

TESOL Program Year Three Review

The following report is submitted to Dr. Scott Casper (Dean, College of Arts Humanities and Social Sciences) on behalf of the Department of Education by Dr. Jonathan Singer (Chair, Department of Education). Initial drafts and foundational research for the preparation of this document developed by Dr. Doaa Rashed (TESOL Program Director).

1. Summary of Year Three Program Data Review

1.1 Admission, Enrollment, and Program Strength

The MA TESOL Program offers four academic tracks (MA, MA with initial K-12 ESOL certification, MA with thesis, and post baccalaureate certificate) which are offered in two formats; face to face and online. In addition, we offer the post baccalaureate certificate to public school teachers through our cohort programs. Appendix A shows application and admission trends in the TESOL Program (Master's, Post Baccalaureate Certificate (PBC), and non-degree) for both face-to-face and online programs, 2014-2017. Overall, our enrollment numbers are very strong. Our annual admission numbers have been 101 on average since the 2014 APR Report (Appendix A). The numbers do not include students in our Post Baccalaureate Certificate students who are degree students in other programs and departments (e.g., M.A. in Intercultural Communication (INCC) offered through MLLI and Master of Arts in Teaching (M.A.T.) offered through the Education Department). Some of these students do not apply for the certificate although they enroll in the courses. They are officially designated as students in those programs but are enrolled in our courses to get our certificates.

Our course enrollment numbers have been increasing. Appendix B shows enrollment trends in courses in the TESOL Program. The figures in Appendix B represent enrollment in courses offered directly by the TESOL program. The numbers do not include TESOL MA or PBC students enrolled in courses offered through other programs (e.g., EDUC 601, ISD sections of EDUC 602, EDUC 605, ISD sections of EDUC 794, EDUC 771, MLL 625, MLL 670).

The online and off-campus programs continue to grow. Appendix C shows an increase in program revenue in 2015-2017. The programs brought in gross revenue of \$519,401 in FY17, an increase from \$452,445 in FY 15 and \$442,255 in FY16 (See appendix C). The net income after expenses was \$228,336 in FY15, \$254,750 in FY16, and \$305,248 in FY 2017. There are opportunities to increase enrollment in our cohort courses if we lower our rate to make it more competitive with the rates of other local universities. Our current ESOL cohort pricing is \$1,490.40 per course. Current cohort pricing for both Loyola's and Notre Dame's ESOL certificate program are \$1,350/course. McDaniel College offers a certificate in Equity and Excellence in Education at \$950/course. Increasing our cohort tuition discount from 20% to 30% would likely draw in more students.

1.2 Faculty Data

The TESOL Program has experienced several changes in program faculty since the 2014 Program Review. At that time, the TESOL program had one tenured professor, one clinical assistant professor, and one clinical instructor Both Dr. Shin and Dr. Nelson directed the TESOL Program.

In addition, Ms. Mary Tabaa coordinated the online and off-campus programs. In accordance with the recommendations in the last APR regarding adding a tenure-track faculty line, one tenure-track assistant professor in Educational Linguistics, Dr. Jiyeon Lee, was hired in fall 2015.

In February 2016, Dr. John Nelson, MA TESOL Program Co-Director, passed away, and Dr. Shin stepped down from the role of program director to take on a 20% appointment in the Provost's Office. The program was in serious need of a new director. The Provost and the Dean approved a temporary faculty position of Visiting Lecturer to fill the role of program director. Dr. Doaa Rashed was hired in August 2016 in this position. The position is renewable for three years starting AY 2016-2017.

The TESOL Program currently has 4 full-time faculty members and 12 part-time instructors for its 100+ active students. Dr. Sarah Shin and Dr. Jiyeon Lee hold full-time tenure-track faculty positions in the TESOL program. The program director, Dr. Doaa Rashed, is a Visiting Lecturer, and the program's fourth full-time faculty member, Mary Tabaa, is a Clinical Instructor whose position is funded through the Division of Professional Studies (DPS). Overall, the program relies heavily on part-time instructors. The non-tenure-track line vacated by Dr. Nelson has not yet been filled.

Our adjunct instructors are TESOL professionals who hold a master's degree or a doctorate and who have teaching experience in K-12, adult, and/or university settings. Since Fall 2016, Dr. Shin has been serving 20% of her time as special assistant to the provost for academic initiatives. She is currently an American Council on Education (ACE) Fellow (2017-18) and splits her time between her fellowship and her position with the provost's office. Due to these changes in Dr. Shin's role at the University, we have increased the number of adjuncts to cover the courses formerly taught by her.

As mentioned in the self-study, the current makeup of the full-time TESOL faculty raises concerns about the future of the program. Given the temporary status of the program director and the possible administrative advancement opportunities of the program's only tenured faculty member, we are concerned that without additional full-time faculty, the continuity and stability of the program may be in jeopardy.

1.3 Staff and Graduate Assistants

The TESOL Program receives partial administrative support from three sources. Our primary administrative support comes from Education Department staff. We also receive limited support (e.g., online/off-campus instructor contracts, website management, marketing materials) from the Division of Professional Studies. Finally, the administrative assistant in the MAE Program schedules our cohort courses, which have special billing.

1.4 Student Funding

The Education Department offers a limited number of Graduate Assistantships, which are available to qualified full-time, degree-seeking students who are making satisfactory progress toward their degree. The Department is able to secure funding for one graduate assistant in the program. Other full-time students in the program receive financial support through teaching assistantships offered in the English Language Institute and from the Shriver Center through the Peace Corps returning

students scholarships. Students without university assistantships are eligible to apply for departmental scholarships.

2. Year-Three Review Recommendations & Responses

This Three-Year Review assesses the recommendations made in the past APR Action Plan after the 2013-2014 Academic Program Review of the TESOL Program. I will address each recommendation and the steps made to meet it or the reasons for not meeting it.

Recommendation 1: *Add a tenure-track faculty line “as soon as possible,” especially to mitigate the gap left by Professor Jodi Crandall’s retirement.*

Action: In accordance with this recommendation, The Dean of the College of Arts, Humanities and Social Sciences approved a search to hire a full time tenure-track assistant professor in the TESOL Program. One tenure-track assistant professor in Educational Linguistics, Dr. Jiyoan Lee, was hired in Fall 2015. Early in Fall 2017, Dr. Lee submitted her portfolio for mid-tenure review. Unfortunately, due to the passing of Dr. John Nelson in February 2016, the TESOL Program full-time faculty is still short one full time position.

Regarding the passing of Dr. John Nelson, the Education Department Chair is submitting a request for a faculty search to the Dean of CAHSS for AY 2018/19. This search will coincide with the 3rd year of the current visiting lecturer position. The visiting lecturer position was a temporary fix to a faculty shortage problem due to the passing of Dr. Nelson. The Department Chair tasked the current TESOL faculty to provide a recommendation for the type (Clinical /Tenure line, rank, areas of specialization) for the TESOL position request prior to its submission on February 15, 2018.

Recommendation 2: *Develop “closer collaboration with the TESOL Professional Training Program.”*

Action: The above recommendation was met. There is continuous collaboration between the MA TESOL Program and the TESOL Professional Training Program (TPTP) when applicable. Students from the MA TESOL Program are given the opportunity to work as teaching assistants in teacher professional development courses offered in the TPTP. In addition, the MA TESOL Program supports grant proposals submitted by the TESOL Professional Training Programs and offers academic expertise as needed. The TPTP have been in contact with higher education institutions in Russia, Taiwan and bi-national organizations in Latin America which may lead to joint or dual degree programs. The TESOL program and the TPTP have been collaborating on the Erissa Foundation Grant with the purpose of drafting an MOU for a joint degree. The TESOL Program with Dr. Lee being the PI currently is running the grant. TESOL Program Director, Dr. Doaa Rashed coordinated an agreement between UMBC and University of Peru, Pura (UDEP). On June 30, 2017, Dr. Antonio Moriero signed an agreement between the two universities that would allow TESOL graduate students to teach in UDEP. One of our students has been invited to provide language training workshops to TESOL faculty in the University of Peru, Pura. Another TESOL student will be teaching in the Centro Boliviano Americano Cochabamba (CBA). Faculty in both programs represents UMBC in national and international conferences. Most recently, both

program directors, Dr. Doaa Rashed and Heidi Faust, presented at the English Teachers Symposium: New Trends in Teacher Education: Preparing Teachers of Young Learners, Sponsored by the U.S. Embassy in San Salvador, El Salvador. They also led a full-day cultural workshop on “Intercultural Communication Styles and Western Culture” for a delegate of scholars from Egypt. In addition, Ms. Heidi Faust currently supervises two of our K-12 interns. The two programs will continue to collaborate when the opportunities arise.

Recommendation 3: *Develop additional certificate programs, including “in the area of teaching ESL to adults and teaching EFL to young learners.”*

Action: The program developed two courses in teaching ESL to adult learners. Teaching Adult ESOL, developed by Professor Emerita Jodi Crandall, was first offered in Fall 2016. Teaching and Assessing Second Language Speaking and Listening, developed by Dr. Jiyeon Lee and Dr. Yuliya Schmaltz, was first offered in Summer 2016. Both courses are offered as electives to our ESOL Post Baccalaureate Certificate to students whose focus area of teaching is adult English learners.

Most recently, the TESOL collaborated with the Education Department at University of Maryland University College to submit a proposal to Montgomery County Public Schools (MCPS) for initial teacher training of MCPS staff. Notification via email dated 12/13/2017 stated that Montgomery County will be moving forward with this collaborative project.

In addition, the Early Childhood Program in the Department of Education is considering offering a B. A. in Childhood Education degree with multiple add-ons including the ESOL Certificate. The goal of the degree is to prepare undergraduate content area teachers in early childhood and elementary schools to address the needs of English Learners.

Recommendation 4: *Develop “an undergraduate degree” that will prepare “elementary school teachers at the undergraduate level to meet the needs of English Language Learners (ELL),” given “the dramatic increase in K-12 classrooms.*

Action: Developing this degree will address a serious shortage in ESOL teachers in public schools in Maryland, as well as nationwide. It will also increase the program visibility in the state of Maryland as there is only one similar program, offered by Salisbury State University. In addition, developing this undergraduate degree will preempt requests from our competitors in the area to offer similar programs in the near future. The Education Department Chair will be appointing an ad hoc committee to develop a concept paper regarding an undergraduate major associated with ESOL and Early Childhood Education. Formation of this committee is scheduled for spring 2018 with a developed white paper to be produced prior to the end of the semester.

Recommendation 5: Create “a systemic financial plan that will ... provide incentives for continued outreach and development,” both “the professional training program and the M.A. program.”

Action:

As of June 2014, a program agreement between the Department of Education, the College of Arts, Humanities and Social Sciences, and the Division of Professional Studies states that the finances of the online/off-campus TESOL program are no longer bundled with those of the MAE program.

Appendices

Appendix A

TESOL Program Admission Trends 2014-2017*

	SP	SU	FA		SP	SU	FA		SP	SU	FA		SP	SU	FA	
	14	14	14	2014	15	15	15	2015	16	16	16	2016	17	17	17	2017
TESL	5	0	23	28	8	2	17	27	5	3	6	14	5	1	19	25
TESLO	10	2	24	36	3	1	11	15	5	4	9	18	11	6	4	21
CESL	3	2	9	14	6	1	5	12	8	0	21	29	3	1	5	9
CESLO	4	23	18	45	18	4	17	39	16	13	10	39	22	7	6	35
TOTAL	22	27	74	123	35	8	50	93	34	20	46	100	41	15	34	90

Appendix B

TESOL Program Course Enrollment

	Campus	Online	Cohort	Total
Fall 2014	74	102	22	198
Spring 2015	82	87	28	197
Summer 2015	4	32	24	60
2014-15	160	221	74	455
Fall 2015	93	78	23	194
Spring 2016	66	86	24	176
Summer 2016	2	53	27	82
2015-16	161	217	74	452
Fall 2016	68	98	20	186
Spring 2017	52	106	27	185
Summer 2017		62	27	89
2016-17	120	266	74	460
Fall 2017	86	90	16	192
2017-18	86	90	16	192

Appendix C

FY15-FY17 ESOL Online Distributions

Fiscal Year	Posted Gross Revenue	Expenses			Net Income
		Indirect- DPS (10%)*	Direct Expense	Total Expenses	
FY15	\$452,445	\$45,245	\$178,865	\$224,110	\$228,336
FY16	\$442,255	\$22,113	\$165,392	\$187,505	\$254,750
FY17	\$519,401	\$25,970	\$188,183	\$214,153	\$305,248

*The DPS percentage was 10% for FY15 but was negotiated down to 5% starting in FY16.