



Aminta H. Breaux, Ph.D.

President

Henry Administration Bldg., Ste. 2000
14000 Jericho Park Rd, Bowie, MD 20715

P 301-860-3555

F 301-860-3510

E president@bowiestate.edu

bowiestate.edu

November 11, 2024

Sanjay Rai, Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore MD 21201

RE: New Academic Program Proposal - Standalone Upper Division Certificate (UDC) in English for Speakers of Other Languages (ESOL) - Fully Online

Dear Secretary Rai:

Please find enclosed our proposal to offer the standalone Upper Division Certificate in English for Speakers of Other Languages (ESOL) (HEGIS 150802/CIP 13.1401). The program will be offered fully online. This proposal is submitted concurrently with the Post-Baccalaureate Certificate in ESOL.

The Maryland State Department of Education noted that the state's English learner population is the fastest growing group of students in grades K - 12¹. This growth has exacerbated the need for teachers trained in instruction of ELs to ensure that we continue to prepare all Marylanders for college and careers. BSU's proposed online certificate program will afford students across the state and beyond the preparation to enter the classroom prepared to teach every student. We aim to strengthen the expertise of students training to become education professionals working with K-12 English language learners.

We eagerly await the Commission's consideration of this proposal and respectfully request your approval.

Sincerely,

Aminta H. Breaux, Ph.D.

Cc: Dr. Guy-Alain Amoussou, Provost and Vice President for Academic Affairs
Dr. Alison Wrynn, Senior Vice Chancellor
Dr. Candace Caraco, Associate Vice Chancellor
Dr. Rhonda Jeter, College of Education
Dr. Jacqueline Cade, Director of Institutional and Academic Programming
Ms. Gayle Fink, Office of Planning, Analysis and Accountability
Ms. Brandy Wilson, Registrar

¹ MSDE, *English Learners (Els) in Maryland*. 2023 June 27.

<https://marvlandpublicschools.org/stateboard/Documents/2023/0627/EnglishLearners-ELsinMaryland.pdf>



Office Use Only: PP#

**Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	Bowie State University
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Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input checked="" type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes Submitted: <input type="radio"/> No	Payment <input checked="" type="radio"/> R*STARS # JE235036 Type: <input type="radio"/> Check #	Payment \$850 Amount:	Date 11/30/2024 Submitted:
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Department Proposing Program	Teaching, Learning & Professional Development		
Degree Level and Degree Type	Upper Division Certificate		
Title of Proposed Program	English for Speakers of Other Languages		
Total Number of Credits	15		
Suggested Codes	HEGIS: 1508.02	CIP: 13.1401	
Program Modality	<input type="radio"/> On-campus <input checked="" type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Summer	Year: 2025	
Provide Link to Most Recent Academic Catalog	URL: https://catalog.bowiestate.edu/index.php?catoid=27		
Preferred Contact for this Proposal	Name:	Dr. Jacqueline M. Cade	
	Title:	Director of Institutional and Academic Programming	
	Phone:	(301) 860-3110	
	Email:	jcade@bowiestate.edu	
President/Chief Executive	Type Name:	Aminta H. Breaux, Ph.D.	
	Signature:		Date: 11.18.24
	Date of Approval/Endorsement by Governing Board:		

Revised 1/2021

Bowie State University
Certificate in English for Speakers of Other Languages (ESOL) New Program Proposal

A. Centrality to Institutional Mission and Planning Priorities:

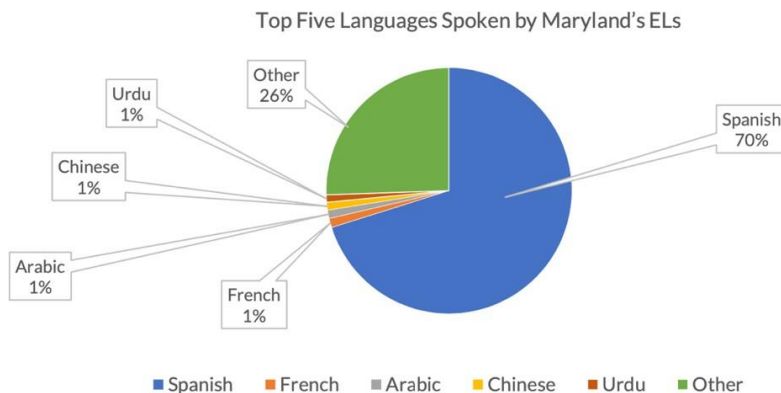
The Certificate in ESOL in the Department of Teaching, Learning and Professional Development (TLPD) at Bowie State University (BSU) will prepare teacher-candidates to comprehensively address the linguistic and cultural needs of English Language Learners in K-12 schools. The proposed program directly aligns with the College of Education's mission and addresses the current ESOL teacher shortage in the State of Maryland (see detailed discussion in Part B). Since its inception in 1865, the College of Education has been preparing academic and professional leaders who are globally competitive in their content specialty, grounded in the knowledge bases of their discipline, and sensitive to the ethnicity of the students they serve. As the oldest historically Black college and university (HBCU) in Maryland, the issue of culturally responsive teaching has been a central tenet in College's teacher preparation programs. Accordingly, the Certificate in ESOL reflects this focus by providing carefully-crafted content, classroom activities, and field experiences that develop a greater appreciation for the linguistic and cultural diversity that represents who we are as a society, as well as offering best instructional practices to meet the needs of this student population.

This program also reflects priorities outlined in BSU's current Strategic Plan. Specifically, it supports BSU's goals of (a) providing a continuous improvement to ensure that institutional policies and practices support student development and success (Success, Strategy 5), (b) developing alternative modalities, new programs and pedagogies, and streamlined student/academic support services to facilitate timely degree completion (Success, Strategy 6; Innovation, Strategy 9), and (c) partnering with business, government and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8).

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

According to the 2020 U.S. Census Bureau's diversity index, Maryland is the most diverse state on the Eastern Coast (United States Census Bureau, 2021). This diversity is largely due to the increase in the Hispanic and Asian population from 2010 to present. Based on the English Language Enrollment Survey administered in October 2021, Maryland's K-12 schools currently have over 98,000 English learners in grades K-12. These students speak 178 different languages, with the dominant languages being Spanish, French, Arabic, Chinese, and Urdu (Figure 1).

Figure 1: Major Languages Spoken by Maryland English Learners (ELs)



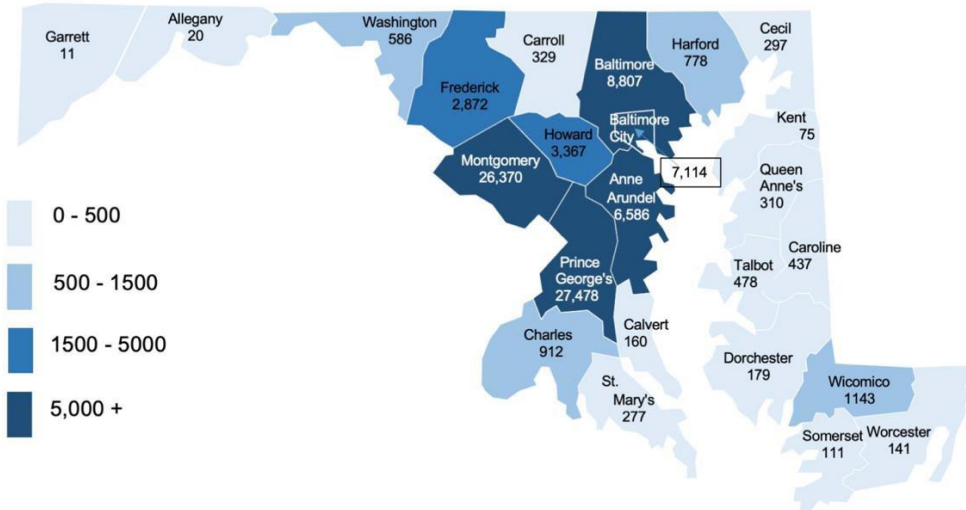
Source: MSDE 2022 Blueprint for Maryland's Future: Workgroup on English Learners in Public Schools

At present, English learners (ELs) represent over 10% of the total student population in the state. The majority of Maryland's elementary-aged ELs were born in the United States. At the secondary level, approximately 7% of the school population are English learners, which is approximately 15,000 middle school students and approximately 18,000 high school students. Middle and high school enrollment numbers include both new immigrant students as well as those who

are long term English learners.

While ELs are enrolled in every school district across the state, the largest concentrations can be found around the metropolitan areas of Baltimore City and Washington D.C., and urbanized areas such as Salisbury, Prince George’s County, and Montgomery County. These five areas represent around 54,000 ELs, which is over 38% of all ELs statewide. Figure 2 provides an overview of the numbers of ELs represented across the state.

Figure 2: 2020-2021 EL Enrollment in Maryland’s Local School System



Source: MSDE 2022 Blueprint for Maryland’s Future: Workgroup on English Learners in Public Schools

The number of English learners in Maryland continues to increase over time. Despite a slight drop in student enrollment numbers during the Covid pandemic during 2020-2021, overall enrollment numbers continue to trend upwards. Figure 3 highlights the rise in EL population over the last 6 years.

Figure 3: Maryland’s K-12 EL Population

Year	% Change from previous year
2015-2016	+ 4%
2016-2017	+ 9%
2017-2018	+ 15%
2018-2019	+ 6%
2019-2020	+ 11%
2020-2021	- 5%
Average Yearly Rate of Change	+ 7.7%
Average Yearly Rate of Change, Prior to SY 2020-2021	+ 10.7%

Source: MSDE 2022 Blueprint for Maryland’s Future: Workgroup on English Learners in Public Schools

It is important to note that English learners are overrepresented among students living in poverty and students with disabilities. While 38.5% of non-EL students were eligible for free and reduced-priced meals (FARMs) in 2020, 71.7% of ELs were eligible. In addition, ELs also have a larger share of students identified with disabilities (12.5%) than non-EL students. In comparison, ELs identified for gifted and talented status are lower than non-EL students in the state. Only 1.1% of ELs were identified in 2020, compared to 15% of non-ELs.

The proposed program aligns with several key policy areas of the Blueprint for Maryland’s Future, which provides a pathway to transforming PK-12 education in Maryland over the next 10 years. In particular, Pillar 2 (High Quality and Diverse Teachers and Leaders) and Pillar 3 (College and Career Readiness) are reflected in the program and course objectives:

(1) Pillar 2.1: Recruit and support high-quality and diverse teachers to meet workforce needs

The proposed program will contribute to the number of diverse and high-quality applicants entering into ESOL teaching positions. As an HBCU, BSU is well positioned to support the need for more highly qualified teacher candidates who reflect the diversity of students in Maryland classrooms

(2) Pillar 2.2: Increase rigor of teacher preparation programs and licensure requirements

The proposed program will increase the number of teaching candidates who pass a nationally recognized assessment (ESOL Praxis Exam) and are fully prepared to organize and provide effective teaching and learning in Maryland Pre-K-12 classrooms.

(3) Pillar 2.3: Implement comprehensive in-service educator training

The proposed program will provide high-quality induction by working with school partners to select qualified mentors for teachers based on established guidelines.

(4) Pillar 3.2: Curriculum Alignment and Changes

The proposed program will introduce teachers to the WIDA standards for English Language Learners (including their relationship College and Career Readiness standards) and the coursework/instructional practices that best support this alignment to these standards.

(5) Pillar 3.5: Support Student Pathways

The proposed program will train teachers on the use of various assessments (e.g., WIDA) to identify English language learners who need additional supports beyond standard instructional expectations—especially in relationship to college and career readiness.

The 2022 Maryland State Plan for Higher Education lists student access, student success, and innovation as the State's goals. Student Access, Priority 4 urges Maryland’s institutions to use different learning modalities to attract students not otherwise able to access postsecondary education. This online program creates equitable access to practitioners and paraeducators seeking to broaden their cultural competencies in the classroom. The online program also reduces attendance costs by reducing mandatory fees typically charged for attending classes on campus. Further, as the program is geared toward working educators, flexible scheduling allows students to access coursework based on their schedules. Lastly, the online Upper-Division Certificate in English for Speakers of Other Languages addresses equity gaps in teacher preparation programs by making the program accessible to any student seeking to be more culturally prepared to educate diverse learners while improving K-12 equity gaps by preparing teachers to educate students whose first language is other than English, with the intended result of improving the academic success of students in K-12 so that they are college and career ready..

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

A shortage of licensed K-12 teachers in the state has resulted in nearly 2,000 K-12 educator vacancies in September 2021 (MSDE, 2022). This shortage is partly reflective of the decline in Maryland teacher education program enrollment – a reduction of 33% since 2012. For ESOL (PreK-12), 82 positions remained unfilled at the start of AY 2022-2023. In Figure 5 below, ESOL PreK-12 teachers are shown to have the 7th highest rate of vacancies in the State.

Figure 5: Maryland 2022 Educator Vacancies by Certification Area

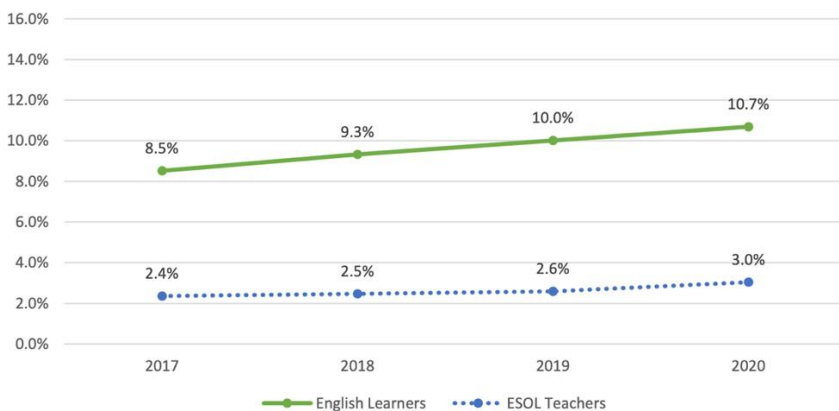
Certification Area	Vacancies	Certification Area	Vacancies
Special Education Generic: birth-adult	402.7	Library/Media Specialist	27
Elementary Education (1-6)	254	Severely & Profoundly Disabled	22
Speech/Language Pathologist	117.1	Hearing Impaired	18
Mathematics (7-12)	111	Computer Science (7-12)	16
Early Childhood (PreK-3)	104	Family and Consumer Sciences	13
School Counselors	96.5	Social Studies (4-9)	12
ESOL (PreK-12)	82.8	Health (PreK-12)	10
English (7-12)	82	Chemistry	10
Technology Education	54.5	Business Education	8.5
English/Language Arts (4-9)	54.5	Physics	7.5
Mathematics (4-9)	54	French	5
Music (PreK-12)	52	Earth/Space Science	4.4
Spanish	49.6	Visually Impaired	4
Art (PreK-12)	46	Agriculture/Agribusiness	3
Physical Education (PreK-12)	33	Physical Science	3
Science (4-9)	32	Dance (PreK-12)	2.5
Social Studies	32	Theatre (7-12)	2
School Psychologist	32	Chinese	2
Reading Specialist	31.8	Principals	2
Biology	29	TOTAL	1,922.4

Source: MSDE 2021-2022 Vacancy Data Collection

Mirroring national trends, it is likely that the number of ELs in the State will continue a trajectory upward in the foreseeable future. In its 2022 report *Workgroup on English Learners in Public Schools*, the MSDE estimates that there has been an average increase of over 7% in English learner enrollment over the last six years. Further, Hispanic students have been the fastest growing racial/ethnic group in Maryland’s public schools. For instance, since 2017, Hispanic student enrollment has increased from 145,800 to 175,768 in Maryland, a 20.6% increase.

Maryland’s English learning students require competent and talented teachers trained in the most effective practices and pedagogy to support the development of this growing population. As shown in Figure 6, the growth of Maryland’s ELs has outpaced the number of English for Speakers of Other Languages (ESOL) teachers formally trained and credentialed to work with ELs.

Figure 6: Share of Maryland Educators Credentialed as ESOL Teachers in Relation to ELs



Source: MSDE 2022 Blueprint for Maryland’s Future: Workgroup on English Learners in Public Schools

To address this acute need, the proposed program will prepare teacher-candidates to work with ELs at different levels of language proficiency in grades K-12. The program is designed to allow teachers to explore different approaches to second language teaching in relation to theories of language learning, teacher and learner roles, and classroom techniques. In addition, teachers will examine effective strategies, appropriate materials, and useful resources to support instruction in

ESOL and mainstream classroom settings. A major emphasis is also given to how interaction across different contexts (e.g., social, familial, academic) can impact the education of culturally and linguistically diverse learners.

D. Reasonableness of Program Duplication

There are no undergraduate programs in the State of Maryland that currently offer an ESOL certificate. There is, however, one institution that offers an undergraduate BA degree in ESOL and another a minor in second language teaching:

- Salisbury University – Bachelor’s in English for Speakers of Other Languages (ESOL)
- University of Maryland College Park – Minor in Second Language Education (SLE)

In contrast, BSU will offer a 15-credit undergraduate ESOL certificate program. Courses will be offered in an online synchronous format via Zoom. This format will create the greatest opportunity for participation for both BSU students and students at other institutions interested in adding an ESOL certificate. Course objectives and their corresponding assessments will be aligned to the TESOL accreditation standards for teacher preparation programs in grades K-12. In addition, course content has been aligned to several of the recommendations outlined in the 2022 MSDE report *Workgroup on English Learners in Public Schools*. Implications for instructional practice have been embedded across all course content: Second language theories, developmental stages, teaching principles and methods, assessment, cultural differences, family home/literacy practices, knowledge of language. Particular focus has been given to the dominant first languages of Maryland’s K-12 ELs (e.g., Spanish, French, Chinese, Arabic, Urdu) and their similarities/differences to English. Issues addressing family and parental involvement are also underscored.

In addition to helping address the acute shortage of ESOL teachers in the State, the proposed program will increase the number of well-prepared and highly effective Black male teachers to work with ELs across early childhood, elementary, secondary, and special education with knowledge, understanding, and skills in ESOL.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

There is no impact, as no HBI offers a similar program in English for Speakers of Other Languages.

F. Relevance to the identity of Historically Black Institutions (HBIs)

Currently, there are no HBCUs in the state of Maryland that offer a ESOL certificate at the undergraduate level. As Maryland’s oldest HBCU, the College of Education, is committed to fulfilling its mission of preparing individuals—in a culturally responsive way—to assume positions in teaching, counseling, and educational leadership in PK-12 school settings around the State. As an HBCU, we are in the unique position to advance our educators' expertise in the ESOL field to address the needs of Maryland’s culturally and linguistically diverse K-12 students.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10)

This proposed program developed from several factors: (a) the rapid growth of the K-12 EL population in the state of Maryland – especially in Prince George’s County where BSU actively works with school partners, (b) the ESOL needs of public-school teachers and administrators, (c) a re-evaluation of the Department of Teaching, Learning, and Professional Development (TLPD) curricula and areas of increased need, and (d) a commitment to excellence in ESOL K-12 education aligned to the professional accreditation standards outlined by the TESOL International Association for teacher preparation programs. The Certificate in ESOL is designed to prepare teacher-candidates to comprehensively address the linguistic and cultural needs of English Language Learners in K-12 schools in Maryland. The ESOL Coordinator, Dr. Peter Parker, will oversee the program. Dr. Parker currently administers and teaches courses in the department’s ESOL Pathway Program for graduate students.

The majority of undergraduate students who add the ESOL certificate to their program of study will either be early childhood education/special education (EC/SPED), elementary education (ELED), or secondary education (SCED)

majors. Students who enter their respective undergraduate program of study through the Black Male Educators Project grant will be required, under grant stipulations, to complete the Certificate in ESOL program.

Program Student Learning Outcomes include:

1. Applying knowledge of school and federal policies that impact English learners' educational rights in the state of Maryland.
2. Developing methods to understand student's academic characteristics (e.g., background knowledge, educational history, performance data) to guide development of effective K-12 instruction and assessment.
3. Comparing and contrasting different theories that explain second language learning and how they are different/similar to learning a first language.
4. Assessing different approaches to K-12 second language teaching in relation to their theory of language and language learning, teacher and learner roles, and classroom techniques.
5. Identifying instructional strategies to develop learners' knowledge of English sounds (phonological awareness), formation of words (phonics), sentence structure (grammar), word meaning (vocabulary) and text meaning (comprehension).
6. Planning and devising instruction that integrates content-area reading, writing, listening and speaking skills for K-12 English learners at different age and ability levels.
7. Identifying effective instructional strategies, appropriate materials, and useful resources to plan lessons and support instruction of K-12 English learners.
8. Discussing different types of authentic assessments that can be used that can be used for culturally and linguistically diverse students

Learning Outcomes and Assessments:

All course objectives in the ESOL program are aligned to the accreditation standards outlined by the TESOL International Association for teacher preparation programs (see Appendix A). This ensures that course objectives and their corresponding assessments are meeting all 5 TESOL standards and their respective indicators. Further, a key assessment (i.e., signature assignment) is identified for each course for accreditation purposes. These key assessments align scoring rubric items to specific TESOL standards. This data and their related artifacts are then uploaded to our Quality Insurance System that is housed on the platform Student Learning and Licensure (SLL). The SLL platform is an assessment and accountability system that tracks students' performance, program quality, and unit operations. ESOL students in the program are expected to meet a set of performance criteria that measures competencies articulated in national, state and professional standards. These key assessments are mandatory for course completion. Learning outcomes data will be evaluated annually based on the program's assessment plan.

Undergraduate ESOL Courses for Certificate in ESOL:

ESOL 308

Understanding the Language of English Learners (3 credits)

This course examines the different components of language and their implications for teaching K-12 English language learners. Instructional strategies will be identified to develop learners' knowledge of English sounds (phonological awareness), formation of words (phonics), sentence structure (grammar), word meaning (vocabulary) and text meaning (comprehension).

ESOL 317

Theories and Principles in Teaching English Language Learners (3 credits)

This course examines the relationship between first language and second language acquisition, and the factors that facilitate an English language learner's language development. Students will explore ways to optimize language learning by examining the theories and principles that guide K-12 English language teaching.

ESOL 322

Teaching Culturally and Linguistically Diverse Classrooms (3 credits)

Students in the public school system come from diverse cultural and linguistic backgrounds. To optimize students' outcomes, this course explores the principles, theories, and research that affects teaching and learning in multicultural

classrooms. Particular attention will be given to culturally responsive schooling, the role of family, language policy, and the specific needs of culturally and linguistically diverse learners.

ESOL 343

Methods & Materials for ESOL Teachers (3 credits)

This course introduces students to a variety of methods and materials for promoting listening, speaking, reading, and writing development in K–12 English learners. Emphasis will be given to developing strategies for engaging learners, scaffolding instruction, and teaching specific language and literacy skills. The SIOP (Sheltered Instruction Observation Protocols) Model will be used for planning and implementing lessons.

ESOL 356

Assessing English Language Learners (3 credits)

Effective assessments provide teachers with the information necessary to adapt and refine classroom instruction to best meet the needs of their diverse student populations. This course explores a range of assessment tools within the areas of acculturation, language proficiency, and content-area learning. Topics include issues of reliability and validity, the role of language and bias, and test development.

Each of the five courses (15 credit hours total) consist of several modules that target specific content and learning outcomes. Typically, one module is covered per week. For each module, students must complete (a) discussion board posts, (b) module assignments that practice material covered, and (c) a final project or key assessment assignment by the end of the course.

Specialized Accreditation or Graduate Requirements:

The proposed program aligns its learning outcomes to TESOL standards with the goal of seeking eventual accreditation. Completion of the certificate requires fifteen semester hours of credit. Following completion, teacher-candidates will take the ESOL Praxis exam with the goal of adding an ESOL endorsement to their teaching license. Teacher-candidates will be supported prior to taking the exam.

Assurances and Appropriate Evidence:

Program requirements, course information, costs, financial aid, registration, and other relevant information will be maintained on the Certificate in ESOL program's website and in the undergraduate catalog. The program coordinator will be responsible for administrating the website and keeping it up-to-date. Necessary updates will also be made to the undergraduate catalog.

ESOL courses will be accessible through BSU's Blackboard course system and maintained by the ESOL program coordinator. All courses at BSU must have a developed course template that includes course information, instructor information, syllabi, course modules, learning outcomes, course assessments, and links for resources. Technology and other support services will also be made through each course webpage.

Information about the new certificate will be clearly and accurately disseminated through advertising and recruitment materials. Materials will be developed by the ESOL program coordinator in conjunction with the University Relations and Marketing Office. In addition, the program coordinator will be responsible for conducting informational sessions with school districts and working with the Admissions Office to facilitate the application process of interested teachers.

H. Adequacy of Articulation

N/A

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11)

The Department of Teaching, Learning and Professional Development will hire qualified instructors to teach ESOL courses in the undergraduate ESOL certificate program. The ESOL program coordinator will be responsible for vetting applicants. Instructors must have graduate qualifications related to PK-12 language and literacy and a background

working with PK-12 English language learners in schools. Information on the ESOL program coordinator is provided below.

Faculty Name	Appointment/Rank	Terminal Degree	Status	Area of Specialization	Proposed Courses
Peter G. Parker	Tenure track/ Assistant Professor; ESOL Program Coordinator	Ph.D, Curriculum & Instruction with a specialization in language & literacy	Full-Time	ESOL and Literacy	ESOL 308, ESOL 317, ESOL 322, ESOL 343, ESOL 356

BSU requires all programs to have developed course templates on the university's course management system in Blackboard. For each course, this includes developed learning modules that cover required content, assessments with clearly articulated scoring rubrics, course and instructor information, schedules, and links for resources. As this certificate program is offered online synchronously and/or in-person, the ESOL program coordinator will provide training on the Blackboard learning management system for faculty teaching in the certificate program. All ESOL courses will have developed course shells on BSU's Blackboard course management system. These courses will follow Quality-Assurance Standards and evidence-best practices for online learning programs, as outlined in BSU's Online Procedures and Policy document. Particular attention will be given to developing courses that utilize effective interactive online activities to engage students working in a virtual format (e.g., breakout rooms, journals, Flipgrid, Jamboard, OneNote).

In addition, BSU requires all new faculty to undergo Blackboard training and provides on-going technology-based professional development workshops throughout the year. These workshops often address best practices for promoting student learning using technology. Further, each department has their own Blackboard faculty coordinator to support newer faculty with Blackboard features and technology.

J. Adequacy of Library Resources (as outlined in COMAR 13B.2.03.12)

The resources for this certificate program already exist at the Thurgood Marshall Library at Bowie State University through TLPD's ESOL Pathway Program. The proposed ESOL certificate does not require additional resources. All students enrolled in the ESOL certificate will have access to the library's online databases, the main campus library resources, and library support services. Additionally, students will have the ability to have items delivered directly to BSU from any of the other USM library. A Curriculum Lab is housed on the second floor of the library that contains classroom instructional materials, children's books, and other educational resources applicable to teaching in an ESOL context. The Lab also houses the SMART Classroom facility for teaching and demonstrations using simulated classroom situations. A library budget allows ESOL faculty to order needed texts or other curricular resources.

A LibGuide (a hosted web-based content management system) is currently being developed for ESOL through the department's Thurgood Marshall Library liaison. This resource page will consist of links to ESOL-related articles and databases, journals, books, videos, teaching materials, associations, and other resources.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

The proposed program will be part of the undergraduate program in the College of Education, which is located in the James E. Proctor Building at BSU. Since ESOL certificate program is offered through an online synchronous format, classroom and laboratory space will not be needed. The provost's signature on the proposal coversheet indicates his support for adequate infrastructure and instructional equipment for the program. The infrastructure for an online program already exists through the ESOL Pathway Program offered in the graduate program.

Students enrolled in the proposed program will be given access to BSU's electronic mailing system (Microsoft Outlook), the Blackboard course management system, and university resources once they set up their password through Bulldog

Connections. Faculty members are provided with a Windows Operating System/Microsoft Office capable computer equipped with an internet connection, printer, and university e-mail. Additional software packages can be freely downloaded. All BSU faculty, staff, and students have BSU's Instructional Technology Help Desk.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

Table 1: Resources and Narrative Rationale

The enrollment assumptions for the proposed program are based on direct funding from Black Male Educators Project grant for 50 students. The first cohort of students is expected to begin the certificate program in 2025.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$39,510	\$40,300	\$41,100	\$41,920	\$42,760
a. Number of F/T Students	10	10	10	10	10
b. Annual Tuition/Fee Rate (summer)	\$3,951	\$4,030	\$4,110	\$4,192	\$4,276
c. Total F/T Revenue (a x b)	\$39,510	\$40,300	\$41,110	\$41,192	\$42,760
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	15	15	15	15	15
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	\$8,600	\$8,600	\$8,600	\$8,600	\$8,600
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$48,110	\$48,900	\$49,700	\$50,520	\$51,360

Notes:

- 2.b – Based on summer tuition rates for 15-credit hours (ESOL courses will only be offered over the summer) with an estimated annual 2% tuition and fee rate increase
- 2.e – Based on program completion within one year
- 3 – The U.S. Department of Education's Augustus F. Hawkins grant covers all student tuition and fees (item 2c)—at 50 students—for this program. In addition, faculty/adjunct salaries (\$36,800) and additional costs (\$6,500) are covered over the course of the grant. The funding amount for salaries and additional costs has been divided over 5 years and included in line 3.

Table 2: Program Expenditures

Although the administrative and support staff, instructional tools, and facilities are already in place to support the proposed program, additional instructors will be needed to teach ESOL classes during the summer. It is anticipated that 4-5 adjuncts will be needed to teach 5 courses.

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Total Admin. Staff Expenses (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Total Adjunct Expenses (b + c below)	\$16,200	\$16,677	\$17,167	\$17,669	\$18,184
a. Number of FTE	1	1	1	1	1
b. Total Salary	\$15,000	\$15,300	\$15,606	\$15,918	\$16,236
c. Total Benefits	\$1,200	\$1,377	\$1,561	\$1,751	\$1,948
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	\$16,200	\$16,677	\$17,167	\$17,669	\$18,184

Notes:

3.b – Average summer salary for adjunct faculty (\$3000 per course x 5 courses) in FY 2023 with a 2% increase in subsequent years

3.c – Average benefits for adjunct faculty in FY 2023 is 8% with a 1% increase in subsequent years

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

The proposed program will employ several tools for evaluating courses, faculty, and student learning outcomes: Student course evaluations, faculty peer evaluations, course assessment data, and program data aligned to TESOL accreditation standards. Formal and informal student feedback/evaluations have provided some of the best insights on course strengths and on topics needing further exploration. As a result, several changes have been made to ESOL classes to better support the specific needs of teachers and their English learners. Faculty peer evaluations occur on an annual basis following university guidelines. These evaluations are performed by the department chair, program coordinators, or by tenured faculty. Student learning outcomes will be evaluated through class assignments and key assessment data.

The proposed program will collect data on key assessments aligned to the TESOL accreditation standards. The program coordinator, who has experience with the TESOL accreditation process, has developed the program's assessment scoring rubrics to reflect the specific standards represented. Some of the exemplars of the evaluation currently on TESOL International Association's accreditation website were developed by Dr. Parker. Creating this alignment and collecting data now will facilitate the College's future request for TESOL accreditation. ESOL program data is uploaded to our Quality Insurance System on the Student Learning and Licensure (SLL) platform. This assessment and accountability system allows program coordinators and administrators to track students' performance and program quality. All College of Education academic programs require an annual program assessment report.

N. Consistency with the State’s Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

Since its inception in 1865, Bowie State University has evolved from a normal school into a comprehensive university offering various undergraduate, graduate, and professional programs. As the oldest HBCU in Maryland, it has a long-standing commitment to diversity in all its forms and has traditionally served underrepresented students. The prevailing belief at BSU is that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in the spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability. The proposed program contributes to this goal by promoting diversity awareness that respects and values the linguistic and cultural diversity of our K-12 English learners.

O. Relationship to Low Productivity Programs Identified by the Commission:

This program is not applicable to low productivity program identified by the Commission.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

The proposed ESOL certificate program will utilize an online synchronous format, similar to the online graduate programs in Literacy and ESOL that are already in place. To support faculty in developing online programs, the University has implemented several support structures:

- A Director of Academic Transformation was hired in 2020 to provide strategic direction in areas of curriculum design, innovative pedagogy, technology integration, and faculty development.
- The university contracted with iDesign to provide online instructional design support to faculty.
- The Faculty Hub for Online Training centralized on-demand online learning resources for faculty. Additionally, EasySoft was added to Blackboard to provide instant helpdesk information while inside virtual courses.
- The Student Hub provides online learning and LMS familiarity training for all students.
- An Online Procedures and Policy document was created that established BSU online education professional standards and expectations for faculty, staff, students and administrators.

These structures and the continued commitment to the development of online courses has allowed BSU to receive approval from MSCHE, MHEC, USM and NC-SARA (which complies with C-RAC guidelines) to offer online academic programs. Synchronous online courses for the proposed program will be developed in-line with Quality-Assurance Standards and BSU Online Policies.

Appendix A

Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs (2019)

<https://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs>

Standard 1: Knowledge About Language

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

Standard 1.a:

Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.

Standard 1.b:

Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.

Standard 1.c:

Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.

Standard 1.d:

Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.

Standard 2: ELLS in the Sociocultural Context

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

Standard 2a:

Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.

Standard 2b:

Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.

Standard 2c:

Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.

Standard 2d:

Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.

Standard 2e:

Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

Standard 3: Planning and Implementing Instruction

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

Standard 3.a:

Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.

Standard 3.b:

Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.

Standard 3.c:

Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.

Standard 3.d:

Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.

Standard 3.e:

Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

Standard 4: Assessment and Evaluation

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

Standard 4.a:

Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.

Standard 4.b:

Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.

Standard 4.c:

Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.

Standard 4.d:

Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.

Standard 5: Professionalism and Leadership

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

Standard 5.a:

Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

Standard 5.b:

Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.

Standard 5.c:

Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

Standard 5.d:

Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.