

Academic Senate – December 3, 2007
Executive Committee – November 19, 2007



*Please forward
to the Academic
Senate*

*David W. Leahy
11/09/07*

18 October 2007

David W. Pershing
Senior Vice President for Academic Affairs
205 Park
Campus

Dear Vice President Pershing:

At its meeting of 24 September 2007, the Graduate Council voted to approve a proposal to create a Master of Arts Degree with emphasis in World Languages within the College of Humanities and the College of Education.

The main goal of the M.A. with emphasis in World Languages degree is to graduate highly qualified teachers for existing foreign language programs in the Utah public schools, and to promote the creation of new foreign language programs, in particular for the less-commonly taught critical languages (Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, and Russian). It is expected that students will consist of those seeking careers in language education, as well as teachers within the Utah schools seeking advanced training.

A copy of the proposal is attached for your approval and transmittal to the Academic Senate.

Sincerely,

A handwritten signature in black ink that reads 'David S. Chapman'.

David S. Chapman
Associate VP for Graduate Studies
Dean, The Graduate School

The Graduate School
302 Park Building
201 South Presidents Circle, Room 302
Salt Lake City, Utah 84112-9016
(801) 581-7642 • FAX (801) 585-6749
www.utah.edu/gradschool

Proposal for the Initiation of a New Instructional Program

Institution Submitting Proposal: The University of Utah

College, School or Division in Which Program Will Be Located: College of Humanities

Departments in Which Program Will Be Located: Languages & Literature and Linguistics

Program Title: Master of Arts in World Languages with Secondary Licensure ^{with emphasis}


Recommended (CIP) Code:

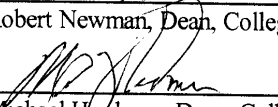
Area of Emphasis or Academic Specialty: Foreign Language Instruction

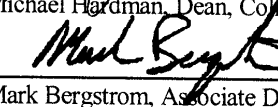
Certificate, Diploma and/or Degree(s) to be Awarded: Graduate Degree in World Languages

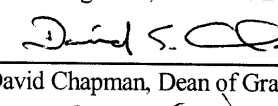
Proposed Beginning Date: August 2008

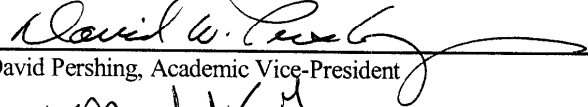
INSTITUTIONAL SIGNATURES:

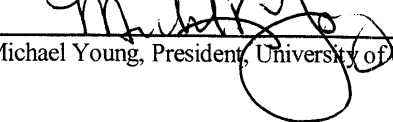

Robert Newman, Dean, College of Humanities


Michael Hardman, Dean, College of Education


Mark Bergstrom, Associate Dean, College of Humanities


David Chapman, Dean of Graduate Studies


David Pershing, Academic Vice-President


Michael Young, President, University of Utah

SECTION I: The Request

The University of Utah requests approval from the Board of Regents to offer a Master of Arts with emphasis in World Languages with Secondary Licensure jointly offered in the College of Humanities and the College of Education.

SECTION II: Program Description

Most Americans do not acquire proficiency in a language other than English; those who do are often immigrants or their immediate descendants. Typically, foreign language study is neither required to graduate from High School nor to enter a university, and has stayed at the margins of public education for a long time. Events that followed 9-11, however, have made many Americans acutely aware of their foreign language deficit and its negative consequences on their interactions with other nations and cultures. In response, government and business leaders have called on educators at all levels to increase students' foreign language skills, in particular in the less-commonly taught "critical" languages (Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, and Russian).

In Utah, foreign languages play a more significant role than in most other states in the U.S. By the time many young Utah residents attend college, they have often lived in another culture and are able to speak one, and sometimes even two foreign languages. Additionally, two years of secondary-school level foreign language studies are part of the University of Utah's admissions requirements, and students must attain at least a fourth semester proficiency in a language to graduate with a Bachelors of Arts. The proposed Masters of Arts with emphasis in World Languages, with Secondary Teaching Licensure, capitalizes on Utah's unique strengths in foreign languages to improve and increase foreign language programs in the public schools. The program will utilize existing courses and faculty in the College of Humanities and the College of Education. It comprises seven core courses in second language pedagogy, education and linguistics, three foreign language area courses, a three-course licensure sequence, and supervised student teaching, which is required for state licensing. Students who successfully complete the program will be granted a Master of Arts in World Language with Secondary Licensure and one or two foreign language endorsements. Depending on the student's particular background, the program will take four semesters with an additional one or two summers to complete.

The M.A with emphasis in World Languages program is aimed towards students who have obtained a foreign language B.A. or M.A. and/or possess advanced language proficiency equivalent to at least three years of university foreign language study. Students with the requisite background will be able to obtain two world language endorsements, for example in French and Chinese or French and Arabic. Similarly, students with a bachelor's degree in a High School subject, for example History, Geography or Math, and the requisite foreign language background will be able to obtain

secondary licensure with an endorsement in that subject and also in a foreign language. The versatility of the licensure program will not only attract students with various backgrounds, but also make them marketable for schools that cannot always hire a FTE teacher for one subject. The program's initial priority is to graduate teachers for the less-commonly taught "critical" languages, which currently include Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, and Russian. The M.A with emphasis in World Languages is designed to adapt its student recruitment methods and language proficiency development to the changing needs of such language classifications.

Purpose of the Degree -- The main goal of the M.A with emphasis in World Languages degree is to graduate highly qualified teachers for existing foreign language programs in the Utah public schools, and to promote the creation of new foreign language programs, in particular for the less-commonly taught critical languages. The program will offer a comprehensive graduate curriculum that includes intermediate to advanced language and cultural studies, foreign language methodology, state and national standards-based instruction, proficiency-based assessment, licensure coursework, and a teaching practicum. Under No Child Left Behind (NCLB), graduates of the M.A with emphasis in World Languages will meet its highest standards of "highly-qualified," which, in addition to advanced language proficiency and content knowledge, requires a foreign language teaching methods course, and courses on the civilization, culture, history and literature of the foreign language. All students in the program, but particularly those seeking an endorsement in a critical language, will be strongly encouraged to participate in immersion language study abroad to help them achieve advanced language proficiency. The Secondary Teacher Licensure Program in the University of Utah's College of Education, which will recommend candidates to the State Office of Education for licensing, has approved the licensure portion of the curriculum (see Letter of Support from Mary Burbank).

As the first program in the state of Utah that will both license teachers and confer a master's degree, the M.A with emphasis in World Languages will significantly contribute to teacher education that is commensurate with current professional standards. These standards (see Appendix F) call for close collaboration between foreign language and education departments in order to equip teachers with a high level of language proficiency and substantive knowledge of language, linguistics, culture and literature, and to provide structured field experiences that familiarize candidates with the public school environment.

Institutional Readiness -- The University of Utah is ideally positioned to offer a program that supports foreign language education in the state of Utah and alleviate the shortage of teachers for the less-commonly taught languages, e.g. Arabic, Chinese, and Russian. All of these languages are offered from beginning to intermediate and/or advanced levels in the Department of Languages & Literature and the Middle East Center. Moreover, the International Center at the University of Utah offers a number of intensive language programs abroad to support students achieving a high level of proficiency in foreign languages.

Admission Requirements -- Students who wish to pursue the M.A with emphasis in World Languages with secondary licensure, and will obtain *one* foreign language endorsement, need a foreign language BA (or equivalent credit hours) to be admitted to the program. Students who will pursue *two* foreign language endorsements need a BA (or equivalent hours) for one language; for their second language, they need a minimum of 6 critical language or 10 non-critical language credit hours. (Credits have to be at the 3000-level or above). Applicants who are short of the number of foreign language credits required for admission, but otherwise qualified may be accepted if it is possible for them to obtain the foreign language credits prior to and/or during the M.A with emphasis in World Languages program.

Student Advisement -- The Director of Graduate Studies in the Department of Languages & Literature will advise students on their graduate coursework. A program assistant will advise students on licensure requirements and oversee placement for student teaching. Students will also have access to the Director of Secondary Education in the College of Education and to the Director of Graduate Studies in the Department of Linguistics.

Justification for Number of Credits -- The number of graduate credits (30) meets the Graduate School requirements for M.A. degrees. In addition, students have to complete 9 course credits and 12 hours of student teaching to meet secondary licensure requirements. Students may also have to take additional foreign language courses to reach the level of proficiency required for licensure and to obtain the required number of foreign language credits.

External Review and Accreditation -- Since the M.A with emphasis in World Languages will recommend candidates for secondary licensure, the program must satisfy the Utah State Office of Education’s world language licensure requirements (see Appendix G). The College of Education has approved the curriculum and will recommend students who successfully complete the program for licensure in the state of Utah.

Projected Enrollment

FIVE-YEAR PROJECTED ENROLLMENT					
CATEGORIES	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Anticipated Annual Admissions	10	12	15	18	20
Cumulative Program Enrollment ¹	10	22	27	35	38
Student Credit Hours ²	120	264	324	396	456
Growth Credit Hours (SCH) ³	120	144	180	216	240

Expansion of Existing Program - Not applicable.

Faculty – Initiation of the program requires no new courses and no new faculty, but a new position devoted to public school teacher education may be requested if justified by program growth. Current full-time tenure track faculty in the Departments of Languages

& Literature, Linguistics, and in the College of Education teach the existing courses that make up the M.A with emphasis in World Languages curriculum.

Staff -- Existing staff will principally support the program, but productivity funding for new graduate SCH (see Section II, Projected Enrollment, and Section V, Budget), will support a 50% FTE graduate assistant (Ph.D.). Together with the Department of Teaching & Learning, the M.A with emphasis in World Languages Program Assistant will set up sites and identify cooperating teachers for pre-service experiences and student teaching and oversee placement.

Library and Information Resources -- Existing library and information resources in Humanities and Education will sufficiently serve the proposed program.

SECTION III: Need

Program Need -- Over the past two years, educational institutions and government agencies have begun to work together to increase the number of Americans who speak foreign languages, and in particular the so-called critical languages. During a hearing of the U.S. Senate Committee on Homeland Security and Governmental Affairs on the government's effort to increase foreign language education, the current president of the American Council on the Teaching of Foreign Languages (ACTFL) testified that:

“One challenge to expanding foreign language education offerings is the lack of teachers with requisite language skills – not only in the less-commonly taught languages critical to our national defense, but also for the more traditional widely taught languages.”

The statement identifies the shortage of qualified foreign language teachers as a serious obstacle to the expansion of programs in the public schools. To address the lack of teachers, postsecondary institutions must make a commitment to educating teachers with substantive foreign language content knowledge and current pedagogy skills while moving them toward advanced proficiency. Many comprehensive doctoral institutions such as the University of Utah, however, do not make foreign language teacher education a priority despite having the resources needed to produce first-rate language professionals. These essential resources include faculty with knowledge of foreign literature and linguistics, with expertise in second language acquisition research and foreign language pedagogy, and with native or language proficiency. Moreover, students have access to internationally focused education, including studying and working abroad, and both faculty and students benefit from professionals who assist them in using current and innovative technology competently.

Labor Market Demand – Although the M.A with emphasis in World Languages program addresses the need for foreign language teachers on a national level, it focuses first and foremost on the demand in Utah. During its 2007 session, the Utah State Legislature approved on-going funding to create critical language programs for students in the public schools each year for the next six years, beginning with 20 Chinese programs in 2007-2008; Arabic and Russian programs are scheduled to follow. As a

short-term solution for the current teacher shortage, these new language programs will rely on a hybrid distance education model for the first three to five years of their existence. Licensed master teachers will broadcast courses from a central site, and will supervise classroom-based facilitators (who do not require a teaching license).

The hybrid distance education program and the proposed M.A with emphasis in World Languages will mutually benefit from each other. These distance education programs will provide M.A with emphasis in World Languages candidates with student teaching sites and cooperating teachers. In turn, the M.A with emphasis in World Languages will play a vital role in shifting the distance education programs to programs that are entirely classroom-based, and in meeting the increasing need for highly proficient teachers. Importantly, teachers who graduate from the M.A with emphasis in World Languages program with two foreign language endorsements will give schools the flexibility they need in order to build new language programs for less-commonly taught languages while also maintaining programs for more commonly taught languages such as French, German, and Spanish. Many schools are unable to commit a full-time position to a less-commonly taught language, or sometimes even more widely taught languages such as German and French. Teachers who hold two endorsements (two for foreign language, or one for foreign language and another for a different subject) will be highly marketable since school districts are often unable to support a FTE position for a single foreign language.

Student Demand -- In response to a random-sample survey conducted in the spring of 2007, 36% of the respondents expressed interest in a foreign language teaching degree at the graduate level, and 33% in learning to teach two languages, especially one that is less-commonly taught. Since starting the discussion of creating the M.A with emphasis in World Languages program, we have received numerous inquiries from students in our B.A. programs, including foreign languages, area studies, and ESL. Students in the Master of Arts in Language Pedagogy, which does not license teachers for the public schools, have consistently expressed their desire for an integrated graduate licensure program. Currently, the Department of Languages & Literature offers only a Spanish teaching major, and Linguistics offers an ESL teaching minor; none of the graduate degrees in the two departments grant licensure to teach in the public schools. The proposed program will grant a graduate degree with licensure and produce teachers for both more commonly and less-commonly taught languages.

Similar Programs – On a national level, no program that offers dual licensing for two languages or for a High School subject and a foreign language currently exists. To the best of our knowledge, no foreign language graduate program in the U.S. currently licenses teachers for the critical languages. A few institutions offer M.A. degrees with dual certification, typically in a foreign language and English as a second language. Foreign language certification programs that we examined include:

- 1) University of Michigan's Master of Arts with Certification (MAC): Foreign Languages Program
- 2) NYU's Foreign Language Education M.A. with Dual Certification in Foreign Language Education & TESOL

- 3) University of Kentucky’s Masters with Initial Certification (MIC) in foreign language education
- 4) Georgetown’s Master of Arts in teaching English as a second language with licensure/certification
- 5) Stony Brook University’s Master of Arts in Teaching (MAT), leading to teacher certification in French, German, Italian, and Spanish

Most relevant to our proposal is the extent to which other institutions in Utah license foreign language teachers. Currently, no USHE institution offers a foreign language master’s degree with licensure. Utah State University offers a Master of Second Language Teaching, or MSLT, and, similarly, the University of Utah offers a Master of Arts in Language Pedagogy (MALP). Many USHE institutions offer teaching majors and minors for the commonly taught languages (French, German, Spanish), but only BYU offers Chinese and Japanese teaching majors and minors, and a Russian teaching minor.

Table 1: Utah Collegiate Education Programs with Foreign Language Emphases

	BYU	SUU	U of U	USU	UVU	WSU	WEST
Chinese	M						
French	M m	M m		M m		M m	m
German	M m	M m		M m		M m	
Japanese	M						
Latin	M m						
Russian	m						
Spanish	M m	M m	M m	M m		M m	m

M = Major m = minor

Collaboration with and Impact on other USHE Institutions – While no direct collaboration is planned, the program will recruit students who have graduated with a foreign language major or minor, or with a major in another subject and foreign language credits, at other USHE institutions. The program will offer students with a B.A. in foreign language or a High School subject and/or a strong foreign language background a viable career path with a graduate degree. Since no comparable advanced degree is offered at other Utah institutions of higher education, the proposed program will have little or no impact on them.

Benefits -- By contributing to public school education, the program will enhance the University of Utah’s outreach efforts. The program’s interdisciplinary and collaborative design will serve as a model for institutions around the U.S. and enhance the visibility of the Colleges of Humanities and Education, and the University as a whole.

Consistency with Institutional Mission -- The education of public school teachers is an important element in the University of Utah’s mission to transmit knowledge through education and training programs. Graduates of the M.A with emphasis in World Languages program will enhance the quality of foreign language instruction in Utah and support the creation of new foreign language programs. The proposed program supports the mission of the university to link research and teaching: the faculty associated with the

proposed M.A with emphasis in World Languages program not only teach foreign languages, develop language program curricula, and train teachers, but also conduct research in second language acquisition, linguistics, and teacher education.

The proposed M.A with emphasis in World Languages aligns with current institutional priorities of the University of Utah, which include internationalization, interdisciplinarity, and outreach. It will promote advanced foreign language study, which is critical to internationalization, it involves two colleges and several departments, and it enhances the quality of foreign language education in the public schools.

SECTION IV: Program and Student Assessment

Program Assessment – Assessment is built into the program at various levels. The program’s success will be measured by the licensure, placement and performance of its graduates in the public schools in Utah and elsewhere. The program will track where students secure teaching positions and to what extent they contribute to maintaining and enhancing foreign language programs in the public schools. Success of the program will also be determined by reaching its goal of growing to about 40 students over the first five years and meeting the needs of the Utah public schools.

Expected Standards of Performance -- Students will be required to maintain a 3.0 GPA and will have to demonstrate progress toward the required levels of foreign language proficiency.

SECTION V: FINANCE

Budget: Five-Year Revenue and Expense Projections

Neither new faculty positions nor reallocation of funds are required to initiate this new M.A. program. The curriculum consists of courses already offered for existing graduate degrees, and current staff will handle student advising (Directors of Graduate Studies in Languages & Literature and Linguistics) and placement (Director of Program of Evaluation, Department of Teaching & Learning). The program director will explore funding opportunities to hire a Ph.D. student to assist with the M.A with emphasis in World Languages students’ pre-service experiences. If no funding is secured, the Departments of Languages & Literature and Linguistics will designate a teaching assistant position for the program assistant position.

FIVE-YEAR PROJECT BUDGET					
CATEGORIES	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program Assistant	\$11,000.00	\$11,500.00	\$12,000.00	\$12,500.00	\$ 13,000.00
TOTAL:	\$11,000.00	\$11,500.00	\$12,000.00	\$12,500.00	\$ 13,000.00

FIVE-YEAR PROJECT EXPENSE					
CATEGORIES	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Anticipated Annual Admissions	10	12	15	18	20
Cumulative Program Enrollment ¹	10	22	27	33	38
Student Credit Hours ²	120	264	324	396	456
Growth Credit Hours (SCH) ³	120	144	180	216	240
Gross Tuition ⁴	\$20,412.80	\$44,908.16	\$55,114.56	\$67,362.24	\$77,568.64
Productivity Funding ⁵	\$10,200.00	\$12,240.00	\$15,300.00	\$18,360.00	\$20,400.00
Graduate Assistant	\$11,000.00	\$11,500.00	\$12,000.00	\$12,500.00	\$13,000.00

¹Based on 2-yr program cycle and anticipated admissions

²All currently enrolled students are expected to maintain a graduate full-time course enrollment of 9-12 hours

³Based on 12 credit hours for each newly admitted student, each year

⁴Gross Tuition is based on the 2006-2007 Tuition and Fee Schedule for a General Graduate, Resident student enrolling for 12 student credit hours per term

⁵Departmental expense is based on BG productivity funding reimbursement at \$85/SCH

Appendix A: Program Curriculum

NEW COURSES

None

PREREQUISITE

Linguistics 1200 Introduction to the Study of Language

M.A. CORE COURSES (21 Credit Hours)

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
LING 5810/6811	K-12 Second Language Methodology	3
ECS 6632	Issues & Research in Multicultural Education	3
OR:		
LING 6042	Minority Language Issues in Education	3
LING 6812	Content-based Instruction	3
LING 6816	Instructional Design & Materials Development	3
LING 6818	Second Language Testing (Assessment)	3
EdPs 6080	Adolescent Development and Learning	3
SpEd 6011	Inclusive Classrooms	3

LICENSURE SEQUENCE (9 Credit Hours)

TL 6410	Curriculum & Assessment in a Diverse Society	3
TL 6411	Instruction & Management in a Diverse Society	3
TL 6490	Teaching Practices in the Public Schools	3

STUDENT TEACHING (12 Credit Hours)

LING 6813	Practicum	3
TL 6941	Supervised Student Teaching	9

THREE M.A. LANGUAGE AREA COURSES (9 Credit Hours)

Students select courses offered in the M.A. programs (5000-6000 level) in the Department of Languages & Literature and in Area Studies (Asian Studies; Middle East Center). These courses include:

Arabic:

ARAB 6010	Colloquial Arabic I	3
ARAB 6020	Colloquial Arabic II	3
ARAB 6040	Advanced Arabic Language Skills	3
ARAB 6050	Advanced Arabic Language Skills	3
ARAB 6160	Selected Authors and Genres in Arabic Literature	3

ARAB 6205	Language and Gender
3	
ARAB 6270	Linguistic Structure of Arabic
3	
ARAB 6271	Topics in Arabic Linguistics
3	
ARAB 6272	Linguistic Variation in Arabic
3	
ARAB 6500	Islamic Theology and Philosophy
3	
ARAB 7252	Teaching Arabic
3	
ARAB 7820	Arabic Grammatical Tradition
3	

	<u>Asian Studies:</u>
JAPAN 6290 3	Structure of Japanese: Syntax
JAPAN 6291 3	Japanese Linguistics: Language and Society
	<u>Chinese:</u>
CHIN 6280 3	Structure of Chinese: Syntax
CHIN 6281 3	Structure of Chinese: Phonetics
	<u>French:</u>
FREN 6260 3	Linguistic Structure of French
FREN 6600 3	Studies in Medieval Literature
	<u>German:</u>
GERM 6620 3	Literature of the Middle Ages
GERM 6650 3	Classicism
GERM 6660 3	Romanticism
GERM 6700 3	Early Modernism and National Socialism
GERM 6720 3	Literature and Culture from 1945 to the Present
	<u>Hebrew:</u>
HEBR 6363 3	The Kabbalah
HEBR 6400 3	Topics in Literature and Culture
HEBR 6600 3	Biblical Hebrew: Prose
HEBR 6601 3	Biblical Hebrew: Poetry
	<u>Middle-Eastern Studies:</u>
MIDE 6050 3	Approaches and Methodologies in Middle East Studies
MIDE 6117 3	The Figure of Mohammed in Islamic Tradition

MIDE 6118	Select. Auth. & Genres in the Islamic Intel. & Reli. Trad.
3	
MIDE 6130	Introduction to the Qur'an and Qur'anic Studies
3	
MIDE 6150	Islamic Theology and Philosophy
3	
MIDE 6152	Islamic Mysticism
3	
MIDE 6158	Major Trends in Modern Islam
3	

Persian:

PERS 6020	Advanced Persian Language Skills II
3	
PERS 6160	Selected Authors and Genres in Persian Literature
3	

Russian:

RUSS 5280	Russian Phonetics and Phonology
3	
RUSS 5281	Russian Morphology
3	

Spanish:

SPAN 5242	Spanish Pronunciation and Phonetics
3	
SPAN 6241	Topics in Spanish Linguistics
3	
SPAN 6630	Golden Age
3	
SPAN 6640	Romanticism and Realism
3	
SPAN 6660	Quixote and Other Works
3	
SPAN 6750	Spanish American Poetry
3	
SPAN 6760	Spanish American Short Story
3	
SPAN 6770	Spanish American Theatre
3	
SPAN 6781	Spanish American Novel II
3	

Appendix B: Sample Programs of Study

(Students with a Foreign Language BA degree)

Language MA with Licensure/1FL Endorsement

SUMMER (1 or 2)	FALL 1	SPRING 1	FALL 2	SPRING 2
EdPs 6080 SpEd 6011 Intensive Language Study*	Ling 5810/6811 ECS 6632/Ling 6042 Language area course	Ling 6816 Ling 6818 Language area course	TL 6410 TL 6411 TL 6490 Ling 6812	Ling 6813 Practicum TL 6941: Student Teaching Language area course

* May also be completed in Summer 2, or in both Summer 1 and 2; courses at the 3000 level, or above.

Language MA with Licensure/2 FL Endorsements

SUMMER 1	FALL 1	SPRING 1
EdPs 6080 SpEd 6011 Intensive Language Study	Lang 6410/Ling 6810 ECS 6632 or Ling 6042 Language area course Language are course	Ling 6812 Ling 6816 Ling 6818 Language area course

SUMMER 2	FALL 2	SPRING 2
Intensive Language Study Language area course	Language area course TL 6410 TL 6411 TL 6490	Ling 6813 Practicum Student Teaching Language area course

Appendix C: Course Descriptions and Last Taught

ARAB 6010 Colloquial Arabic I (3) Cross listed as MID E 6101. Prerequisite: Listening and conversation in an Arabic dialect (Egyptian or Levantine). Survival skills and everyday conversational topics based on authentic listening materials. Last Taught: Fall 2003

ARAB 6020 Colloquial Arabic II (3) Cross listed as MID E 6102. Additional work required of graduate students. Develops communicative skills in the Arabic dialect started in ARAB 6010 and improves cultural awareness of modern Arab society and way of life. Authentic reading and listening materials include plays, proverbs, poems. Last Taught: Spring 2004

ARAB 6040 Advanced Arabic Language Skills (3) Cross listed as MID E 6104. Listening and conversation in Modern Standard Arabic based on authentic radio and TV materials. Last Taught: Fall 2004

ARAB 6050 Advanced Arabic Language Skills (3) Cross listed as MID E 6105. Listening, reading, and conversation in Modern Standard Arabic based on a variety of authentic materials. Last Taught: Spring 2005

ARAB 6160 Selected Authors and Genres in Arabic Literature (3) Cross listed as MID E 6116. Selected authors, movements, and genres from modern and medieval times. Recent topics include: Humor and Satire in Arabic and Islamic Literature, Hispano-Arabic Literature, The Natural World in Islamic Thought, Typology of Arabic Poetry, Origin and Meaning of Courtly Love in the Islamic World and Medieval Europe, Modern Arabic Short Story, Modern Arabic Novel. Last Taught: Fall 2005

ARAB 6205 Language and Gender (3) Cross listed as LING 6205, MID E 6120. Cross-linguistic, cross-cultural approach focusing on systematic differences in speech patterns of females and males; language and power; sexism in language. Last Taught: Spring 2004

ARAB 6270 Linguistic Structure of Arabic (3) Cross listed as LING 6270, MID E 6125. Introduction to the linguistic analysis of the Arabic grammatical system: word formation, sound system, and syntactic structure. Last Taught: Spring 2007

ARAB 6271 Topics in Arabic Linguistics (3) Cross listed as LING 6271, MID E 6126. Topics include syntax, phonology, and morphology of Arabic. Last Taught: Fall 2007

ARAB 6272 Linguistic Variation in Arabic (3) Cross listed as MID E 6127. The effect of regional and socio-cultural variables on the use of Arabic. Topics may include diglossia (sociostylistic variation) and gender differences in language use. Last Taught: Spring 2007

ARAB 6500 Islamic Theology and Philosophy (3) Cross listed as MID E 6150. Examination of Muslim attempts to provide rational foundation for principal tenets of

Islam and of disputes between Muslims and non-Muslims over religious issues. Last Taught: Fall 2007

ARAB 7252 Teaching Arabic (3) Cross listed as MID E 7127. This course will address both theoretical and practical issues related to the teaching of foreign languages at the college level with special reference to Arabic. In addition to discussing these issues, students will carry out a variety of assignments including development and evaluation of teaching and testing materials and observation of classes. Last Taught: Fall 2004

ARAB 7820 Arabic Grammatical Tradition (3) Cross listed as MID E 7182. The topic of the seminar will be the Arab linguist who explicitly dealt with phonetic/phonological and syntactic issues. Treatises and sections of treatises that dealt with the above topics will be discussed. The course will emphasize the study of the Medieval Arab grammarians. The discussion will focus on the primary sources themselves. Last Taught: Spring 2004

CHIN 6280 Structure of Chinese: Syntax (3) Introduction to the structure of Mandarin Chinese, including components of word, syntax, meaning, and discourse, and their implications for learning Mandarin as a second language. Last Taught: Spring 2007

CHIN 6281 Structure of Chinese: Phonetics (3) Introduction to the articulatory features and patterns of Mandarin Chinese sound segments and tones. Last Taught: Fall 2007

ECS 6632 Issues & Research in Multicultural Education (3) An advanced course in the history, concepts, and theoretical base for multicultural education as a field. Focus is on issues and research in the teaching and learning of cultural and linguistic minority students. Taught Last: Spring 2007

ED PS 6080 Adolescent Development and Learning (3) Theories and research pertaining to human development and learning throughout adolescence. Emphasizes application of theory and research to education. Taught Last: Spring 2008

FREN 6260 Linguistic Structure of French (3) Cross listed as LING 6250. No prior knowledge of French is required. A course in the linguistic description of Standard French: phonology, morphology, syntax, and lexicon. A linguistic approach is contrasted with traditional grammar. Last Taught: Spring 2004

FREN 6600 Studies in Medieval Literature (3) Cross listed as C LIT 6620. Selected works of poetry, prose, or theatre from the Middle Ages are studied in the context of a major theme or concept. Last Taught: Fall 2007

GERM 6620 Literature of the Middle Ages (3) Historical, cultural, and literary background of epoch (1160 to 1280). Texts from major writers. Last Taught: Fall 2006

GERM 6650 Classicism (3) Historical, philosophical, and cultural background of epoch (1780 to 1832). Literature of Weimar classicism, featuring works by Goethe and Schiller. Cross-listed as C LIT. Last Taught: Fall 2004

GERM 6660 Romanticism (3) Historical, philosophical, and cultural background of epoch (1798 to 1835). Theoretical, lyric, and prose texts from early and late Romanticism. Last Taught: Fall 2006

GERM 6700 Early Modernism and National Socialism (3) Historical, philosophical, and cultural background of epoch. New literary currents around turn of century (1890 to 1945). Literature of fin-de-siecle, expressionism, neue sachlichkeit, national socialism, and writers of exile literature. Last Taught: Spring 2006

GERM 6720 Literature and Culture from 1945 to the Present (3) Historical and cultural background of epoch. Representative developments in literature of German-speaking countries. Last Taught: Spring 2007

HEBR 6363 The Kabbalah (3) Cross listed as MID E 6263. The course introduces the basic texts of the classical Kabbalah (from the 10th century through the mid 16th century in addition to the Sefer Yetzirah), the major school of Jewish mysticism. Texts are in English and are presented in their historical, intellectual (philosophical, mythological) and spiritual contexts. Last Taught: Fall 2006

HEBR 6400 Topics in Literature and Culture (3) Cross listed as MID E 6240. This course focuses on various cultural aspects of the Jewish/Israeli world with reference to theoretical issues such as feminism, sexuality, multiculturalism, post-colonialism, exile, and racism. Students will be engaged in critical thinking while improving language skills. Last Taught: Spring 2006

HEBR 6600 Biblical Hebrew: Prose (3) Cross listed as MID E 6260. Introduction to biblical Hebrew. Explicit grammatical survey exemplified in the prose genres of story and annals. Open to undergraduates with consent of instructor. Last Taught: Fall 2005

HEBR 6601 Biblical Hebrew: Poetry (3) Cross listed as MID E 6261. Readings in the several poetic genres displaying typical structures, followed by explorations of prophetic texts from different periods and schools including the wisdom school. Offered every third year. Open to undergraduates with consent of instructor. Last Taught: Spring 2006

JAPAN 5290/6290 Structure of Japanese: Syntax (3) Study of sounds, words, and sentences through analysis of data from Japanese language. Emphasis on grammar and syntax. Last Taught: Spring 2007

JAPAN 5291 Japanese Linguistics: Language and Society (3) Study of sounds, grammar, and language variations/use in modern Japanese society. Last Taught: Fall 2007

LING 1200 Introduction to the Study of Language (3) Focuses on sounds, words, and sentences through analysis of data from various languages. Additional topics may include: social and geographic variation, language change through time, first- and second-language acquisition, language and culture. Taught Last: Fall 2007

LING 5810/6810 K-12 Second Language Methodology (3) An examination of approaches and methods in second-language teaching, as well as the theories of language and language acquisition on which they are based. Discussion and practice of current assessment procedures. Also a focus on educators' implicit theories of L2 learning and teaching. Includes critiqued peer teaching. This course is restricted to students in the ESL Teaching Minor, CRELC or TESOL certificates, and Foreign Language majors and minors. Taught Last: Fall 2007

LING 6042 Minority Language Issues in Education (3) Theoretical principles governing social and linguistic variation, and the methodology used to study it. How speech is affected by age, sex, socioeconomic class, ethnicity, and regional background, and the political/educational implications, all with a focus on the United States. Graduate students are expected to do additional work and to perform at a graduate level. Taught Last: Fall 2007

LING 6812 Content-based Instruction (3) An introduction to principles governing content-based instructions well as a review of the educational and second language research base that supports teaching second and foreign languages through content. Also included are alternative assessment and assessment of content, principles of educational linguistics, and teaching strategies and protocols for ESL, FL and U.S. public school content area specialist with ELLs in their classes. Taught Last: Fall 2007

LING 6813 Practicum (3) Observation and teaching of L2 classes. Taught Last: Fall 2007

LING 6816 Instructional Design & Materials Development (3) Provides a survey and analysis of second language curriculum and syllabus design as well as materials development. Taught Last: Spring 2007

LING 6818 Second Language Testing (Assessment) (3) An overview of the conceptual bases of language testing and procedures for designing and developing useful language tests. Taught Last: Spring 2007

MIDE 6050 Approaches and Methodologies in Middle East Studies (3) Middle East Studies is an interdisciplinary field in which the approaches and methodologies of a large number of different scholarly disciplines are employed. In this seminar you will receive an introduction to philology, linguistic theory, historiography, theories of history, political theory, international relations, comparative politics, cultural studies, women's studies, and social anthropology. Last Taught: Spring 2007

MIDE 6117 The Figure of Mohammed in Islamic Tradition (3) Cross listed as ARAB 6170. The life of the Prophet Mohammed as represented in sira and hadith and in literature of Muslim jurisprudence, theology, philosophy, and mysticism. Last Taught: Spring 2006

MIDE 6118 Selected Authors and Genres in the Islamic Intellectual and Religious Tradition (3) Cross listed as ARAB 6180. Study of one writer or group of writers or works that have made important contributions to Islamic thought. Last Taught: Spring 2005

MIDE 6130 Introduction to the Qur'an and Qur'anic Studies (3) Cross listed as ARAB 6300.

History, content, language, and structure of the Arabic Qur'an; the traditional art of recitation, the approaches and contributions of traditional Muslim scholarship as well as the work of Western scholars devoted to the Qur'an. Last Taught: Fall 2004

MIDE 6150 Islamic Theology and Philosophy (3) Cross listed as ARAB 6500. Examination of Muslim attempts to provide rational foundation for principal tenets of Islam and of disputes between Muslims and non-Muslims over religious issues. Last Taught: Fall 2007

MIDE 6152 Islamic Mysticism (3) Cross listed as ARAB 6520. From the isolated lover of God to loyalty to shaykhs and mystical orders. Historical developments in mystical teaching, devotion and practice; the role of Muslim Neo-Platonic philosophers and theosophists such as Ibn Sina (Avicenna), Ibn Rushd (Averroes), Ibn Arabi and Suhrawardi; criticisms of these systems by orthodox Muslim thinkers. Last Taught: Spring 2006

MIDE 6158 Major Trends in Modern Islam (3) Cross listed as ARAB 6580. Principal trends in modern Muslim thought and Muslim reactions to challenges of the modern age. Last Taught: Fall 2005

PERS 6010 Advanced Persian Languages Skills I (3) Cross listed as MID E 6301. Develops language skills using TV, film, radio, as well as functional and literary texts. Last Taught: Spring 2004

PERS 6160 Selected Authors and Genres in Persian Literature (3) Cross listed as MID E 6316. Authors, movements, and genres from selected periods. Authors, movements, and genres from modern and classical literature. Topics include the Iranian world view, the relationship between Iranian history and Persian literature, Sufism in Persian poetry, the Persian romance, the development of modern Persian literature, the short story after the Islamic Revolution of 1979. Last Taught: Spring 2006

RUSS 5280 Russian Phonetics and Phonology (3) This course presents the phonetic and phonological systems of Contemporary Standard Russian with an emphasis on both

theoretical understanding and practical application of the course content. Last Taught: Spring 2007

RUSS 5281 Russian Morphology (3) This course presents an overview of inflectional and derivational morphology in Contemporary Standard Russian. Last Taught: Fall 2006

SPAN 5242 Spanish Pronunciation and Phonetics (3) Introduction to Spanish Phonetics and Phonology for advanced speakers of Spanish. Analyzes the Spanish sound system pointing out the areas of contrast with that of American English and focuses on helping students improve their pronunciation in Spanish. Last Taught: Spring 2007

SPAN 6241 Topics in Spanish Linguistics (3) No prior knowledge of Spanish is required. Information on current topics available in Linguistics Office. Last Taught: Spring 2006

SPAN 6630 Golden Age (3) Readings, criticism, and theory related to 16th- and 17th-century Spanish literature. Repeatable for credit when topic varies. Last Taught: Fall 2004

SPAN 6640 Romanticism and Realism (3) XIX Century Spanish literature from Romanticism to the end of the century. Movements and genres. Last Taught: Spring 2007

SPAN 6660 Quixote and Other Works (3) Cervantes' master work and other prose or drama of the period. Last Taught: Fall 2005

SPAN 6750 Spanish American Poetry (3) An in-depth study on the poetic expressions of major authors of the 20th century. Focus may vary between poets of the first and second half of the century. Repeatable for credit when topic varies. Last Taught: Fall 2005

SPAN 6760 Spanish American Short Story (3) Major writers and movements of Spanish America. May be devoted to a single author, country, or genre. Last Taught: Spring 2003

SPAN 6770 Spanish American Theatre (3) Different playwrights or national trends treated in successive offerings. Last Taught: Spring 2007

SPAN 6781 Spanish American Novel II (3) Spanish American novel from 1950. Authors representing varied movements, styles, and countries. Last Taught: Fall 2007

SPED 6011 Inclusive Classrooms (3) Introduces special general education candidates to teaching strategies for meeting the needs of students with disabilities in general education settings. Taught Last: Fall 2007

TL 6410 Curriculum & Assessment in a Diverse Society (3) Investigation of curricular issues and assessment practices for all learners with particular emphasis on multicultural

and multilingual classrooms. The course activities are designed to extend traditional conceptions of content and testing to include culturally responsive practices for English language learners and ethnically diverse student populations. Taught Last: Fall 2007

TL 6411 Instruction & Management in a Diverse Society (3) Course examines dimensions of instruction and classroom management for all learners with specific emphasis on pedagogy and classroom culture. This course deepens understanding of traditional concepts of instruction and management to include sheltered content area instruction coupled with issues unique to urban, English Language Learners. Taught Last: Fall 2007

TL 6490 Teaching Practices in the Public Schools (3) Starting with the beginning of the teachers' public school calendar, issues related to the beginning of an effective school year will be examined. Teacher candidates are assisted in becoming reflective practitioners as they explore the role of teachers and teachers' work through direct observation and participation. Open only to students in the secondary teacher licensure program. Taught Last: Fall 2007

TL 6941 Supervised Student Teaching (9) Taught Last: Spring 2008

Appendix D: Faculty

Cathi Allen, Instructor--Special Education, School of Education

Soheila Amirsoleimani, Associate Professor--Languages & Literature/Arabic & Persian, College of Humanities

Gary Atwood, Assistant Professor--Languages & Literature/Spanish, College of Humanities

Shoji Azuma, Professor--Languages & Literature/Japanese, College of Humanities

Karin Baumgartner, Assistant Professor--Languages & Literature/German, College of Humanities

Mary D. Burbank, Clinical Associate Professor--Teaching & Learning, School of Education

Lyle Campbell, Professor--Linguistics, College of Humanities

Telee Richard Chi, Professor--Languages & Literature/Chinese, College of Humanities

Maryann Christison, Professor--Linguistics, College of Humanities

Claudia Conner, Clinical Instructor--Teaching & Learning, School of Education

Thérèse De Raedt, Assistant Professor--Languages & Literature/French, College of Humanities

Marianna Di Paolo, Associate Professor--Linguistics, College of Humanities

Maria Dobozy, Professor--Languages & Literature/German, College of Humanities

Isabel Dulfano, Assistant Professor--Languages & Literature/Spanish, College of Humanities

Randall Eggert, Assistant Professor--Linguistics, College of Humanities

Mushira Eid, Professor--Linguistics, Languages & Literature/Arabic, College of Humanities

Edward Elias, Associate Professor--Languages & Literature/Spanish, College of Humanities

Gene Fitzgerald, Professor--Languages & Literature/Russian, College of Humanities

Elena García-Martín, Assistant Professor--Languages & Literature/Spanish, College of Humanities

Gema Guevara, Associate Professor--Languages & Literature/Spanish, College of Humanities

Jane Hacking, Associate Professor--Linguistics, Languages & Literature/Russian, College of Humanities

Joel Hancock, Professor--Languages & Literature/Spanish, College of Humanities

Patricia Hanna, Professor--Linguistics, College of Humanities

Michael Hardman, Professor--Special Education, School of Education

Rachel Hayes-Harb, Assistant Professor--Linguistics, College of Humanities

Thomas Huckin, Adjunct Professor--Linguistics, College of Humanities

David Iannucci, Associate Professor--Linguistics, College of Humanities

Christine Jones, Associate Professor--Languages & Literature/French, College of Humanities

Stacey Katz, Associate Professor--Linguistics, Languages & Literature/French, College of Humanities

Gerhard Knapp, Professor--Languages & Literature/German, College of Humanities

Roderic Land, Assistant Professor--Education, Culture, and Society, School of Education

Eric Laursen, Associate Professor--Languages & Literature/Russian, College of Humanities

Scott Liddell, Professor--Linguistics, College of Humanities

Harris Lenowitz, Professor--Languages & Literature/Hebrew, College of Humanities

Joseph Metz, Associate Professor--Languages & Literature/German, College of Humanities

Mauricio Mixco, Professor--Linguistics, College of Humanities

Erin O'Connell, Associate Professor--Languages & Literature/Greek & Latin, College of Humanities

Adrian Palmer, Associate Professor--Linguistics, College of Humanities

Esther Rashkin, Professor--Languages & Literature/French, College of Humanities

Jerry Root, Associate Professor--Languages & Literature/French, College of Humanities

Edward Rubin, Associate Professor--Linguistics, College of Humanities

Fernando Rubio, Associate Professor--Linguistic, Languages & Literature/Spanish, College of Humanities

Steven Sternfeld, Associate Professor--Languages & Literature/Italian, College of Humanities

Randall Stewart, Associate Professor--Languages & Literature/Greek & Latin, College of Humanities

James Svendsen, Associate Professor--Languages & Literature/Greek & Latin, College of Humanities

Margaret Toscano, Assistant Professor--Languages & Literature/Greek & Latin, College of Humanities

Wolff von Schmidt, Professor--Languages & Literature/German, College of Humanities

Bruce Smith, Adjunct Professor--Linguistics, College of Humanities

Steven Sternfeld, Associate Professor--Linguistics, College of Humanities

Nathan Vooge, Associate Instructor--Linguistics, College of Humanities

Margaret Wan, Assistant Professor--Languages & Literature/German, College of Humanities

Johanna Watzinger-Tharp, Associate Professor--Linguistics, Languages & Literature/German, College of Humanities

Kathryn Weeks, Associate Instructor--Linguistics, College of Humanities

Bernard Weiss, Professor--Languages & Literature/Arabic, College of Humanities

Fusheng Wu, Associate Professor--Languages & Literature/ Chinese, College of Humanities

Appendix E; ACTFL Program Standards for the Preparation of Foreign Language Teachers

I. Requirements for Programs of Foreign Language Teacher Preparation

The preparation of foreign language teachers is the joint responsibility of the faculty in foreign languages and education. In order for foreign language teacher candidates to attain the knowledge, skills, and dispositions described in the ACTFL Program Standards for the Preparation of Foreign Language Teachers, programs of foreign language teacher preparation must demonstrate that they include the components and characteristics described below.

1. The development of candidates' foreign language proficiency in all areas of communication, with special emphasis on developing oral proficiency, in all language courses. Upper-level courses should be taught in the foreign language.
2. An ongoing assessment of candidates' oral proficiency and provision of diagnostic feedback to candidates concerning their progress in meeting required levels of proficiency.
3. Language, linguistics, culture, and literature components.
4. A methods course that deals specifically with the teaching of foreign languages and that is taught by a qualified faculty member whose expertise is foreign language education and who is knowledgeable about current instructional approaches and issues.
5. Field experiences prior to student teaching that include experiences in foreign language classrooms.
6. Field experiences, including student teaching, that are supervised by a qualified foreign language educator who is knowledgeable about current instructional approaches and issues in the field of foreign language education.
7. Opportunities for candidates to experience technology-enhanced instruction and to use technology in their own teaching.
8. Opportunities for candidates to participate in a structured study abroad program and/or intensive immersion experience in a target language community.

Appendix F: Utah State Office of Education Requirements for World Language Licensure

1. BA in a World/Foreign Language or Major equivalence with endorsement
2. 14 hours in a critical language (Chinese, Arabic, Farsi, etc) or 19 hours in non-critical (Spanish, French, German, etc);

(300 or 3000 level or higher) Courses could be any mixture of **Grammar/Composition, Culture and Civilization** or **Literature**, but preferably 3 hours in each area with the remaining hours as electives;

3. OPI rating of Intermediate High for a critical language or Advanced Low for a non-critical language.

UTAH STATE OFFICE OF EDUCATION

Leadership...Service...Accountability

Patti Harrington, Ed.D., State Superintendent of Public Instruction
Voice: (801) 538-7500 Fax: (801) 538-7521 TDD: (801) 538-7876
250 East Cesar E. Chavez Blvd. (500 South) P.O. Box 144200 Salt Lake City, UT 84114-4200

August 29, 2007

Professor Johanna Watzinger-Tharp
The University of Utah
Office of International Programs
195 S. Central Campus Drive
Salt Lake City, UT 84112-0511

Dear Professor Watzinger-Tharp:

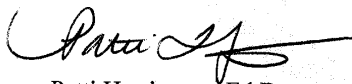
I am pleased to express support from the Utah State Office of Education for the new MA of World Languages with secondary licensure.

The Utah State Legislature passed legislation to establish twenty critical-need language programs over the next six years, beginning with Chinese for the 2007-2008 academic year. The new master's program will supply teachers for those programs. By working with teachers that already have an endorsement to teach foreign language or another high school subject, the program will produce candidates with dual endorsements that will give schools added flexibility to create new programs for critical-need languages and sustain existing language programs.

I appreciate your work with the State Office of Education's world language specialist. The State Office is committed to collaborating with the University of Utah to educate and place foreign language teachers.

Again, on behalf of the Utah State Office of Education, I give my full support to this new program.

Sincerely,



Patti Harrington, Ed.D.
State Superintendent of Public Instruction

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07.27.07



September 4, 2007

Dr. Joanna Watzinger-Tharp, Associate Dean
Office of International Programs
German Language & Linguistics Department of Languages and Literature
Department of Linguistics
University of Utah
Campus

Re: Letter of Support for Master of World Languages (MWL) with Secondary Licensure:
A Graduate Degree Program to License Foreign Language Teachers at the Secondary
Level with a Focus on the Less Commonly Taught Languages

Dear Dr. Watzinger-Tharp,

As the Dean of the College of Education at the University of Utah, I am pleased to indicate my full support of the Master of World Languages and Secondary Licensure Program to be jointly offered by the Department of Languages & Literature and the Department of Linguistics in the College of Humanities and the Department of Teaching and Learning in the College of Education. The proposed master's degree and licensure program responds to the shortage of teachers of less commonly taught languages (also referred to as critical-need languages) in Utah and beyond, and to a major national policy, the National Security Language Initiative (NSLI). The program is innovative in its approach to developing and implementing an interdisciplinary secondary education licensure program that also results in the awarding of a masters degree.

The content and scope of this proposed new program is closely aligned with the College of Education's redesign of its teacher licensure programs to reflect an integration of content and pedagogy for secondary teachers as well create an interdisciplinary focus that engages Arts and Sciences faculty across the University of Utah. Drawing on Humanities and Education, the proposed M.A. program offers an integrated curriculum that combines linguistics, foreign language methodology, and foreign language and content courses. In the past, the two colleges have educated teachers more or less independently of each other; the program overcomes this historical division to produce highly qualified foreign language teachers who, in addition to advanced-level proficiency, possess a firm understanding of research-based educational principles, foreign language methodology, and subject matter content.

The program is innovative in its goal to make foreign language teachers flexible and marketable. It offers students who have the requisite background the opportunity to

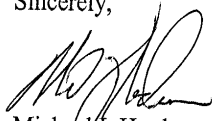
Office of the Dean

1705 Campus Center Drive, Room 225
Salt Lake City, Utah 84112
(801) 581-8221
FAX (801) 581-5223

obtain two endorsements along with secondary licensure: two foreign language endorsements, with at least one endorsement for teaching a less commonly taught language, or a core curriculum subject (e.g. Social Studies) and a foreign language endorsement. Secondary education teachers who have demonstrated evidence-based knowledge and skills in these areas provide schools the quality and flexibility needed to create and sustain foreign language programs. Less commonly taught language programs, and even “traditional” language programs, such as German and French, often cannot support a full-time teaching position. Graduates from the World Language M.A. program will be able to develop less commonly taught language programs, but will also be able to teach another subject or another language.

The College of Education is pleased to play a major role in this proposed new graduate program, and unequivocally and enthusiastically supports the project. Our faculty welcome the opportunity to work closely with Dr. Johanna Watzinger-Tharp and the faculty from the Department of Languages & Literature and the Department of Linguistics to ensure the successful implementation of this new and innovative program.

Sincerely,



Michael L. Hardman, PhD
Dean
College of Education

August 27, 2007

Professor Johanna Watzinger-Tharp
Associate Dean
Office of International Studies
Sill Center
Campus

Dear Professor Watzinger-Tharp:

I am pleased to inform you of the enthusiastic support the College of Humanities extends to the proposal to establish a graduate degree program to license foreign language teachers at the secondary level with a focus on less commonly taught languages.

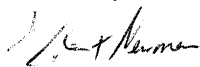
I am especially pleased that the proposal involves a collaborative effort between the Department of Languages and Literature and the Department of Linguistics with the support of the College of Education. The program will be housed in the College of Humanities' departments of Languages and Literature and Linguistics, both of which have nationally-known faculty in teacher education, program development, second language methodology and foreign language assessment.

The proposed program aligns with three institutional priorities: internationalization, interdisciplinarity and community outreach. Both the College and the University have made foreign language study a key element in their students' education as evidenced by the B.A. foreign language requirement, and the diversity of languages offered.

This project will not require additional resources from the University of Utah and will draw upon existing courses and faculty. The College of Humanities is committed to this important and timely program and lends its support to the long-term success of the program.

Thank you for your consideration of this proposal.

Sincerely,



Robert D. Newman
Dean, College of Humanities
Associate Vice President for Interdisciplinary Studies

RN/jd



Johanna Watzinger-Tharp, Ph.D.
Associate Dean, Office of International Programs
University of Utah
195 S. Central Campus Drive
Salt Lake City, UT 84112-0511

September 13, 2007

Dear Dean Watzinger-Tharp,

I am writing to you to express the strong support of the Department of Linguistics for the proposed Master of Arts in World Languages with Secondary Licensure to be housed in the Department of Languages & Literature. This new MA will draw on well-established courses offered by the Department of Linguistics for its own MA program, and it clearly aligns with our mission to deliver the highest possible quality of teacher training for language instruction.

The Department of Linguistics is eager to extend its well-established collaboration with Languages & Literature into this new domain. Our connections with them are at many levels: We share two faculty lines, we have appointed several others to adjunct faculty status in our department, and we cross-list a variety of courses. Our joint work for the existing Master of Arts in Language Pedagogy clearly demonstrates that the two departments are able to work well together on programs like this new one. The Department of Linguistics furthermore has a proven record of collaborating with the College of Education for degrees and emphases that lead to, require, or supplement state licensure for teachers, which will help support the deployment of this new program and ensure its success.

The proposed Master of Arts in World Languages with Secondary Licensure will not require new resources in the Department of Linguistics, nor the reallocation of current resources, since the courses of ours which it requires already play a role in our MA program. Though the two programs share the need for these courses, they have decidedly different natures due to the other components of their curricula. It is very clear that there is real need for a program with the focus of this new proposal, which other established programs cannot meet.

In sum, the proposed Master of Arts in World Languages with Secondary Licensure has the unqualified support of the Department of Linguistics. We look forward to working with you and the Department of Languages & Literature in making this program a success.

Sincerely,

Edward J. Rubin
Associate Professor & Chair



September 7, 2007

Johanna Watzinger-Tharp, Associate Dean, Office of International Programs
German Language & Linguistics Department of Languages & Literature
Department of Linguistics
University of Utah

Dr. Watzinger-Tharp,

It is with considerable enthusiasm that I submit this letter in support of the Master of Arts in World Language with Secondary Licensure (MWL) program at the University of Utah. An interdisciplinary graduate degree program with a focus on secondary foreign language teaching is not only timely, but essential. Increasing the number of educators in traditionally underrepresented areas of language study is significant and situates our licensure program within the global community.

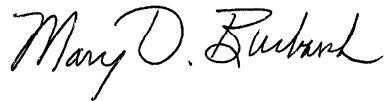
Linkages between Colleges of Humanities and Education provide students with a cutting-edge teacher preparation program, embedded in content and classroom experiences. I applaud the MWL's specific focus on language, culture, and pedagogy along four critical areas: 1) a focus on dual language competencies; 2) an expansion of the pool of education graduates from the University of Utah's secondary licensure program; 3) attention to rigor in teacher preparation that meets accreditation standards through No Child Left Behind and the state of Utah; and 4) substantive linkages to public school classrooms where practicing educators will benefit from program-affiliated professional development opportunities.

Office of the Dean
1705 Campus Center Drive, Room 225
Salt Lake City, Utah 84112
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TOGETHER, WE REACH.
THE UNIVERSITY OF UTAH

The Master of Arts in World Language with Secondary Licensure is a substantive addition to the quality language education programs through the College of Humanities. A partnership with the College of Education's secondary education program reflects our commitment to an interdisciplinary approach to secondary teacher education. These collaborative efforts meet with the College of Education's goal to prepare *Extraordinary Educators for Extraordinary Futures*.

As Director of Secondary Education in the College of Education I extend my full support of the Master of Arts in World Language with Secondary Licensure program at the University of Utah.

A handwritten signature in cursive script that reads "Mary D. Burbank".

Mary D. Burbank
Director of Secondary Education
College of Education
(801)681-6074

Cc: Michael Hardman, Dean
College of Education



Johanna Watzinger-Tharp, Ph.D.
Associate Dean, Office of International Programs
University of Utah
195 S. Central Campus Drive
Salt Lake City, UT 84112-0511

September 14, 2007

Dear Dean Watzinger-Tharp:

I am writing to express the Department of Languages and Literature's full support for the proposed Master of Arts of World Language with Secondary Licensure. We are confident that our Department, with its range of existing programs and faculty, is the ideal home for such a program, and we are excited by the opportunity to collaborate with other units on campus in its implementation.

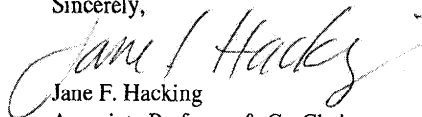
The Department of Languages and Literature is in an ideal position to establish and house the MWL. We offer nineteen languages, most at all levels. In addition to traditional language offerings (French, German, Spanish), we have strong programs in a number of the so-called 'critical' or 'strategic' languages: Arabic, Chinese, Hindi-Urdu, Korean, Persian, and Russian. Currently the Department offers graduate degrees in French, German, Spanish and Comparative Literature. The MWL will allow us to offer a graduate degree to students with an interest in one of the less-commonly taught and/or 'strategic' languages.


The strength and elegance of this proposal lies in its marshalling of existing resources to create a new and dynamic program. Essential to the MWL will be collaboration with the Department of Linguistics and the College of Education. Foreign language faculty in the Department of Languages and Literature are well-prepared to teach the cultural content and the level of language required for licensure; faculty in the Department of Linguistics will contribute to this program with their existing curriculum in second language pedagogy; the College of Education will provide the courses necessary for licensure.

The proposed graduate program complements the Department's existing programs in literature (M.A. and Ph.D.) and the Master of Arts in Language Pedagogy (MALP) and will utilize their courses. The MWL will differ from the existing Master of Arts degrees (M.A. and MALP), in that these two degrees do not license teachers, but are designed for students who may seek a Ph.D. degree. The proposed MWL will, thus, attract students with an interest in public school education and help us better serve the Utah community by providing teachers qualified to bring a broader international curriculum to the public schools.

In short, we are delighted to support this program and look forward to working with you on its implementation.

Sincerely,


Jane F. Hacking
Associate Professor & Co-Chair


Fernando Rubio
Associate Professor & Co-Chair

November 26, 2007

Johanna Watzinger-Tharp
Associate Dean
Office of International Programs
Sill Center
campus

Dear Dr. Watzinger-Tharp,

The University of Utah Libraries appreciates your asking us to comment on the establishment of a Master of Arts with emphasis in World Languages with Secondary Licensure jointly offered in the College of Humanities and the College of Education. This is an exciting project and we'd like to assist in any way we can.

Since the new degree utilizes existing courses and faculty, library collections and services already in place should be adequate to meet the needs of this program.

We will assign a librarian to work with you as you develop plans and to let you know of resources and services in the libraries which we believe would be helpful to your students.

We hope that you will encourage your students to use campus library collections and we will ask our librarians to pay special attention to the topics which might interest the center. We would welcome any suggestions from faculty and students for new resources as the budget allows. We offer class presentations and one-to-one consultations with library specialists who will help students find the most relevant works and suggest the most appropriate search strategies.

We look forward to working with you and your students.

Julianne Hinz
Assistant Director, Public Services

Margaret Landesman
Collection Development