



Proposal for Academic Program Reorganization, Consolidation, Reduction and Discontinuance

Reference: UW Regulation 2-13, Academic Program Reorganization, Consolidation, Reduction and Discontinuance, revisions adopted 7/12/2018.

Overview: After reviewing programs in both the School of Counseling, Leadership, Advocacy, and Design (CLAD) and the School of Teacher Education (STE) in the College of Education (CoE), the CoE administrative team (made up of Associate Deans Burrows and Shim, School Directors Buss and Moran, and Interim Dean Rush) have determined that one program meets the outlined criteria for potential review. However, we have grave concerns about negative outcomes from the potential elimination of this program, having experienced significant doses of political backlash and its impacts in previous budget reductions and program elimination attempts. As a result, in this document, we provide information to support our recommendation as well as a clear description of the potential drawbacks of program elimination in this case. Although the CoE BA in Secondary French/German/Spanish Education seems poised for program review/elimination, the CoE strongly urges UW leadership to consider the ramifications of eliminating this program, which offers so much to the state and is a model of potential UW interdisciplinary collaborations.

President Seidel's Themes of Digital, Entrepreneurial, Interdisciplinary and Inclusive: The BA in Secondary French/German/Spanish Education is inherently interdisciplinary, as it requires students to complete degree coursework in the College of Education, as well to complete a concurrent major in French, German, or Spanish in the Department of Modern and Classical Language in the College of Arts and Sciences. Ongoing collaboration has presented challenges, as the College of Education has not had a faculty member in this area for several years. However, administrators in both the School of Teacher Education (CoE) and the Department of Modern and Classical Languages (A&S) have collaborated to hire a full-time adjunct to teach courses in both units, with salary coming from both units.

Furthermore, the commitment of the BA in Secondary French/German/Spanish Education aligns with President Seidel's inclusion pillar. While English continues to be the lingua franca for world diplomacy, there is an emerging consensus among leaders in business, politics, schools as well as among community members that proficiency in English is not sufficient to meet the nation's needs in a globalized world. Proficiency in foreign languages is vital to the country's and state's diplomacy and entrepreneurship, and the program that produces foreign language teachers is imperative.

Background: It will be helpful to begin this recommendation with some historical and contextual information about this program. In 2017, Dean Reutzel included the BA in Secondary French/German/Spanish Education as a potential program for elimination. At that time, Provost Miller requested that the CoE develop a more cost-effective recommendation for offering the program. The recommendation for offering the program in a more cost-effective manner included hiring an assistant

lecturer to provide instructional capacity for this program, and for the highly enrolled graduate certificate and endorsement program in English as a Second Language. However, the CoE was never able to secure a position to hire into for these programs and has been offering the BA in Secondary French/German/Spanish Education using limited instructional capacity. This capacity includes instruction for 1000-3000 level courses in the CoE, as well as hiring a full-time adjunct in collaboration with the Department of Modern and Classical Languages to teach the senior level courses in the program. For that collaborative hire, the CoE pays 1/3 of the salary and the Department of Modern and Classical Languages pays 2/3 of the salary.

Program-Specific Data and Structure. Based on our review of relevant data (see Tables 1 & 2), the BA in Secondary French/German/Spanish Education is a consistently underperforming program, particularly in terms of enrollment and therefore completer numbers. Table 1 provides completer data for the BA program; Table 2 provides completer data for the Teaching Secondary Content graduate certificate, specifically in the area of languages.

It should be noted that the structure of this program, as with all STE Secondary Education programs, depends on multiple faculty positions in STE to provide instruction for required courses at the 1000, 2000, and 3000 levels. At the 4000 level, the adjunct faculty member, whose hiring is described above, teaches 7 credit hours of required coursework in the fall semester. During the spring semester, the students who have completed the required 7 credit hours go on to complete their student teaching requirements, which requires ad hoc payment of approximately \$1000 per student for mentor teacher honoraria, student teaching supervision, as well as performance assessment oversight.

If the BA in Secondary French/German/Spanish Education is reviewed and subsequently eliminated, the CoE will be required to eliminate the modern languages option from our Teaching Secondary Content Graduate Certificate (described in the next paragraph), as we will no longer have the capacity to offer the senior-level required coursework. Please note that we would not eliminate the entire certificate, which currently provides initial licensure for secondary school areas of Mathematics, Science, English, Social Studies, and Agriculture, as well as for Modern Languages, for students who already have a bachelor's degree in those respective content areas.

The Teaching Secondary Content UW Graduate Certificate is an alternative, post-baccalaureate licensure program designed for students who have already earned a bachelor's degree and are seeking initial teacher licensure. This licensure program requires students to take foundational courses (summer) and teaching methods courses (fall) and to successfully complete 16 weeks of student teaching (spring). Historically, a single content-specific faculty member in Modern Language Education staffs both methods and student teaching semesters, with courses offered jointly with undergraduate students. These two programs (the undergraduate and Graduate Certificate routes to licensure) are inherently connected and must be treated as a single program with respect to considerations of program elimination.

Table 1. BA Secondary French/German/Spanish Education degree completers for 14-15 through 18-19

Academic Year	French Education	German Education	Spanish Education	Total Completers
14-15	0	0	0	0
15-16	0	1	2	3
16-17	0	0	2	2
17-18	0	0	2	2
18-19	0	0	4	4
TOTAL	0	1	10	11

Table 2. Teaching Secondary Content graduate certificate completers in the areas of French, German, and Spanish for 14-15 through 18-19

Academic Year	French Education	German Education	Spanish Education	Total Completers
14-15	0	0	1	1
15-16	0	0	0	0
16-17	0	0	0	0
17-18	0	0	1	1
18-19	0	0	0	0
TOTAL	0	0	2	2

As a result of our review of the completer data related to the BA in Secondary French/German/Spanish Education, as well as the associated Teaching Secondary Content graduate certificate (in the area of modern languages), we recommend eliminating this program. However, we do have concerns related to the potential elimination of the program; these concerns are provided below.

Concerns about Potential Elimination: In this section, we provide a rationale for maintaining this program, based on concerns regarding its potential elimination. Concerns in eliminating this program include 1) limited financial savings as a result of the elimination, 2) potential for negative responses from stakeholders in the state, and 3) cutting a much-desired interdisciplinary program, as outlined by current President Seidel's pillars.

Limited Financial Savings. It is expected that programs reviewed for the purpose of elimination provide for savings in terms of budget reductions. However, the elimination of this program would produce limited financial savings. First, as described above, the current structure of the program would allow us to eliminate one full-time adjunct position, which is shared between the Department of Modern and Classical Languages and the College of Education. The portion of the salary paid by the CoE, including fringe, is \$19,346. Additional cost savings would be found in support during the student teaching semester, approximately \$1000 per completing student. Other faculty members who teach in this program (see structure of the program as described above) are critical for teaching capacity in other more highly enrolled programs supported by their courses and cannot be eliminated.

Negative Responses from Stakeholders. As the world we live in is rapidly changing and becoming ever more globalized and interconnected, there is a need to change the way we educate our students.

Employers want workers who can speak additional languages, but lack of support at the K-12 level has led to declining levels of second language proficiency among adults nationwide. Wyoming parents and stakeholders have increasingly demanded Dual Language Immersion (DLI) programs in the state in hopes that future generations become multilinguals and thus become more marketable and competitive in future job markets. In response to this reality, there are four school districts in Wyoming that have been offering DLI programs (CCSD, ACSD, TCSD, and CCSD), and each year, the enrollment in DLI programs in all four districts have been at or beyond capacity. It makes little sense to eliminate a program that would eventually take advantage of the language capabilities of students who are enrolled in the K12 DLI programs in Wyoming.

While the current enrollment in BA in Secondary French/German/Spanish Education is relatively low, it is the CoE's obligation and responsibility to continue offering this program that produces future teachers in DLI and foreign language programs within the state and beyond. In fact, in 2017, there was a strong push back and resistance from the teachers and stakeholders across the state of Wyoming when previous administrations attempted to eliminate this program mainly because as a need for foreign/second languages in K-12 schools grows, access to qualified teachers continues to shrink. The BA in Secondary French/German/Spanish Education is the only program in the state that leads to teacher certification in foreign languages.

Interdisciplinary Nature of the Program. The BA in Secondary French/German/Spanish Education is an interdisciplinary program in which the CoE and the Modern Language Department in the College of Arts and Science collaborate (aligning with President Seidel's interdisciplinary pillar). All undergraduate students in this program earn a bachelor's degree in Education from the CoE and a concurrent major in French, German, or Spanish from the College of Arts and Sciences. The concurrent major ensures that graduates are "highly qualified" teachers, which expands their career possibilities and positively impacts the learning of their students. The BA in Secondary French/German/Spanish Education includes courses in pedagogy, assessment, and special education with authentic classroom experiences embedded throughout the program. Students take courses in French, German, or Spanish and are required to pass the Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) with a rating of advanced low or better. Additionally, students in the program are strongly encouraged to study abroad to immerse themselves in the language and culture that they teach. The adjunct instructor is hired as 70% A&S and 30% CoE, per an existing MOU. The instructor teaches SPAN 1010 (4), 1020 (4), 3140(3), 3060 (3) and an additional 3 credit hour course for A&S, while the CoE hires the person to teach 7 hours of Secondary Modern Languages Education coursework.

In accordance with University Regulation 2-13, this proposal is subject to review and comment by students currently enrolled in the academic program, the academic degree program's faculty and staff, the academic degree program's current college, and the Associate Vice Provost for Undergraduate Education. After reviewing submitted comments and making any necessary revisions, the Provost will submit the revised proposal, including a recommendation and supporting materials, to the Faculty Senate, ASUW Senate, Staff Senate, and the AA Deans and Directors for review and comment. The Provost will then review all submitted comments and provide a final proposal and recommendation to the President. As required by University Regulation 2-13, the President shall make a final recommendation to the Board of Trustees within a maximum period of 120 days from the date of release of this document.