reviews for the B.A. Secondary Education: Art Education AND the B.A. Secondary Education: Modern Languages Education

I would like to comment on the program reviews for two programs in the College of Education—the B.A. Secondary Education: Art Education and the B.A. Secondary Education: Modern Languages Education.

I note in these documents that the CoEd will work with the Departments of Art and Modern & Classical Languages respectively to move these programs to those departments in Arts and Sciences. These discussions have ensued, and I have been included. **It is apparent that to take on these degree programs would require a significant investment of resources on the part of A&S in order to make this a reality.** One or two faculty members would need to be hired in EACH department to cover the courses, student teaching supervision, and CAEP accreditation requirements. **We do not have the resources to make these hires.**

After three years of past austerity to correct the A&S budget deficit and now facing 2-4 years of campus-wide budget reductions, we have a long list of faculty lines that need to be filled. **These faculty lines could not and would not take priority over current needs.**

**If the continuation of these programs within A&S becomes a priority in the strategic plan, with additional resources forthcoming, then this would be possible. In our current strapped financial situation, we cannot do this.**



Jaime Basham  
President of Wyoming Foreign Language Teachers' Association  
Campbell County High School  
4001 Saunders Blvd.  
Gillette, WY 82718

Sept. 24, 2016

Provost Kate Miller  
Office of Academic Affairs  
1000 E. University Ave  
Old Main 312  
Laramie, WY 82070

Dear Ms. Miller:

As a Spanish teacher, I am writing you with concerns about possible local and state budget cuts affecting our foreign language programs. In an increasingly globalized world, where technology is making communication faster and more efficient, it is vital that our American citizens and Wyoming university students are able to compete and communicate in other languages. In this interconnected world companies and businesses are expanding their existing networks, and if the United States is to succeed in commerce, diplomacy, and in careers knowing other languages is essential.

As a community, we are concerned about the proposed cuts at the University of Wyoming. The elimination of Bachelor's degrees in Russian and modern language education will be devastating to the entire state of Wyoming. Additionally, the elimination of the French and German Master's degrees. Right now, in our state of Wyoming the Dual Language Immersion (DLI) programs are emerging in more and more communities and we must hire out of state for those language positions. The Modern and Classical Languages Department at the University of Wyoming are working toward updating their pedagogies and best practices to reflect what language learners need at the postsecondary setting. We urge you to find a way to keep these positions in order to continue to augment our world language teacher retention in our state.

There are many benefits of learning other languages that can be broken down into the following:

**Pre-K and Elementary:**

- a. young people are most open to learning about new languages and cultures.
- b. early language study leads to long sequence programs and proficiency.
- c. starting early facilitates addition of more languages.
- d. language study helps children develop cognitive skills

**Middle School:**

- a. language learning leads to greater understanding of different cultures.
- b. increasing language proficiency opens more opportunities in secondary study.
- c. language study enhances problem-solving and critical thinking skills.
- d. the skills required in learning a language transfer to other academic subjects and improved performance in those subjects.

**High School:**

- a. developing proficiency in other languages broadens career options.
- b. skills in languages other than English make those not bound for postsecondary study more attractive employment candidates in a wide range of careers where communicating with diverse customers is necessary.
- c. good language achievement enhances a student's college prospects and opens paths for a wider range of college-level field of study.

**College:**

- a. the postsecondary experience can be greatly enhanced by study abroad and travel abroad programs when students have multilingual skills. This is the point of final career preparation, where language proficiency will greatly enhance their employment and future career prospects.
- b. knowing another language will expose postsecondary students to career fields they might not have known about without this academic background.

**Community and Business:**

- a. solid language programs make the community and its schools more attractive to employers.
- b. these programs contribute to a more diverse population and enhance the cultural experiences of all citizens.
- c. offering language programs addresses the concerns and demands of parents in the community.
- d. encouraging language learning helps develop a more valuable employment pool with contemporary skills.
- e. acquisition of language skills increases business opportunities with minority groups within the community.

f. broader language skills help to improve the community by minimizing language barriers and building cross-cultural understanding.

In the past, the University of Wyoming provided a multitude of options for world-language study, and has the largest international studies program in the nation. I believe language programs in Wyoming will give our students new opportunities as well as experiences, not to mention an edge when applying for jobs and competing in this multilingual and multicultural world. Languages will also open doors to cultural understanding and the beauty of the mosaic of multicultural diversity that make this world beautiful. Additionally, as a secondary Spanish teacher, my students are likely to go to the University of Wyoming for their degree and the ones that want to be a Spanish teacher will have no program, what do I tell them? What do I tell Wyoming's youth about their dreams? I was once a Wyoming graduate and I attended UW to achieve all my dreams, how do I tell my prospective students that this won't be a possibility for them in their future?

If you have not yet watched the video 'Lead with Languages,' I would encourage you to do so because it will open your eyes to the fact that Americans are falling behind because of our monolingual society. You can find the link here: <http://www.leadwithlanguages.org/>, complete with its script below.

*"Imagine waking up some day to a new reality. A world where English is only one of thousands of languages and 90% of Americans are left out of the conversation. Realize that that day is today. In the world we share with 7 billion people 75% don't understand any English, and the fastest growing economies across the globe are non-English speaking. How can we succeed in commerce, diplomacy and in our careers in today's multilingual and multicultural world? With languages. Learning other languages is essential for America. Language competency equips our workforce for a competitive job market, it opens the doors for businesses of every size to connect with the 95% of the world's customers who live outside our borders. In an era of increased global challenges and conflicts it empowers our diplomatic, military, and intelligence communities to be effective. Outside the US knowing multiple languages is the standard not the exception. Time to wake up and lead ourselves from today to tomorrow with languages. Let's make languages a national priority to prepare Americans for a brighter future in a more connected world."*

Another resource that I would encourage you to consult before these final decisions are made is the "World Readiness Standards" for Foreign Languages because it defines the central role of world languages in the learning career for every student. You can find this resource here: <https://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>

Furthermore, if our students in Wyoming are to not only compete with other future job candidates in America, but also the world economy, they will need to be able to navigate and communicate with others across cultural and linguistic lines. The elimination of these programs at the University of Wyoming is counterintuitive for this goal that we have been working towards for so long. As an educator I believe that we need to prepare our students for this global world, and knowing other languages in this 21<sup>st</sup> century is the key.

Sincerely,

Jaime Basham  
WFLTA President

Members of WFLTA: Diane Chamberlain, Rebecca Brazzale, Courtnie Matthews Link, Geri Fitzgerald, Elizabeth Hetland, Mary Brummond, Dorly Piske, Katherine Boehnke, Leslie Boaz, Mollie Hand, Eric Atkins, Guillermina Monzón Paz, Renee Fritzen