



LOYOLA UNIVERSITY MARYLAND

— 1852 —

Office of Academic Affairs

February 15, 2023

Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201
Sent via email: acadprop.mhec@maryland.gov

Dear Secretary:

Loyola University Maryland is pleased to submit a proposal for a substantial modification to a Post-baccalaureate Certificate in Teaching English Language Learners (TELL). The modifications include a title change from Teaching English Language Learners (TELL) to English for Speakers of Other Languages (ESOL), a reduction in the number of credits to earn the certificate, and a redesign of the courses to align the program to current TESOL Teacher Preparation Standards. The program currently operates out of Loyola's School of Education as part of the School's Teacher Education Department. The proposed modifications to the certificate program meet the University's mission and address the 2022 Maryland State Plan for Higher Education's goals and priorities.

The proposal was approved by Loyola's Academic Senate and the Board of Trustees. The President approved this program, as made evident by his signature on the MHEC Cover Sheet. I approve the proposed program modifications and title change and submit the proposal for your recommendation for implementation. Should the Commission have any questions about the proposal, please contact Mr. David Mack, Academic Program Development Specialist, at 410-617-2317 or dsmack@loyola.edu.

Sincerely,

A handwritten signature in cursive script that reads "Cheryl Moore-Thomas".

Cheryl Moore-Thomas, Ph.D., NCC
Interim Provost and Vice President for Academic Affairs

dsm

cc: Dr. Afra Hersi, Interim Dean, School of Education
Mr. Matthew Power, President, Maryland Independent College and University Association
Dr. Angela Sherman, Vice President for Academic Affairs, Maryland Independent College and University Association



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

Institution Submitting Proposal	Loyola University Maryland
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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 checked="" type="radio"/> Substantial Change to a Certificate Program |
| <input 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	Payment <input type="radio"/> R*STARS #	Payment 50	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 44768	Amount:	Submitted: 2/15/2023

Department Proposing Program	Teacher Education		
Degree Level and Degree Type	Post-baccalaureate Certificate (PBC)		
Title of Proposed Program	Teaching English Language Learners (new title: English for Speakers of Other Language)		
Total Number of Credits	12		
Suggested Codes	HEGIS: 150800.00	CIP: 13.1401	
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input checked="" 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 checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2023		
Provide Link to Most Recent Academic Catalog	URL: https://catalogue.loyola.edu		
Preferred Contact for this Proposal	Name:	David Mack	
	Title:	Academic Program Development Specialist	
	Phone:	(410) 617-2317	
	Email:	dsmack@loyola.edu	
President/Chief Executive	Type Name:	Terrence M. Sawyer, J.D.	
	Signature:		Date: 02/15/2023
	Date of Approval/Endorsement by Governing Board:	02/15/2023	

Revised 1/2021

LOYOLA UNIVERSITY MARYLAND,
A DEGREE-GRANTING INSTITUTION AUTHORIZED TO OPERATE IN MARYLAND,
PROPOSAL FOR A SUBSTANTIAL MODIFICATION TO A CERTIFICATE PROGRAM:
TEACHING ENGLISH LANGUAGE LEARNERS (TELL)

Submitted in accordance with state regulations found in COMAR 13b.02.03.

on

February 15, 2023

Teaching English Language Learners Post-Baccalaureate Certificate Substantial Modification

Executive Summary

Loyola University Maryland proposes the following substantive changes to the Teaching English Language Learners Post-Baccalaureate Certificate:

- Realign Courses to the 2018 TESOL Standards including new assignments and key assessments.
- Decrease the program from a 15-credit certificate program to a 12-credit certificate program.
- Creation of a new linguistics course that redesigns content from and replaces two current literacy courses.
- Change the program title from Teaching English Language Learners (TELL) (old name) to English for Speakers of Other Languages (ESOL) (new name).

These changes are driven by three criteria. First, as a program focused on providing in-service educators and school-based personnel additional training and expertise, the faculty are obligated to follow the new TESOL standards and upgrade the courses. The School of Education has revised or replaced key assessments to reflect the changes in the standards. The second criterion for the changes stems from the School of Education's responsiveness to the needs of the school-based professional and academic communities that Loyola University Maryland serves, by being innovative while maintaining academic excellence. Finally, the changes maintain the vitality of the program through an efficient and novel scope and sequence.

TELL Post-Baccalaureate Certificate Substantial Modification Proposal

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Currently, Loyola offers a Teaching English Language Learners (TELL) Post-Baccalaureate Certificate (15 hours). The proposed changes continue this offering by aligning it to 2018 TESOL Teacher Preparation Standards as well as making the following revisions. We will reduce the credit requirement from 15 hours to 12 hours and change the program title of the certificate program from Teaching English Language Learners (TELL) to English for Speakers of Other Languages (ESOL). The proposal to revise the program is in response to changing standards, student needs, new directions in higher education, and the desire to maintain the vitality of program.

The TELL/ESOL program contributes in important and unique ways to the educational mission of Loyola University Maryland. True to Loyola's Jesuit roots, we focus on literacy as a social justice issue and a right for all children in public and private schools, with the knowledge that literacy is the focus of all educational endeavors. Our orientation toward literacy focuses on the many "ways" that people read and write in their lives, with specific attention to the cultural and social practices or activities that shape people's interaction with texts and contexts. Accordingly, we inspire students in this program "to learn, lead, and serve in a diverse and changing world."

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

This program aligns with all three Graduate Learning Goals of Loyola University Maryland. Students in this program will, through coursework and aligned assignments and assessments, master the skills, methods, and knowledge appropriate to the discipline, think critically, and most importantly, "manifest leadership and social responsibility in the workplace and community" through application of the TESOL 2018 Standards aligned curriculum.

As the population for whom English is a second and/or additional language continues to grow, there is a critical need for educators, school professionals, and other health and human service professionals to possess the skills to effectively support English language learners. Loyola's certificate program is designed to address that need, assisting professionals—such as teachers, special educators, school administrators, school counselors, psychologists, reading specialists, or anyone working with English language learning clients or students—to develop practical skills and theoretical knowledge necessary for effective expertise in teaching, learning, and assessment of multilingual learners.

This program was initially established nine years ago to meet the needs of current educators in the State of Maryland who did not receive educational coursework on serving English Language Learners. The coursework also prepares current educators to take the PRAXIS exam for ESOL certification in the State of Maryland.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

Loyola's School of Education already supports this existing certificate program. Outside of a small allowance for faculty course releases to support administrative duties, the proposed changes will not involve any new ongoing costs. The academic department, faculty with disciplinary expertise, instructional facilities, and academic supports already exist at Loyola and are supported as institutional priorities. The budget and resources for the program already exist and will continue to be provided.

4. Provide a description of the institution's commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

The School's Dean, Department Chair, and Program Directors will be responsible for academic leadership. For administrative matters they will be assisted by the program coordinators and the program assistant. Advising responsibilities will be shared by faculty in the Department. No additional faculty, administrator, or staff are required to support the program.

b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The program has been in existence for a number of years, the changes are in step with keeping programs updated and innovative to maintain their relevancy to students and the community.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

According to the National Center for Educational Statistics (2021), the percentage of public school students in the United States (US) who are English language learners (ELLs) continues to increase exponentially. Based on current data, there are around five (5) million students in the US identified as ELLs (NCES, 2021). In Maryland, this increase is exemplified. Between 2000 and 2018, the state's population of ELLs in public elementary and secondary schools jumped from 24,213 to 84,120. The number of ELLs as a percent of total enrollment has jumped from 2.8 to 9.7 during this same time. In this same period, many school districts in Maryland have identified ESOL teachers as a high need area including Baltimore City, Baltimore County, Prince George's County, Howard County, and Montgomery County - among others.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

Priority 3 of the 2022 Maryland State Plan for Postsecondary Education indicated the importance of college readiness among K-12 students. The ESOL certificate at Loyola University Maryland is designed to produce teachers who have the knowledge, skills, and dispositions to increase the English skills of English Language Learning children in the Maryland State Education System. These teachers will be highly qualified in the area of language instruction and will be accomplished educators who will be able to meet the needs of students at all levels in the K-12 system.

In addition, the second goal of the 2022 Maryland State Plan for Postsecondary Education states *Promote and implement practices and policies that will ensure student success*. As well as Priority 6: *Improve systems that prevent timely completion of an academic program*. (reference 2022

Maryland State Plan for Postsecondary Education:

[https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105\(b\)\(3\)\(i\)_2022.pdf](https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2022.pdf)). By redesigning the curriculum in this certificate to twelve credits, the program will enable students to finish all requirements in two semesters rather than three, thus increasing the likelihood that those who start the certificate will finish it. The School of Education plans to continue using a cohort model, which has proven to be a successful mode for increasing student camaraderie and facilitating completion of degree requirements in a timely manner.

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

There are several employment opportunities for graduates of the proposed program. Graduates, who also hold appropriate initial credentials, can serve as ESOL teachers, ESOL specialists, elementary, middle, or secondary teachers, teachers of adult basic and secondary education, and instructional coaches and coordinators. There is additional need for ESOL trained professionals who serve in schools as principals, social workers, speech language pathologists, school psychologists, school-community liaisons/coordinators, special education teachers, teacher's assistants, career and technical education teachers, and early childhood educators and childcare workers.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

The Bureau of Labor Statistics BLS Occupational Outlook Handbook states for the following employment categories:

- Adult basic and secondary education and ESL teachers “Despite declining employment, about 5,100 openings for adult basic and secondary education and ESL teachers are projected each year, on average, over the decade. All of those openings are expected to result from the need to replace workers who transfer to other occupations or exit the labor force, such as to retire.”
- Overall employment of kindergarten and elementary school teachers is projected to grow 7 percent from 2020 to 2030, about as fast as the average for all occupations.

About 124,300 openings for kindergarten and elementary school teachers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

- Education Training and library occupations “Employment in education, training, and library occupations is projected to grow 10 percent from 2020 to 2030, about as fast as the average for all occupations. About 920,500 new jobs are projected to be added from 2020 to 2030. Student enrollment is projected to increase; therefore, postsecondary teachers and preschool, elementary, and secondary school teachers will be needed to meet the demand. Education, training, and library occupations, however, are affected by state and local budgets, and budgetary restrictions may limit employment growth.

The median annual wage for education, training, and library occupations was \$52,380 in May 2020, which was higher than the median annual wage for all occupations of \$41,950.”

- Employment of elementary, middle, and high school principals is projected to grow 8 percent from 2020 to 2030, about as fast as the average for all occupations.

“About 22,100 openings for elementary, middle, and high school principals are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.”

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

According to the Bureau of Labor and Statistics Occupational Outlook Handbook, overall employment in Elementary School teachers is currently around 1.4 million positions and is expected to grow by 7% over the next six years. Further, there are around 622K jobs in Middle School Education and around 60K jobs in Adult Basic and Secondary Education and Literacy Teachers. There are an additional 157,500 positions as Instructional Coordinators, 10,400 jobs as Audio Visual and Electronic Media Specialists, and 99,800 positions for other Education, Training, and Library Workers. In Maryland, as mentioned above (Question B.1), there are several areas where the program’s curriculum intersects with shortage areas as outlined by MSDE including: Elementary Education, ESOL, Middle School Education – English Language Arts, and Library and Media Specialists. There is additional need for ESOL trained professionals as principals, social workers, special education teachers, teacher’s assistants, career and technical education teachers, and childcare workers.

In addition to the market analysis from the Bureau of Labor and Statistics and the MSDE reports represented in questions above, according to Maryland’s P-12 Dashboard, “many studies agree that teacher shortages do not necessarily stem from underproduction, but result from the decision that many teachers make to leave the profession.” This decision to leave results in teacher attrition, or the reduction in the work force due to resignation, retirement, or other rationale. Teacher attrition in Maryland averaged 6.7% in 2017-2018 in public schools alone. In Baltimore City alone, the school district where Loyola University is located, teacher attrition was 11.1% last year. Teacher attrition in 2017-2018 in other counties frequently served by the students of the Literacy Program include Baltimore County (7.7%), Anne Arundel (6.9%), and Prince George County (8.5%). The only county frequently served by students of the Literacy Program which had a lower average attrition than the Maryland average was Howard (3.3%). There is little evidence over the past five years that teacher attrition is decreasing in Maryland. In fact, in Fall 2021, every school system in Maryland was facing teacher shortages exacerbated by the COVID-19 pandemic.

4. Provide data showing the current and projected supply of prospective graduates.

Table 1. below indicates degrees conferred over the past five-year period for similar post-baccalaureate certificate programs in Maryland. The modification is not expected to make a significant change to projected enrollments.

Table 1. MHEC Degree Trends

School Name	Degree Level	Program Name	CIP Code	Add/Discontinue	2016	2017	2018	2019	2020
Loyola University Maryland	Post-baccalaureate Certificate	Teaching English Language Learners	131401	Approved in 2012	1	5	5	14	6
Salisbury University	Post-baccalaureate Certificate	Teaching English to Speak of Others	131401	Approved in 2002	1	5	14	10	10
Towson University	Post-baccalaureate Certificate	Teaching English Learners	131401	Approved in 2018	0	0	0	0	17
Notre Dame of Maryland University	Post-baccalaureate Certificate	Teaching English (TESOL)	230101	Approved in 2000	0	0	0	0	0

Source: MHEC Degree Trends Data, captured on 2-10-22 at <http://data.mhec.state.md.us/macAux.asp#api>

D. Reasonableness of Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

There are three similar programs in the area housed at Salisbury University, Towson, and Notre Dame of Maryland. All three are similar to Loyola's current Teaching English Language Learners Certificate as they are all Post-Baccalaureate Certificates in teaching and range from 15 hours of credit offered through the English Department (Salisbury) to 12 hours of credit (Towson and Notre Dame of Maryland) offered through the College or Schools of Education respectively. They all provide advanced study for either teaching English as a second or foreign language through graduate study in methods, linguistics, and second language teaching. Yet, each has a different course sequence and focus. In particular, Loyola is distinct in its 100% online course format, combination of courses which include separate courses on linguistics, language acquisition theory, methods, and assessment, and its focus on literacy as a social justice issue and right for all people.

2. Provide justification for the proposed program.

Loyola currently offers a post-baccalaureate certificate in Teaching English Language Learners. The proposed modification to the post-baccalaureate certificate is in response to changing standards in the field. The proposed modification will not significantly affect similar certificate programs in Maryland as the program already exists. Additionally, Loyola's modality and specific content and curricular focus are unique enough that the modification is not an unreasonable program duplication, nor will it cause demonstrable harm to another institution.

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

1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBI’s

Loyola does not anticipate the proposed post-baccalaureate certificate program modification to impact the implementation or maintenance of high demand programs at HBIs.

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

1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.

Loyola’s proposed post-baccalaureate certificate program modification is not expected to impact the uniqueness and institutional identities and missions of HBIs.

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

1. describe how the proposed program was established, and also describe the faculty who will oversee the program.

This program was initially established nine years ago to meet the needs of current educators in the State of Maryland who did not receive educational coursework on serving English Language Learners. The coursework also prepares current educators to take the PRAXIS exam for ESOL certification in the State of Maryland. The program is overseen by the Dean of the School of Education, the Chair of the Teacher Education Department, and the Program Director for Graduate Literacy Programs. Particularly, the Program Director is charged with collecting data on student performance and curriculum and revising processes, curricula, and assignments with an eye toward continuous improvement.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The TESOL standards outline the unique content, pedagogical knowledge, and skills necessary to prepare effective Pre-K–12 TESOL educators in the United States. The TESOL standards are performance-based, developed by TESOL International Association, and utilized by the Commission for the Accreditation of Educator Preparation (CAEP) as well as other state and national accrediting bodies to assess programs that prepare Pre-K–12 TESOL educators.

Candidates for this certificate will be held to the 2018 TESOL Teacher Preparation Standards outlined below.

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 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 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 justify 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 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, and advocate for equitable assessments for ELLs. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of facilitating collaboration by communicating results to other educators, ELLs, and ELLs' families.

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.

The program also aligns to Loyola University Maryland's Graduate Learning Goals. Specifically, the program trains scholar-practitioners to serve as leaders for socially just literacy and language programs for students, schools, and communities. Our graduates will manifest ethical leadership by understanding the importance of individual differences of and have the skills to work with culturally and linguistically diverse students, schools, and communities. The program prepares our graduates to master the skills and knowledge of the discipline and synthesize knowledge around evidence-based practice for working with English language learners and their families. Our graduates can access, analyze, and evaluate information on individuals and systems as well as disseminate and communicate information effectively.

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program

The literacy faculty will continue to follow a protocol of collecting data through assignments within our courses. Table 2 (below) includes a data chart that shows the course number, the standards and/or learning goals that will be assessed as well as a brief description of the assessment itself.

Table 2. Scope and Sequence of Courses for proposed ESOL Certificate Aligned to Standards

Course(s)	Standards Assessed in Course	Key Assessments
RE 602: Second Language Development Theory and Practice	<p>TESOL Standards 1a, 1b, 1c, 2a, 2b, 3a, 3b, 5a, 5b, 5c</p> <p>Loyola Graduate Learning Aims Master the skills, methods, and knowledge appropriate to the discipline.</p> <p>Understand and value individual differences and have the skills for working effectively in a diverse and changing world.</p>	Candidates conduct ethnography of an ELL student.
RE 5XX: Linguistics for Teachers of Language and Literacy	<p>TESOL Standards 1a, 1b, 1c, 3d, 3e, 5a, 5c</p> <p>Loyola Graduate Learning Aims Comprehend the ethical principles appropriate to the discipline, have the ability to identify ethical dilemmas, and understand the frameworks for selecting and defending a right course of action.</p>	Linguistics Exam
RE 604: Methods for Teaching English to Speaker of Other Languages	<p>TESOL Standards 1b, 1c, 1d, 2a, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4d, 5d</p> <p>Loyola Graduate Learning Aims Master the skills, methods, and knowledge appropriate to the discipline.</p> <p>Synthesize knowledge using interdisciplinary approaches.</p> <p>Understand and value individual differences and have the skills for working effectively in a diverse and changing world.</p>	Candidates develop curricular unit based on SIOP Model.

Course(s)	Standards Assessed in Course	Key Assessments
RE606: Assessments in Bilingual and Second Language Education	<p>TESOL Standards 1b, 1c, 1d, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3e,4a, 4b, 4c, 4d, 5b, 5d</p> <p>Loyola Graduate Learning Aims Access, analyze and evaluate information effectively. Disseminate and communicate information effectively.</p> <p>Understand and value individual differences and have the skills for working effectively in a diverse and changing world.</p> <p>Consider issues of justice in making decisions.</p>	Candidates complete assessment case study of student.

b) document student achievement of learning outcomes in the program

The program faculty will collect and grade assignments in the School of Education’s assessment software system. As in the past, program faculty will review aggregated data twice a year with the objective of continuous program approval through an analysis of data and refinement in courses, assignments, and assessments. The chart of assessments shown above will be used to document and track assessment data, both for the Loyola’s use and for the purposes of accreditation.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

The table below indicates the proposed course changes to the current TELL Certificate program and the revised curriculum under the proposed new ESOL title.

Table 3. Proposed Certificate Program Changes

Current TELL Courses Requirements		Proposed ESOL Course Requirements	
RE 525: Reading and Writing in the Linguistically Diverse Class	3 cr.	RE 5XX: Linguistics for Teachers of Language and Literacy	3 cr.
RE 602: Second Language Development Theory and Practice	3 cr.	RE 602: Second Language Development Theory and Practice	3 cr.
RE 603: Language, Literacy, and Culture	3 cr.	RE 603 is removed from the revised certificate.	n/a
RE 604: Methods for Teaching English to Speaker of Other Languages	3 cr.	RE 604: Methods for Teaching English to Speaker of Other Languages	3 cr.
RE606: Assessments in Bilingual and Second Language Education	3 cr.	RE606: Assessments in Bilingual and Second Language Education	3 cr.
Total Credits	15	Total Credits	12

The course sequence listed below has four courses outlined above for 12 hours of credit and the course description. All four courses are required to complete the certificate. There are no electives.

Table 4. Certificate Course Sequence

Course Name	Credit Hour	Course Description
RE 602: Second Language Development Theory and Practice	3	Course focuses on facilitating understanding of language and language use, especially as it pertains to learning and teaching with emerging bilingual K-12 students. It introduces linguistic topics such as phonetics, phonology, morphology, syntax, and semantics, as well as the interdisciplinary areas of psycholinguistics and sociolinguistics.
RE 5XX: Linguistics for Teachers of Language and Literacy	3	This course provides an introduction to the field of linguistics with implications for teaching ESOL, reading, writing, spelling, phonics, and grammar in both monolingual and multilingual settings. Students will explore the subfields of linguistics: phonology, syntax, semantics, pragmatics, and grammar to help understand all the repertoires that students bring to the classroom.
RE 604: Methods for Teaching English to Speaker of Other Languages	3	Focuses on the theories and methods of second language teaching and learning, and develops skills in applying those methods to classroom practice through lesson plan development and demonstration. Students explore the techniques, strategies, and materials for delivering ESOL-focused instruction across the content areas. Students develop appropriate, research-based teaching strategies for application across language proficiency levels and grade spans
RE606: Assessments in Bilingual and Second Language Education	3	Designed to give students a deep understanding of issues related to the testing and assessment of language minority students and offers practical suggestions for using assessment to inform student learning. Course content includes the study and evaluation of the means of assessing language and content proficiency, the consideration of relationships between second language proficiency and academic achievement, and sociocultural dimensions of testing and assessment. Teachers evaluate the outcomes of their curricular and instructional changes on English language learners' literacy and language proficiency.

5. Discuss how general education requirements will be met, if applicable.

General education requirements are not applicable to this post-baccalaureate certificate proposal.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

The post-baccalaureate program does not currently have program accreditation, although the department has joined the Association for Advancing Quality in Educator Preparation (AAQEP). Currently the School of Education is working towards AAQEP accreditation. The certificate as stated earlier in the proposal aligns the program and learning outcomes to TESOL standards.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

This program does not contract with another institution or non-collegiate organization.

8. Provide assurance and any appropriate evidence that the proposed program will provide students clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

All program requirements, including pre-requisites, curriculum, administration, financial aid, and any other relevant information will be maintained on the program's website and in the undergraduate catalogue. The program director will be responsible for ensuring that the webpage is current and that students are informed of any changes. Individual course requirements will be clearly delineated on syllabi, as well as in catalogue descriptions prior to registration. The program director will also be available to discuss program/course requirements and university services during office hours or by appointment.

Loyola provides support services that include an Office of Technology Services, Counseling Center, Disability Support Services, Financial Aid Office, the Loyola-Notre Dame Library, a National Fellowships Office, The Study, the Writing Center, and many other support services to assist students for success. As mentioned above, Loyola's website provides the appropriate program costs and student support resources, including required consumer information disclosures.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

Loyola University has a dedicated Office of Marketing and Communications. Loyola endorses and adheres to ethical principles and codes of conduct published by various national organizations. These include the Public Relations Society of America (PRSA) Code of Ethics, the National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice, the National Association of Student Financial Aid Administrators (NASFAA) Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals, American Association of Collegiate Registrars and Admissions Officers (AACRAO) Professional Practices and Ethical Standards, the NAFSA: Association of International Educators Statement of Ethical Principles, and the Association for Institutional Research (AIR) Code of Ethics, which are followed by the Office of Marketing and Communications, the Admission Office, the Office of Financial Aid, the Records and Admissions Offices, the Office of International Programs, and the Office of Institutional Research, respectively. Furthermore, the institution provides clear and accurate program information on the University's website.

H. Adequacy of Articulation

If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements

There are no articulations or partnerships currently associated with this program.

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

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

All faculty teaching in the Loyola University Maryland English for Speakers of Other Languages post-baccalaureate certificate program have been fully vetted and provide local, national, and international excellence in their field of study.

Full-time faculty must undergo a rigorous review for tenure positions. The program meets all requirements for Faculty as listed in COMAR 13B.02.03.11.

Table 5. Faculty

Name	Title	Terminal Degree/Field	Courses Taught/Will Teach
Kristina Collins (Full Time)	Co-Director Graduate Literacy Programs, Literacy Division Director for Loyola Clinical Centers	M.S. Towson University, Professional Writing	<p>RE602 Second Language Development Theory and Practice</p> <p>RE604 Methods for Teaching English to Speaker of Other Languages</p> <p>RE606 Assessments in Bilingual and Second Language Education</p> <p>RE 5XX Linguistics for Teachers of Language and Literacy</p>
Afra Hersi (Full Time)	Professor, Dean	Ph.D., Boston College, Language, Literacy and Culture; Second Language Learners	<p>RE602 Second Language Development Theory and Practice</p> <p>RE604 Methods for Teaching English to Speaker of Other Languages</p> <p>RE606 Assessments in Bilingual and Second Language Education</p> <p>RE 5XX Linguistics for Teachers of Language and Literacy</p>

Name	Title	Terminal Degree/Field	Courses Taught/Will Teach
Loretta Holmberg (Full Time)	Lecturer	M.S. Johns Hopkins University, Education Reading ESOL Certification	RE602 Second Language Development Theory and Practice RE604 Methods for Teaching English to Speaker of Other Languages RE606 Assessments in Bilingual and Second Language Education RE 5XX Linguistics for Teachers of Language and Literacy
Margarita Gomez (Full Time)	Associate Professor	Ph.D., Boston College, Language, Literacy and Culture; Second Language Learners	RE602 Second Language Development Theory and Practice RE604 Methods for Teaching English to Speaker of Other Languages RE606 Assessments in Bilingual and Second Language Education RE 5XX Linguistics for Teachers of Language and Literacy

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices, including training in:

a) Pedagogy that meets the needs of the students

Loyola currently offers two formal university-wide teaching enhancement workshops each year for all faculty, as well as numerous less formal pedagogical opportunities throughout the year. Several workshop sessions are dedicated to pedagogical training for faculty and instructors, including discussions of best practices for promoting student learning. In 2018 Loyola established Teaching Fellows who act as learning communities to research, incorporate, and disseminate best practices. Cohorts of teaching fellows have been formed for high-impact teaching practices, equity and inclusion, and digital teaching and learning. In addition, full-time faculty are provided with travel funds to attend conferences on the national and international level where teaching methods for K-12 and postsecondary levels are discussed and studied.

b) The learning management system

Loyola uses the Moodle learning management system and receives support from the Office of Technology Services. Support includes a help line for faculty, several Moodle specialists, and Moodle training workshops to help faculty use Moodle effectively. The institution also provides an Office of Digital Teaching & Learning that provides additional support

and training, including support and training for face-to-face courses that supplement learning with digitally enhanced supports.

- c) Evidence-based best practices for distance education, if distance education is offered.

The Office of Digital Teaching and Learning instructional designers are available to develop on-line classes, and Loyola University Maryland follows Quality Assurance Standards for Online Education Programs, including adhering to C-RAC guidelines. Distance education courses within the School of Education are developed by teacher education faculty in collaboration with instructional designers to assist in maintaining best practices for online learning and ensure courses meet institutional guidelines for excellence in instruction.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)

1. Describe the library resources available and/or the measure to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

The library resources for this certificate program already exist. The curricular modification to the program will not require additional library resources as they are already part of the existing parallel literacy degree program.

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

1. Provide an assurance that physical facilities, infrastructure and instructional equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

Loyola currently possesses the necessary classroom and laboratory space, the appropriate instructional resources, and faculty offices to support the proposed program. The president's signature on the proposal coversheet indicates his support for adequate physical facilities, infrastructure, and instructional equipment for the program.

2. Provide assurance and any appropriate evidence that the institutions will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) An institutional electronic mailing system, and

Students are provided with an electronic mailing system and other technologies upon enrollment. The institution has several computer labs and utilizes a learning management system.

- b) A learning management system that provides the necessary technological support for distance education

All students enrolled in the program are provided access to the university's learning management system. The Office of Technology Services provides technical support for all student email accounts and for those utilizing the learning management system. The Office of Digital Technology provides additional support to students and faculty specifically for distance education courses.

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

1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of programs implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the courses of those funds.

See Appendix A for Table 1: Resources

The enrollment assumptions for the proposed modification to the Teaching English Language Learners Post-Baccalaureate Certificate program are based on program enrollment averages and expected student interest. Modest growth and revenue are projected for the program.

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year.

See Appendix B for Table 2: Program Expenditures

The substantial modification does not require external funding resources. Faculty members will receive course releases for administrative purposes as the program grows, as estimated in Table 2. The program does not require other new resources as the program is already in existence and resources are built into the current budget as a standing certificate program.

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

1. Discuss procedures for evaluating courses, faculty, and student learning outcomes.

Loyola University Maryland uses several mechanisms for evaluating courses, including student course evaluations, faculty peer evaluations, and faculty annual updates. The latter require faculty to perform a self-evaluation of their courses and teaching effectiveness, and to provide evidence of student learning achievement. Faculty evaluations occur through an annual faculty update process overseen by the department chair and dean. Student learning outcomes are evaluated in alignment with university practice, particularly with key assessments as described in section G.3.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The Literacy program will use many tools to demonstrate educational effectiveness. The program will collect data on key assessments aligned to the TESOL Standards. Key assessments are scored using a rubric, and data from the key assessments are aggregated using the institutions assessment software. The School of Education Associate Dean for Assessment and the Literacy Program Director extract tables and charts from the assessment software to demonstrate areas of candidate strength and weakness. Program faculty meet regularly to discuss this quantitative data as well as qualitative observations and discussions. These discussions are used for program improvement as well as improvement of the key assessments in order to improve our instruments for collecting data. Data is regularly shared with the Literacy Program Advisory Board for feedback. This process leads to a comprehensive system of continuous improvement.

The Literacy program is committed to student success and provides each candidate with an academic advisor who ensures candidates meet the requirements for graduation. The program is also supported by a Director of Graduate Programs and a Program Assistant, who support the operational aspects of a student's journey as well as the needs of the program including scheduling, registration, and enrollment/graduation. Student satisfaction is measured through an Exit Survey which occurs during their last semester in the program and three times following completion of the program. Results of these surveys are considered during the regular program data discussions.

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

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Loyola University Maryland has a strategic focus on enhancing equity and inclusion for the university community. The university is committed, through its mission and core values, to creating a community that embraces and celebrates the inherent value and dignity of each person. The strategic plan goal to enhance equity and inclusion guides faculty and administrators' work toward promoting inclusive academic excellence. Specifically, teaching practices identified by AAC&U as highly impactful for the success of all students are being incorporated more fully in academic and cocurricular programs across the University. The provost has invested in related professional development by funding cohorts of faculty fellows to explore, employ, disseminate, and support high-impact teaching strategies. Faculty Fellows for High-Impact Practices (HIPs) are represented in all three schools, including the College of Arts and Sciences. Following a similar model, a cohort for Equity & Inclusion Fellows and a cohort for Digital Teaching and Learning has been established.

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

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

The proposed program is not a low productivity program.

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

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Loyola University Maryland is approved by the Middle States Commission on Higher Education and the Maryland Higher Education Commission to offer distance education programs. The current TELL certificate program was approved for distance education in 2019. The institution is also a member of National Council for State Authorization Reciprocity Agreements (NC-SARA) and abides by policies within its membership.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

Loyola University Maryland fully complies with C-RAC Guidelines. Distance education proposals require internal review by Loyola curricular committees which include programs demonstrating they have the resources to abide by C-RAC guidelines. Additionally, the institution includes an Office of Digital Technology that provides support to students and faculty specifically for distance education courses.

Appendix A:
Program Resources

Maryland Higher Education Commission

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)	\$76,800	\$94,320	\$111,720	\$130,560	\$150,120
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	10	12	14	16	18
e. Credit Hour Rate	\$640	\$655	\$665	\$680	\$695
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$76,800	\$94,320	\$111,720	\$130,560	\$150,120
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$76,800	\$94,320	\$111,720	\$130,560	\$150,120

Notes:

2.d. – Only PT Students. All students finish within a year. Project modest enrollment increases of two additional students each year.

2.e. – Cost Per Credit Hour estimated to grow at the historic average of ~2%/year. Current cost per credit hour in AY2021-2022 is \$625.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 13,971	\$ 29,808	\$ 45,524	\$ 62,156	\$ 79,745
a. Number of FTE	0.14	0.29	0.43	0.57	0.71
b. Total Salary	\$ 10,780	\$ 23,000	\$ 35,127	\$ 47,960	\$ 61,532
c. Total Benefits	\$ 3,191	\$ 6,808	\$ 10,397	\$ 14,196	\$ 18,213
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	\$4,200	0	0	0	0
TOTAL (Add 1 – 7)	\$ 18,171	\$ 29,808	\$ 45,524	\$62,156	\$79,745

Notes:

- 1.a. Initial FTE calculated as an intermediate value of a course release for the Tenured faculty (1/6) and Assistant Teaching Professor (1/8) likely to teach in this program. Commitment grows as more students enroll.
- 1.b. The average salary of the faculty likely to teach in this program was used.
- 1.c. University wide benefits percentage used.
- 7. A stipend for creation of course.