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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 Post-Baccalaureate Certificate (PBC) in English for Speakers of Other Languages (ESOL)

Dear Secretary Rai:

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

The growth of Maryland's English Learner (EL) population has outpaced the number of English for Speakers of Other Languages (ESOL) teachers formally trained and credentialed to work with ELs. BSU's proposed certificate program will transition the current pathway series of courses to an academic award in preparation for endorsement. Specifically, the certificate program strengthens the expertise of educational professionals working with K-12 English language learners, and prepares teachers for taking the ESOL Praxis exam, which will lead to K-12 ESOL endorsement.

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

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

Institution Submitting Proposal	Bowie State University

Each action below requires a separate proposal and cover sheet.

- ○ New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ◉ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted:	◉ Yes ○ No	Payment Type:	◉ R*STARS # JE235035 ○ Check #	◉ Payment Amount:	$850	Date Submitted:	

Department Proposing Program	Teaching, Learning & Professional Development
Degree Level and Degree Type	Post-Baccalaureate 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	○ On-campus ◉ Distance Education (fully online) ○ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	○ Fall ○ Spring X 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 Department of Teaching, Learning and Professional Development at Bowie State University (BSU) currently offers an *ESOL Pathway Program* for teachers seeking ESOL endorsement. This post-baccalaureate 5-credit hour program consists of 5 graduate courses designed to (a) strengthen the expertise of educational professionals working with K-12 English language learners, and (b) prepare teachers for taking the ESOL Praxis exam, which will lead to K-12 ESOL endorsement. This program proposal requests changing the current ESOL Pathway program to a *Certificate in ESOL* program. This will essentially be a re-designation of the current post-baccalaureate ESOL Pathway Program to a post-baccalaureate certificate program that maintains current program content.

The Certificate in ESOL 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 in Maryland. As the oldest historically Black college and university (HBCU) in Maryland, the issue of culturally responsive teaching has been a central tenet in the College's teacher preparation programs. Accordingly, the Certificate in ESOL program 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 our diverse 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).

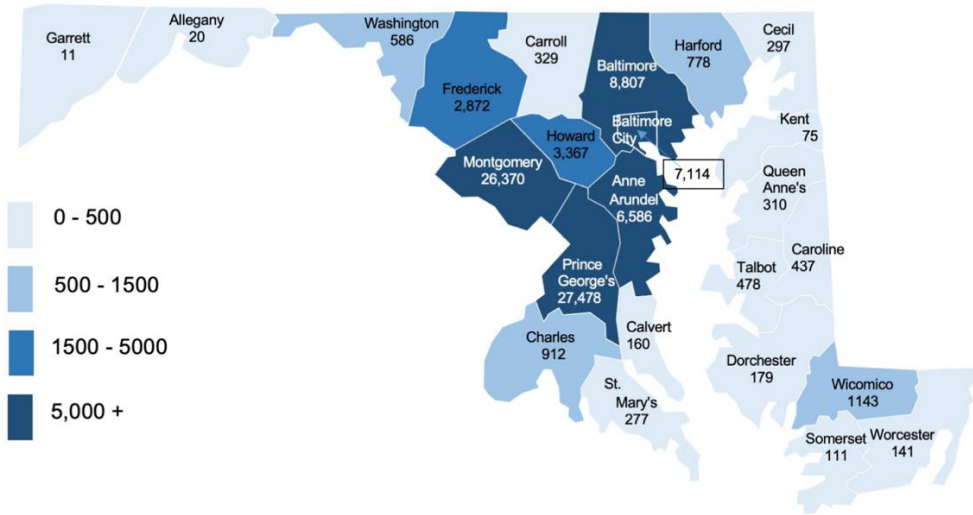Figure 1: Major Languages Spoken by Maryland English Learners (ELs)
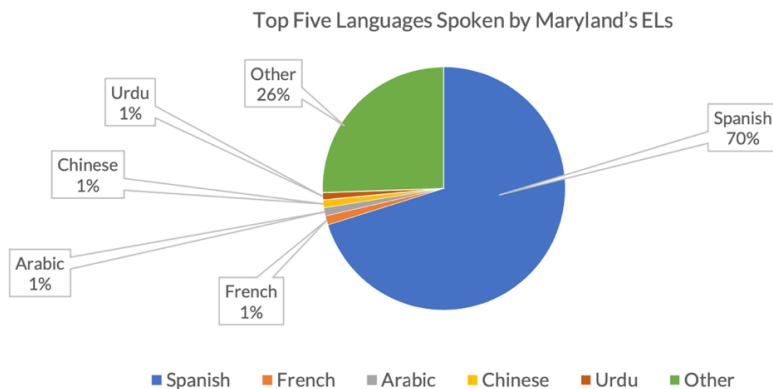
Source: MSDE 2022 Blueprint for Maryland's Future: Workgroup on English Learners in Public Schools

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 approximately18,000 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.

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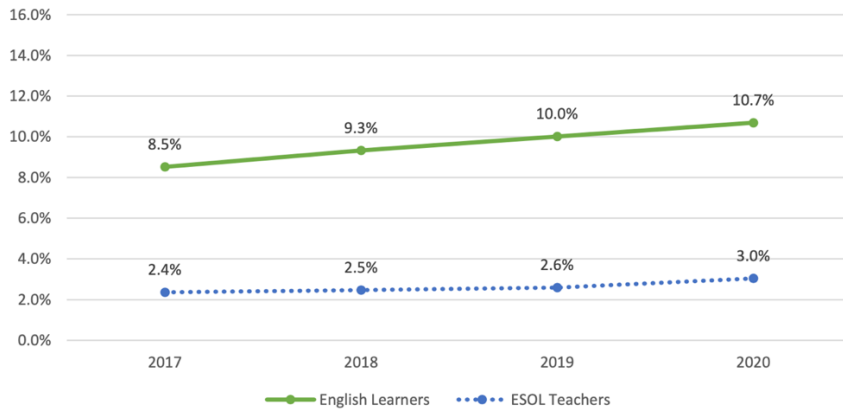
Source: MSDE 2022 Blueprint for Maryland's Future: Workgroup on English Learners in Public Schools

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 five programs in the state that offer a post-baccalaureate certificate in the field of Teaching English as a Second Language (TESOL):
- Loyola University – Teaching English Language Learners (TELL) Certificate
- Notre Dame of Maryland University – Teaching English to Speakers of Other Languages (TESOL) Certificate
- Salisbury University – Teaching English to Speakers of Other Languages (TESOL) Certificate
- Towson University – Teaching English Learners Certificate
- University of Maryland College Park – Teaching English to Speakers of Other Languages (TESOL) Certificate

Despite the similarity in the type of certificate offered and the general topics addressed (e.g., linguistics, cultural variation, second language theories, instructional methods), there is variation across the number of credits required, course offerings, and instructional delivery. For example, some programs require 12 credit hours of instruction (Loyola, Towson, Notre Dame, University of Maryland) while others require 15 credit hours (Salisbury). Additionally, some programs offer courses in an online asynchronous, online synchronous, or in-person format – or some combination of the three. Finally, some programs tend to place more emphasis on certain topics or offer a choice of courses to satisfy a particular content area.

The Certificate in ESOL at BSU is distinct in several regards. First, while the program is offered in an online format, all classes are taught synchronously weekly via Zoom. This format was adopted based on feedback from a 2021 survey

administered to teachers and administrators in counties around the State. Teachers wanted the experience of weekly interactive in-person classes while at the same time reducing or eliminating travel time between their school and the campus. Based on a year of data, this instructional format has been well received, as teachers in our current ESOL program have the opportunity to discuss, analyze and practice course content as well as engage in small group activities.

Second, the five courses offered in this program are not only explicitly aligned to the 5 TESOL accreditation standards (and their respective indicators), but are also aligned to the recommendations outlined in the 2022 MSDE report *Workgroup on English Learners in Public Schools*. Emphasis has also been given to the Science of Reading, as outlined in the *Blueprint for Maryland's Future*. Implications for instructional practice has been embedded across all course content: Second language theories, developmental stages, teaching principles and methods, assessment, cultural differences, family home/literacy practices, knowledge of linguistics.

Third, our curriculum is unique in that we have given particular focus on the dominant first languages of our K-12 ELs in Maryland (e.g., Spanish, French, Chinese, Arabic, Urdu) and their similarities/differences to English. Specifically, we consider the potential challenges/benefits of transferring knowledge from a first language to English and effective instructional strategies for addressing the potential difficulties. We also underscore the role of family and parental involvement.

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

N/A

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

Currently, there are no HBCUs in the state of Maryland that offer a post-baccalaureate ESOL certificate. 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 the expertise of our educators in the field of ESOL 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 based on feedback from a statewide needs analysis conducted in 2021, (c) a re-evaluation of the Department of Teaching, Learning, and Professional Development (TLPD) curricula and areas for further development, 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 program is designed to strengthen the expertise of educators in the teaching ESOL as well as preparing them to take the ESOL Praxis exam, which will lead to ESOL endorsement in the State of Maryland. The TLPD ESOL Coordinator, Dr. Peter G. Parker, will oversee the program. Dr. Parker currently administers and teaching courses in the ESOL Pathway Program.

Program Student Learning Outcomes include:
1. 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.
2. Demonstrating how the interaction across different contexts (e.g., social, familial, academic), can impact the education of culturally and linguistically diverse K-12 learners.
3. Appling knowledge of the English sound system, the structure of words and sentences, word meaning, and context to analyze learners' language errors.
4. Identifying effective instructional strategies, appropriate materials, and useful resources to plan lessons and support instruction of K-12 English learners.

5. Planning and devising instruction that integrates content-area reading, writing, listening and speaking skills K-12 English learners at different ages and ability levels.
6. Constructing valid, reliable and appropriate language assessment measures for K-12 English learners of different language abilities.
7. Evaluating the emerging uses of technology in language teaching/learning and ways it can be used to foster student learning.

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.

Graduate ESOL Courses for Certificate in ESOL:

ESOL 504
Linguistics for Teachers (3 credits)
This course introduces prospective language teachers to linguistic concepts that define the various systems of language—phonetics, phonology, morphology, syntax, semantics, pragmatics—and extends this knowledge to working with English language learners. The course aims to increase students' awareness of language learner problems in developing language proficiency, as well as the social and cultural aspects influencing language use.

ESOL 512
Theoretical Foundations of Second Language Acquisition (3 credits)
While all people can successfully acquire a first language, not all people are successful in acquiring a second language. This course examines the complex relationship between first language and second language acquisition, and the factors that facilitate a learner's language development. Students will explore ways to optimize second language learning that are consistent with our current understanding of the nature and acquisition of language.

ESOL 523
Teaching in Multicultural Classrooms (3 credits)
This course examines the impact of academic, social, and cultural contexts on the education of culturally and linguistically diverse learners. Students will explore how an educator's identity, role, culture, and biases can influence the interpretation of learners' strengths and needs. Particular attention is given to the academic and personal characteristics of learners, as well as family background and literacy practices, to identify effective individualized instructional and assessment practices.
[Note: This course is cross listed with RLIT 653]

ESOL 641
Methods & Materials for Teaching English Language Learners (3 credits)
This course develops competencies needed by all teachers who work with English language learners. Through field placements and seminar sessions, students practice evidence-based techniques for teaching second ESL learners within Pre-K–12 classrooms. Participants will develop strategies for engaging learners, scaffolding instruction, and assessing learning outcomes. Particular emphasis is given to the SIOP (Sheltered Instruction Observation Protocols) Model, a comprehensive instructional approach for planning and implementing lessons.

ESOL 658
Principles of Language Testing (3 credits)
This course introduces students to the basic concepts and principles of language testing and assessment. Topics include how to develop valid and reliable tests, how to link assessments to instructional outcomes, and how to create test specifications, standards and rubrics. Participants will explore different approaches for creating, evaluating, and scoring both formal and informal language assessment measures for students of different ages and ability levels.

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 at the end of the course.

Course progression will follow the sequence outlined below. Teachers will also have the option to take one course a semester, which will result a 2-year completion.

Certificate in ESOL: Proposed Course Progression

Fall	Spring	Summer
ESOL 504 Linguistics for Teachers	**ESOL 523** Teaching in Multicultural Classrooms	**ESOL 658** Principles of Language Testing
ESOL 512 Theoretical Foundations of Second Language Acquisition	**ESOL 641** Methods and Materials for Teaching ELLs	ESOL Praxis Test Practice Workshop
6 credits	6 credits	3 credits

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. Teachers wishing to add an ESOL endorsement to their teaching license must take the ESOL Praxis Exam. In addition to practicing and discussing sample Praxis questions at the end of each course, an ESOL Praxis workshop will be offered at the conclusion of the program. This will provide teachers with a review of key ideas, practice questions, and a practice 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 graduate 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 graduate 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, Zoom class session links, virtual office hour links, and links for resources. Technology and other support services will also be made through each course webpage.

Information about the new program 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 has identified three qualified faculty members that can teach the proposed courses (listed in the table below). While Dr. Parker will be teaching the majority of courses in the

certificate program, additional adjunct faculty with ESOL experience will be brought in as the program grows. Current faculty include:

Faculty Name	Appointment/Rank	Terminal Degree	Status	Area of Specialization	Courses Taught
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 504, ESOL 512, ESOL 523, ESOL 641, ESOL 658
Olga Pabon	PGCPS Instructional Supervisor of Reading/English Language Arts	Ed.D, Educational Leadership	Adjunct	Language and Literacy	RLIT 653 (cross listed with ESOL 523)
Jacquelyn Sweeney	Tenured/Associate Professor; Reading Program Coordinator	Ph.D, Curriculum, Teaching & Policy	Full-Time	Language and Literacy	RLIT 653 (cross listed with ESOL 523)

BSU requires all programs to have developed course templates on the university's course management system on Blackboard. For each course, this includes developed learning modules that cover required content, assessments with clearly articulated scoring rubrics, course and instructor information, schedules, class Zoom links, virtual office links, and links for resources. As this program is offered online synchronously, the ESOL program coordinator will provide training on the Blackboard learning management system for faculty teaching in the ESOL program. The TLPD Department has collaborated with an outside vendor in the development of its online programs to ensure Quality-Assurance Standards and evidence-best practices for online learning. All ESOL courses were developed from this model. Particular attention has been given to developing courses that utilize effective interactive online activities to engage students in the synchronous classroom (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. The redesignation from the ESOL Pathway Program to the Certificate in ESOL Program does not require additional resources. All students enrolled in the ESOL program 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 college'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 graduate 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.

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 last year's program enrollment for the post-baccalaureate ESOL Pathway Program. Based on public school needs and expressed teacher interest, modest growth and revenue are expected.

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)	$40,320	$54,840	$69,900	$85,500	$101,850
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	6	8	10	12	14
e. Credit Hour Rate	15	15	15	15	15
f. Annual Credit Hour Rate	$448	$457	$466	$475	$485
g. Total P/T Revenue (d x e x f)	$40,320	$54,840	$69,900	$85,500	$101,850
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	$40,320	$54,840	$69,900	$85,500	$101,850

Notes:
2.a – Only part-time students (teachers work during the day and take BSU classes in the evening)
2.e – Based on program completion within one year
2.f – Based on an estimated 2% annual rate increase

Table 2: Program Expenditures
Given that this proposal is redesignation of the ESOL Pathway Program to a Certificate in ESOL Program, no additional expenditures are foreseen over the next five years. Current faculty and staff will continue to teach ESOL classes and support students in the program. In the event that the program grows beyond the projections outlined in Table 1, additional class sections will need to be added resulting in increased expenditures.

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (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. Admin. Staff (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. Support Staff (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
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)	0	0	0	0	0

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 (see previous discussion in section G).

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 assessment exemplars 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. An annual program assessment report is required for all College of Education academic programs.

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 that offers a wide array of 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:

N/A

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

Bowie State University currently has several online graduate programs; three of which are administered through the College of Education. The current ESOL Pathway Program was also developed as an online synchronous program to accommodate the schedules and needs of teachers working across the state. To support faculty in developing fully 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 programs has allowed BSU to receive approval from MSCHE, MHEC, USM and NC-SARA (which complies with C-RAC guidelines) to offer fully online academic programs. ESOL courses were 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.