Meeting Twenty-First-Century Needs:
Spanish for the Professions as the Future of Spanish Graduate Education?

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RESPONSE

Tenure-track Faculty Determine the Success of Online Graduate Education

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Meeting Twenty-First-Century Needs: Spanish for the Professions as the Future of Spanish Graduate Education?

Elizabeth A. Harsma
Northcentral University

Abstract: A possible model for future graduate education, the Spanish for the Professions, Master of Science program, which some may consider a terminal degree, was designed to meet the growing need for employees with a high-level of Spanish language proficiency and cultural competency. This exploration of the fully online Spanish for the Professions graduate program outlines program development and provides a preliminary evaluation of the program’s ability to respond to learners’ needs and job market demand. Program enrollment and a preliminary qualitative assessment provide evidence that the program is a sustainable and adaptive model for Spanish graduate education in the twenty-first century.

Keywords: distance learning/aprendizaje a distancia, Master’s degree/título de maestría, online graduate education/educación graduada en línea, Spanish for Specific Purposes/español para fines específicos, Spanish for the Professions/español para profesiones, teaching with technology/docencia con tecnología.

As the Spanish-speaking population in the United States has continued to grow in the past few decades, so does the market demand for professionals in a wide range of fields with advanced levels of Spanish proficiency and intercultural competence (Davies, Fidler, and Gorbis 2011: 9; Gonzalez-Barrera and Lopez 2013; Kejsefman and Barnhart 2014: 7). In 2011, a study conducted by the University of Phoenix Research Institute reported that 70% of surveyed employers in a wide range of economic sectors—including corporate, education, government, healthcare, non-profit, and manufacturing—asserted that Spanish would be a high-demand job skill in the coming decade (Fraleigh 2011: 50; Heitner 2011; Light 2011; Miller 2011). Although historically Spanish Master’s programs are typically designed to prepare graduates for doctoral programs or to provide professional development for K–12 instructors, the demand for liberal arts education to produce students with real-world capabilities for a twenty-first-century global society coupled with changing US demographics have fostered the development of an innovative, fully online, Spanish Master of Science degree at a mid-sized public Midwest university. The Master of Science Spanish for the Professions (SPMS) program suggests an alternative model for a Spanish graduate education that is uniquely positioned to meet current and future market demand for professionals with advanced levels of Spanish proficiency and intercultural competence.

The development of the fully online SPMS degree, preceded by a comprehensive undergraduate degree of the same name, was driven by two principal factors: the market demand for professionals with advanced Spanish proficiency and intercultural competence, and the growing need for changes in graduate humanities education (Contag 2011; “Report” 2014: 6). These factors are closely related, as dropping enrollment in graduate humanities programs, such as traditional Spanish Master’s and doctoral programs, are likely correlated to the shrinking job market in traditional faculty positions and the diversification of language graduates’ career paths (Patel 2014). An examination of these factors provides justification for development of the program, the fully online mode of delivery, and the competency-based curriculum.
In the United States, a record-making 37.6 million people ages five and up speak Spanish at home, largely due to growth of the domestic Hispanic population (Contag 2011; Fraleigh 2011: 50; Gonzalez-Barrera and Lopez 2013). This growth has fueled demand for professionals with Spanish skill and intercultural competency. However, despite growing demand, from 2009 to 2013, the number of university students studying Spanish dropped by about 70,000, the current workforce has low to no reported Spanish skill, and 60% of surveyed workers currently in government, non-profit, corporate, manufacturing, and healthcare sectors indicated they were unlikely to become proficient in Spanish in the next ten years (Davies, Fidler, and Gorbis 2011: 9; Fraleigh 2011: 50–51; Goldberg, Looney, and Lusin 2015: 2; Light 2011). In order to meet market demand for professionals with advanced Spanish skill in a variety of economic sectors, it was essential to develop a degree program that could produce students with advanced skills and that could be accessible to students in diverse career paths, who cannot relocate, or who are unable to attend as full-time students. The Spanish for the Professions graduate-level program provides advanced Spanish skill development and the fully online format provides flexibility.

Blake (2007) reports that although few world language teachers would speak out against technology use in the classroom, many have deeply-rooted doubts regarding the effectiveness of hybrid and fully online language learning (83). Despite concerns, there is research providing evidence that instructional media alone, for example, delivering instruction online, has no significant effect on student learning outcomes (Clark and Salomon 2012: 41–42). Instead, many researchers argue that it is the methodology and the attributes of a given technology tool that are most likely to contribute to student learning (Clark and Salomon 2012: 43). There is some evidence to support these assertions in post-secondary online language courses (Guarnieri 2015: 14–15). Computer assisted language learning (CALL) researchers have also identified various benefits of computer mediated communication (CMC) on language development and intercultural competence (Mroz 2014: 331). For example, CMC has potential benefits for language learning including: 1) lowered anxiety; 2) increased second language (L2) output; 3) improved noticing and self-regulation; and 4) increased learner motivation (Lai and Li 2011: 502–06). New technologies, such as multi-modal videoconferencing and 3-D virtual environments, have made immersion interactions via the web much more verisimilar with potential to foster intercultural analysis (Jauregi and Bañados 2008; Mroz 2014: 334–35). The fully online SPMS has not only expanded access to the program by eliminating residency requirements,3 it has also harnessed the benefits that CMC has for both language and intercultural competency development (Duplat 2015; Gordillo 2015). This non-traditional approach to graduate language education was also motivated by the need to adapt traditional graduate programs to match the changing discipline.

Despite record 3.5% growth in Master's and doctoral programs in all fields in the United States from 2013 to 2014, graduate education in the arts and humanities has seen a decline during that same time period (Patel 2014). Patel reported that various factors have contributed to these decreases, including intentional reductions in program size and diminishing career prospects for arts and humanities graduates. For example, the Modern Language Association (MLA) reported that since 2008, full-time tenure-track faculty positions in languages have dwindled (“Report” 2014: 6). Despite the shrinking job market for tenure-track faculty, many traditional doctoral programs have not adapted to the needs of students facing a transforming job market (“Report” 2014: 6). In the same MLA (2014) report on graduate education, there were ten recommendations for change, the first of which is a redesign of programs to meet the needs and career goals of students, such has been undertaken with the SPMS degree program (2). Although the SPMS is not a doctoral degree, these recommendations are applicable insofar as some may consider this program a terminal degree, and that in general, Master’s programs share certain outcomes with their doctoral counterparts, albeit at a different expected level of performance. As another example, the MLA report recommends that programs validate diverse career paths and SPMS has enrolled students from a spectrum of career fields including law
enforcement, education, and social work (Gordillo 2015). Further, the program curriculum supports individualized instruction so that each student can focus course work on their area of specialization. Although the tasks, skills, and outcomes of a given course are the same for all students, many assignments within a course are purposefully designed to be flexible enough to allow students to focus on pertinent topics or tasks to their field (e.g., one student may choose to do a translation project using a parent-teacher conference letter, another may translate a police report) (Duplat 2015). Table 1 demonstrates select MLA task force recommendation alignment with the SPMS program development, faculty roles, and curriculum. The MLA recommendation that does not appear in this table is “Strengthen teaching preparation.”

Table 1. Alignment of Spanish for the Professions, M.S. program with MLA recommendations

<table>
<thead>
<tr>
<th>MLA Recommendation</th>
<th>Description</th>
<th>Alignment of Spanish for the Professions, M.S.</th>
</tr>
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<tbody>
<tr>
<td>Redesign the program</td>
<td>“align them [programs] with the learning needs and career goals of students and to bring degree requirements in line with the evolving character of our fields”</td>
<td>The program was designed to build advanced writing, oral communication and cultural competency skills that can be applied in a variety of careers where communication in Spanish is required (Contag)</td>
</tr>
<tr>
<td>Engage more deeply with technology</td>
<td>“programs should support technology training and provide ways for students to develop and use new tools and techniques”</td>
<td></td>
</tr>
<tr>
<td>Reimagine the dissertation [capstone project]</td>
<td>“Departments should expand the spectrum of forms the dissertation [capstone project] may take”</td>
<td>Portfolio (SPAN 690) is a capstone project documenting research, creative, or other projects that demonstrate performance in program competency areas.</td>
</tr>
<tr>
<td>Reduce time to degree</td>
<td>“Departments should design programs that can be completed [in a timely fashion]”</td>
<td>The fully online format and year-round course offerings create a flexible and accessible program for timely completion (Gordillo)</td>
</tr>
<tr>
<td>Expand professionalization opportunities</td>
<td>“provide students with ways to acquire skills necessary to scholarship and future employment, such as collaboration, project management, and grant writing. Internships and work with professional associations can provide transformational experiences”</td>
<td>Internship: Engagement in the Profession (SPAN 698) is an elective course designed to provide students with real-world transformational experiences in their chosen field.</td>
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<tr>
<td>Use the whole university community</td>
<td>“Departments should tap the expertise of [non-faculty members like] librarians, informational technology staff members, museum personnel, and administrators.”</td>
<td>Faculty have consulted with various experts across campus for example, instructional design staff and library faculty (Duplat, Contag, Gordillo).</td>
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Continued on page 146
Given the potential range of entering students’ skill sets (e.g., oral proficiency, academic and/or professional writing) and varied areas of professional focus, a competency-based model was chosen as the framework for the SPMS degree (Contag 2011). A competency can be defined as the collection of skills, abilities, and knowledge necessary to carry out a given task (Vorhees 2001: 8). Competency-based learning allows students to progress as they demonstrate mastery of a given competency area, with greater flexibility in terms of time, place, or pace—an approach that fits well with a fully online graduate program (Vorhees 2001: 8). A flexible and individualized approach to instruction, such as is afforded by a competency-based approach, is also supported by an adult learning theory that suggests that adults are most motivated to learn when their learning is immediately applicable to their own real-life situations (Knowles, Holton, and Swanson 2012: 66). The SPMS prepares graduates in three central competency areas for working with Spanish in professional contexts: writing, oral production, and intercultural competence.

According to Contag (2011), the three core competency areas of the SPMS degree were chosen based on a needs analysis of professionals working across cultural contexts in the Spanish-speaking world and consideration of faculty expertise and resources. Of note is the intentional inclusion of a multicultural literacy component in all three competencies. For example, to fulfill the competency area of oral proficiency, students are expected to perform at an advanced (or higher) level of oral proficiency as well as develop the ability to select communicative strategies that are appropriate for the context and setting, a component of intercultural competency (Hammer, Milton, and Wiseman 2003: 422). Table 2 demonstrates the alignment of program student learning outcomes with the three core competency areas of the SPMS degree. The fifth program outcome of “The student will evaluate information, synthesize and create knowledge in the discipline, and/or apply knowledge of the discipline to solve complex issues” is not included in the table as it refers primarily to the graduate capstone thesis or portfolio project. A discussion of the program as a visionary model for future Spanish graduate education follows.

Program enrollment and preliminary qualitative analysis of faculty perspectives support the notion that SPMS is a sustainable model for future graduate education. At this mid-sized

<table>
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<th>MLA Recommendation</th>
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<tr>
<td>Redefine the roles of faculty advisors</td>
<td>“The director of graduate studies should be a leader of change who helps transform the program to meet the objectives outlined in this report.”</td>
<td>The Spanish for the Professions M.S. curriculum was developed by the then graduate studies advisor who lead a transformational shift in both undergraduate and graduate education in the department (Contag).</td>
</tr>
<tr>
<td>Validate diverse career outcomes</td>
<td>“give students a full understanding of the range of potential career outcomes and support students’ choices.”</td>
<td>Courses are designed for individualized instruction, allowing each student to focus coursework in their chosen career path (Duplat, Personal Interview).</td>
</tr>
<tr>
<td>Rethink admissions practice</td>
<td>“calibrate admissions to the changing character of doctoral education and the broadened range of career opportunities”</td>
<td>The program has admitted students from a wide range of career paths, e.g., education, law enforcement, social work (Gordillo).</td>
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Table 2. Spanish for the Professions, M.S. competencies alignment with program student learning outcomes

<table>
<thead>
<tr>
<th>Program Competency</th>
<th>Related Program Student Learning Outcomes</th>
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<tr>
<td><strong>Multicultural Literacy</strong></td>
<td>1. Recognize and use appropriate communicative strategies in Spanish in professional and social contexts for a variety of settings and countries where Spanish is spoken.</td>
</tr>
<tr>
<td></td>
<td>2. Formulate opinions and discuss writings in coherent and culturally connected ways</td>
</tr>
<tr>
<td><strong>Oral Proficiency</strong></td>
<td>1. Recognize and use appropriate communicative strategies in Spanish in professional and social contexts for a variety of settings and countries where Spanish is spoken.</td>
</tr>
<tr>
<td></td>
<td>3. The student will demonstrate advanced language skills for academic and professional interaction.</td>
</tr>
<tr>
<td><strong>Writing Proficiency</strong></td>
<td>1. Recognize and use appropriate communicative strategies in Spanish in professional and social contexts for a variety of settings and countries where Spanish is spoken.</td>
</tr>
<tr>
<td></td>
<td>4. Develop advanced writing skills for professional and academic interaction</td>
</tr>
</tbody>
</table>

Midwestern public university, the Spanish graduate student capacity is approximately 30. Within the first full year (2014) of offering the SPMS the total graduate program enrollment increased from 15 students to 24 students, indicating an 37.5% increase in a single semester, due entirely to SPMS enrollment (Minnesota State University, Mankato). This rise in student interest provides evidence that the SPMS is filling a demand for flexible, accessible, and individualized graduate education in Spanish. Although market trends would predict greater variety in student career paths, more than half of these fully online students are educators seeking professional development (Gordillo 2015; Kejsefman and Barnhart 2014).

The number of students in educational career paths enrolled in the SPMS program is unsurprising, as traditionally the majority of those enrolled in Spanish Master's programs have been in-service Spanish instructors. Their interest in a flexible online program makes sense, considering that many educators concurrently work full-time while attending graduate school. It is important to note that education is also a profession that requires effective communication and intercultural competency skills (Gordillo 2015). The remaining students in the program represent a range of professional fields including law enforcement and social work, suggesting that the program is flexible enough to meet needs in a range of economic sectors (Gordillo 2015). As of Spring 2017, the SPMS program has graduated eight students, with two more expected in the Fall of 2017, and a current enrollment of 18 students, making up more than two-thirds of the department's Spanish graduate enrollment. Anecdotally, student performance and graduation records indicate that the SPMS program is hitting its mark by supporting growth of a culturally competent and Spanish-proficient workforce. However, anecdotally, student performance indicates that the SPMS program is hitting its mark by supporting growth of a culturally competent and Spanish-proficient workforce. Although this preliminary evaluation indicates SPMS is a flexible and sustainable approach to future Spanish graduate education, implementation of such a unique program is not without its challenges.
Challenges to the ongoing implementation of the SPMS are both faculty and student related. Currently, two faculty members teach the bulk of the SPMS courses. Qualitative evidence suggests that both faculty and students in the program lament the lack of variety in the professoriate (Duplat 2015). However lamentable, the obstacles to additional faculty participation are multiple. Faculty members must be equipped to effectively design and deliver fully online courses, a course format that is significantly different from face-to-face or even hybrid approaches (Contag 2011; Duplat 2015; Pachler and Daly 2011: 57). Educational researchers have posited that effective integration of technology with teaching requires the development of unique understanding of the contextual and complex interactions between content, pedagogical, and technological knowledge (Koehler, Mishra, and Cain 2013: 14). As such, SPMS faculty must commit to specialized and ongoing professional development in the area of online teaching and learning. These faculty must also be prepared to instruct a range of courses that include more familiar content such as literary analysis, but also translation and interpretation, oral and written communication, and editing and bibliographic skills, among others (Contag 2011; Duplat 2015). Instruction may also take place outside of course content; for example, one faculty member noted that they had taken on the role of technology expert, as they often spent time troubleshooting tech-related problems with students (Duplat 2015). Thus, effective program implementation requires significant faculty professional development and/or the recruitment of faculty from a greater diversity of backgrounds and professional preparation.

There are also obstacles for students enrolled in the SPMS program. The online environment can be a challenge to students because online learning requires a greater degree of self-regulation (i.e., students taking responsibility for their own learning) (Andrade and Bunker 2009: 48; Duplat 2015; Gordillo 2015). Successful self-regulated learning (SRL) requires the implementation of metacognitive, cognitive, and affective strategies (Andrade and Bunker 2009: 49). Among the SRL issues identified, time management and graduate-level academic skills were highlighted as areas of particular challenge to some of the SPMS students (Duplat 2015; Gordillo 2015). For successful implementation of the program, students must be prepared to navigate these obstacles by becoming self-regulated graduate-level learners. In turn, faculty must support students with careful integration of an orientation to SRL and/or skill building SRL tasks within the curriculum and facilitate access to important resources.

In conclusion, the SPMS stands as a unique model for future graduate education that is both sustainable and adaptable. The sustainability and adaptability of the program is supported by its unique attributes, the fully online format, the flexible curriculum, and the competency-based approach. The online format makes graduate education more accessible to current and emerging working professionals and may also enhance language and culture learning. In turn, the flexible curriculum and competency-based approach allows for individualization of instruction making the degree applicable to a wide range of career paths. Initial anecdotal evidence (e.g., enrollment boom and student career path demographics) indicates that the program is filling a market demand for professionals with intercultural competence and Spanish skill. Regardless of its future viability, the program is not without its challenges to both faculty and students. An up-and-coming professoriate will need specialized and ongoing professional development and students will need adequate orientation and ongoing support. However, given the need for transformation of graduate education in languages, these challenges and changes are perhaps now more the norm than the exception. Likewise, the fully online Spanish for the Professions, Master of Science, an exception now, may be the norm of the future.

NOTES

1 See US Department of State definition of “full professional proficiency” (US Department of State 2013). Admittance to the Spanish for the Professions, MS requires a minimum American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency rating of Advanced Low (Swender, Conrad, and Vicars 2012). There are no minimum proficiency requirements for reading, writing, or listening.
Intercultural competence is the ability to think and behave in culturally appropriate ways (Hammer, Milton, and Wiseman 2003: 422). The Intercultural Development Inventory, based on the Developmental Model of Intercultural Sensitivity (DMIS), is a cross-culturally validated measure of intercultural competence (Hammer 2011: 479–85; Hammer, Milton, and Wiseman 2003: 421–26). The DMIS, developed by Bennett (1986) posits that intercultural competence increases as the complexity of one’s experience with cultural differences increases, and one moves from an ethnocentric to ethnorelativistic worldview (Hammer, Milton, and Wiseman 2003: 423).

Online students sometimes pay more tuition due to out-of-state residency status. At Minnesota State University, Mankato, online students pay the same tuition and fees regardless of in-state or out-of-state residency for graduate courses (Campus Hub). The cost per credit including fees for online graduate courses is $456.40 versus $420.15 for face-to-face courses (Campus Hub).

WORKS CITED


Response 1 to “Meeting Twenty-First-Century Needs: Spanish for the Professions as the Future of Spanish Graduate Education?”

Tenure-track Faculty Determine the Success of Online Graduate Education

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Keywords: courses/cursos, faculty/profesoriado, graduate/graduado, language/lenguas, online/en línea

“Meeting Twenty-First-Century Needs: Spanish for the Professions as the Future of Spanish Graduate Education?” provides insights to how one particular university is confronting the decreased student enrollments seen across foreign language (FL) graduate programs in the United States. The author discusses the importance of online post-graduate language courses through examples of how such courses would meet a variety of working professionals’ needs as well as increase languishing enrollments in post-graduate FL programs. This argument is followed by an overview of an existing online Spanish for the Professions Master of Science degree (SPMS).

While the SPMS clearly fills a gap in FL education, the widespread skepticism that many language educators harbor regarding online language courses may impede the quality, vitality, and implementation of such programs (Blake 2007). Elizabeth Harsma (2017) briefly alludes to and refutes common objections to online FL language education but admits that faculty interest continues to be an issue since two faculty members primarily teach the courses. While the programmatic structure is innovative and promising, the reader is left to question the longevity and quality of the program as the author fails to mention strategies for training and recruiting tenured and tenure-track faculty who are qualified to teach at the post-graduate level.

The lack of tenured and tenure-track faculty interest in online education (Allen and Seaman 2010; Kim and Bonk 2006) is illustrated by the numerous studies on non-tenured online faculty in comparison to limited publications regarding online tenured and tenure-track faculty (Drewelow 2013; LoBasso 2013). One factor that may contribute to this phenomenon is that tenured and tenure-track positions are evaluated largely on research production with little incentive for undertaking new pedagogical endeavors (Zhao and Cziko 2001). The lack of incentive that the tenure track system places on pedagogical innovation is compounded by the fact that novice online instructors must invest a considerable amount of time in familiarizing themselves with course materials, digital platforms, and resources provided by ancillary staff such as instructional designers and web programmers (Bartolic-Zlomislic and Bates 1999; Stone and Perumean-Chaney 2011). Such distractions from academic research may explain why part-time and adjunct faculty are more frequently assigned online teaching assignments than full-time faculty (Seaman 2009).

Despite the aforementioned challenges in recruiting tenured and tenure-track faculty to teach online, experienced online professors reported an increase in productivity as the flexibility of online instruction allowed them to spend more time on service or research (Meyer 2012). In order to help T/TT faculty reconceptualize online teaching, departmental training and faculty...
mentorship programs are an indispensable means of helping faculty integrate technology in a way that presents minimal disturbances to their established academic routine (Gabriel and Kaufield 2008; Zhao and Cziko 2001). In conclusion, the future of online graduate programs such as SPMS does not depend on the clever creation of online courses but the department’s commitment to training/incentivizing tenured and tenure-track faculty members to teach online.

WORKS CITED


In 2008, the Department of Languages and Linguistics at New Mexico State University (NMSU) entered the twenty-first-century world of online distance education and learning (ODEL) by launching the first program of its kind, an online Master of Arts in Spanish degree. The extremely high demand for online graduate education caused the program to grow quickly, and at the apex in the 2013–14 academic year, saw 120 students, representing a 445% increase from the initial 22 with the optimal level reached this academic year where we can effectively support 80–100 students. Now, more than eight years after the first class was offered, 117 students have graduated from the program. There are many lessons to be learned from the following experiences as our profession continues to expand and fill new niches in the twenty-first century.

Quality in Course Content and Delivery

First and foremost in all discussions as the program was conceived, organized, and implemented, was the need to maintain a certain level of quality of instruction and content in the courses. The initial courses were offered by faculty members who had received prior training through NMSU’s educational technologies training center on implementing emerging technologies into courses. These faculty members were invaluable to the professional development of other faculty as they provided both group training and individual mentoring for faculty joining the ODEL program and adapting future courses for successful delivery. Currently, the majority of the eight faculty members who actively teach in the program have voluntarily received formal instruction on the implementation of emerging technologies as well as national quality rubrics for ODEL. It is recommended that any program seeking to expand into this new arena, do so only after careful planning and faculty preparation. Faculty must adapt, reinvent themselves, and commit to being as engaged with their ODEL learners as they are with their face-to-face or hybrid learners. To not do so is a disservice to the students and the profession.

Program Management and Sustainability

The initial ballooning growth was difficult to sustain due to a couple of critical issues. First, there is faculty workload. Initially, the entire faculty taught ODEL courses as compensated overloads. Obviously, this cannot be sustained over a long period of time with the understanding
that continuous overloads cause fatigue and potentially take faculty from other required duties. Secondly, and most importantly, the program and faculty were concerned about the importance of maintaining a quality level of engagement with students. Decisions were made to reduce enrollment for a short period to reach the optimal level. This ultimately worked in everyone’s favor as now, all faculty teach ODEL courses as part of their regular loads with no more need for overloads. A positive note for the program has been that due to the demand for ODEL in the program, our most recent tenure track faculty hire was contracted with the words, “experience in online teaching preferred” as part of the qualifications, something that should be appearing more frequently in our profession.

**Online Pedagogy Transforming Students’ Education with Tangible Outcomes**

One of the insights gained is in the area of online pedagogy and how it transforms a student’s education. This transformation focuses on transitioning the role of the student from being a passive learner to one that assumes a more active and involved role, and truly converting the teacher/instructor/professor into more of a facilitator of learning, or as a model or guide. In ODEL courses, students are collaborating and engaging with colleagues from across the country and world, exposing them to cultural diversity and experience not available in the face-to-face environment with positive tangible outcomes.

End of program student evaluations have commented favorably on the program’s rigor, depth, and quality. The program is producing well-prepared graduates, some of whom are teachers at all levels of K–20, and others continuing on to doctoral programs, who have seen what quality ODEL courses look like and how they are taught. They will be better prepared for carrying their students, at all levels of instruction, further into the twenty-first century because of the techniques, methods, collaborations, and engagement they have already observed and practiced. The program is also producing graduates that work in: government at all levels, worldwide NGOs, law enforcement, the healthcare industry, STEM areas, leadership positions, and the list goes on. The future of our profession needs to embrace the model of quality ODEL courses and programs in order to meet student needs in their busy and varied lives.

**WORK CITED**