



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

Institution Submitting Proposal	
---------------------------------	--

Each action below requires a separate proposal and cover sheet.

- | | |
|-----------------------------|---|
| New Academic Program | Substantial Change to a Degree Program |
| New Area of Concentration | Substantial Change to an Area of Concentration |
| New Degree Level Approval | Substantial Change to a Certificate Program |
| New Stand-Alone Certificate | Cooperative Degree Program |
| Off Campus Program | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes No	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature:		Date:
			Date of Approval/Endorsement by Governing Board:		

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Within Existing Resources
- Requiring New Resources

University of Maryland Eastern Shore (UMES)
Institution Submitting Proposal

Work-Based Learning and Career Counseling
Title of Proposed Program

Post-Baccalaureate Certificate
Award to be Offered

Summer 2024
Projected Implementation Date

0839-01
Proposed HEGIS Code

13.13009
Proposed CIP Code

Department of the Built Environment
Department in which program will be located

Dr. Tyler Love
Department Contact

410-727-4808, ext. 164
Contact Phone Number

tslove@umes.edu
Contact E-Mail Address

Signature of President or Designee

Date

A. Centrality to Institutional Mission and Planning Priorities:

1. Description of program and how it relates to institution's approved mission.

The Post-Baccalaureate Certificate (PBC) in Work-Based Learning (WBL) and Career Counseling will provide a documented certificate to certified CTE teachers and other licensed educators in Maryland who are working towards becoming a Career Counselor or Coach of WBL as called for by Blueprint for Maryland's Future. The 12 credits for this proposed certificate could be completed in one year. Two of the required core courses include CTED 607 and CTED 655, which can be applied toward the WBL Coordinator endorsement awarded by the Maryland State Department of Education (MSDE). A new course on Career Counseling within WBL contexts (CTED 672) has been created and will also be a core required course in this certificate program. The fourth course will be an elective in which students will choose one of the following courses based on their current job responsibilities and career goals after speaking with the CTE program director at UMES. Those elective course options are CTED 665 or CTED 651. The CTED 665 course would be a good option for CTE teachers looking to earn their WBL Coordinator endorsement as part of the proposed certificate program. The CTED 651 course would be an excellent option for school counselors looking to enhance their knowledge about CTE pathways and trends in Maryland to better serve the career counseling needs of students mandated by Blueprint.

The courses in this proposed certificate will prepare CTE teachers and school counselors with the skills needed to guide middle and high school students in career and college choices related to various CTE pathways. The courses in the proposed certificate will cover advanced content in the areas of WBL program development and management, exploring relevant skills sought by today's employers, career counseling practices, history and current trends of CTE and WBL, and developing WBL curriculum and instruction. The courses are currently being offered on a non-degree seeking basis to teachers as part of the WBL endorsement pathway. The courses in the proposed certificate can be applied as elective courses toward the Master's degree in CTE which UMES currently offers.

The program will be offered at a location that serves the larger concentration of CTE teachers in the greater Baltimore region with smaller cohorts across the state. Most courses are hybrid, meeting every other week in the evening through synchronous Google Meet sessions and/or UMES classrooms in the Baltimore Museum of Industry. All courses are housed in Canvas, making them accessible to teachers across the state 24/7.

The proposed WBL and Career Counseling certificate provides content *grounded in distinctive learning, discovery and engagement opportunities to Maryland teachers and counselors involved in CTE and WBL fields such as technology, engineering, agriculture, business, health and other career clusters.* The content areas of CTE are unique in their use of authentic skill and work-based learning in local business and industry settings. The certificate courses are specific to this need, thereby meeting the first part of the UMES Mission Statement.

UMES Vision, Mission, and Values

Vision: The University of Maryland Eastern Shore (UMES) will be the preeminent public Historically Black University that is recognized for leadership in student-centered education, exceptional research, innovation, and inclusiveness.

Mission: As a public 1890 land-grant Historically Black University that embraces diversity, UMES is committed to serving first-generation and underserved students and providing educational, research, and community engagement opportunities to transform the lives of its students who will impact the state, region, and the world.

Values: Family, Student-centered, pride, collaboration, communication.

UMES is a student-centered, high research activity (Carnegie R2 classification), STEM-dominant doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates from unique programs. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the state, the nation and the world.

The UMES vision of “*student-centeredness*” is addressed through the courses being embedded into Canvas, an online learning system. Students (many of whom are employed full time as teachers in Maryland’s 24 local public school systems), will be able to work ahead on assignments to meet the needs of adult learners and full time working adults. They will receive feedback on their papers in a timely manner. Synchronous classes will continue to be scheduled from 5-8pm on week nights, allowing the teachers to come to class without having to take leave time from their public school systems. In person classes can be offered during the summer sessions for those that are within reasonable driving distance to Baltimore, and other students from a distance can be brought in via webcam to facilitate interactive learning experiences. The location in Baltimore allows enough time for teachers from surrounding counties to easily access classes in person. For students in more remote locations, classes will continue to be offered through Google Meet and Canvas so that the program can serve the needs of all school systems and educators across Maryland.

The proposed certificate will meet the mission element of “*servicing first-generation and underserved students and providing educational, research, and community engagement opportunities*”. The classes reflect the ethnic diversity of Maryland and specific lessons provide opportunities for educators to reflect on instructional strategies that foster success for all students. Active participation in the school systems WBL Coordinator and CTE Director meetings held quarterly each year has helped to inform and continually align content and course expectations to increase the rigor of what UMES is offering. This has also helped to ensure courses remain aligned with COMAR regulations and address new initiatives set forth by Blueprint for Maryland’s Future. This collaboration with local school system CTE Directors and WBL Coordinators has made the UMES WBL coursework more valued by educators and school systems in Maryland because it better prepares WBL educators and coordinators, which research shows can improve retention and the experiences provided to students.

The WBL and CTE program at UMES is committed to “*transform the lives of its students who will impact the state, region, and the world*” by providing coursework that reflects Maryland COMAR Regulation 13a.12.02.16. Work-Based Learning Coordinator (Grades 7—12), Maryland State Department of Education – Office of College and Career Pathways priorities, and emerging research on effective instruction and preparation of WBL Coordinators and Career Counselors aligned with recent research (e.g., Georgetown University Center on Education and the Workforce report titled “*The Uncertain Pathway from Youth to a Good Job: How Limits to Educational Affordability, Work-Based Learning, and Career Counseling Impede Progress toward Good Jobs*”). The program will serve the WBL and Career Counseling needs of school systems and local employers by providing a one stop location for all four courses that were developed specifically to meet the current WBL Career Coaching needs mandated by Blueprint for Maryland’s Future, and future grades 7-12 career counseling needs across the state beyond Blueprint.

2. How the proposed program supports institution’s strategic goals and affirms institutional priorities.

The proposed WBL and Career Counseling certificate supports the following goals from UMES 2022-2030 strategic plan:

Priority Area 1: Academic Excellence and Innovation

- **1.4** Build and maintain world-class facilities and technology infrastructure with greater emphasis given to maximizing flexibility to expand access into new markets in Maryland and worldwide

- **1.5** Pilot innovative pathways for working professionals that respond to workforce demands.
- **1.8** Develop new, revise and enhance existing academic programs to remain current with evolving workforce demands.

In regard to goal 1.4, the facilities at the Baltimore Museum of Industry are protected as a historical site. Special effort is made to make the classrooms usable and flexible for technological changes. The main computer/lecture rooms were painted and rewired after installation of new computers in 2017, making the rooms more useful for students who need access to technology. Teachers from across the state will continue to be able to join courses synchronously via webcam.

To support goals 1.5 and 1.8, the courses provided as part of the proposed certificate program will continue to be offered in modalities that will make the certificate accessible to CTE teachers and other educators or counselors across Maryland. The program will be the only approved post-baccalaureate certificate in WBL and Career Counseling in the State of Maryland for all four WBL focused courses. The program will be unique in the state and is working to improve the outcomes of the program to ensure its' continued relevance and success in Maryland. Regional needs are met by the nature of the graduate WBL and Career Counseling courses.

Additionally, CTE educators and school counselors in all 24 school systems in Maryland will continue to be the target population for the proposed certificate program. CTE educators and school counselors work in varied counties with various students in different contexts across the state, e.g.; agriculture from Washington County, nursing from Howard County, technology education from Anne Arundel County, School Counselor from Baltimore City. A career counselor or coach is now required in every middle and high school in Maryland as specified in Blueprint for Maryland's Future, and would apply to the CTE 38 programs of study in Maryland. School systems across the state find it difficult to fill these WBL focused Career Counselor positions, so our program will help CTE teachers and school counselors transition into WBL counseling through a rigorous certificate program. This will help to address the shortage of WBL career counselors or coaches in our school systems, and will help to provide better prepared WBL educators/coordinators/counselors to guide students in finding the best career and college ready pathway for their interests, and subsequently have the skills to positively impact Maryland's economy.

Priority Area 2: Access, Affordability, and Achievement

- **2.1** Increase Enrollment.
- **2.4** Develop innovative programs that result in opportunities for new credentials.

To support goal 2.1, the program converted almost all coursework over to a hybrid or online model based on Canvas, the UMES learning management system. The courses are more accessible to a wider range of CTE and WBL educators, school counselors, and others across Maryland. The goal is to make the online learning environment more consistent and effective through common formatting. Responses from adjuncts and students support this model. All of the classes are approved to offer in hybrid and online formats, except for the CTED 655 course which must involve in person visits to local businesses and industries according to COMAR 13a.12.02.16.B.3.d. The hybrid format would occur through Google Meet, in person instruction in Baltimore, and in other cohort locations across the state.

Goal 2.1 will also be directly impacted by the development of this proposed certificate. Currently, students taking the WBL courses receive credit for the courses on their UMES transcript and the Maryland State Department of Education verifies they have met the requirements for their WBL endorsement added on to an existing teaching certification. Since there is no formal certificate from UMES awarded to students at the completion of the WBL courses, students can sometimes take similar courses from other institutions and receive approval to count those courses from their certification officer in their school system. With the approval of the proposed certificate, students will have more incentive to complete the WBL pathway through UMES because they will receive the

WBL endorsement from MSDE, and be able to use the courses (CTED 607, CTED 665, and CTED 655) toward the proposed certificate. The certificate will be documented on their transcript (they can also then claim the state approved certificate on their resume). Since UMES's WBL courses are tailored toward CTE and WBL teaching and counseling, these courses would be beneficial to people working in these classrooms or school counseling settings as opposed to more generic courses. Goal 2.4 is also addressed through the creation of this new opportunity for students to earn an official and documented certificate in WBL and Career Counseling.

Priority Area 3: Workforce and Economic Development

- **3.1** Diversify and strengthen Maryland's knowledge workforce by expanding the pipeline of underrepresented minority students entering critical workforce fields (STEAM, cyber, health care, education, social work, human services, technology, etc.).
- **3.2** Expand the number of graduates in fields critical to Maryland's economy: STEAM, cyber, healthcare, etc.
- **3.3** Increase investments in teacher preparation to support new and flexible programs to address short- and long-term preK-12 teacher shortages.

Goals 3.1, 3.2, and 3.3 are all directly impacted by the efforts of the WBL endorsement pathway and proposed certificate program. The teachers who complete courses in the WBL endorsement pathway represent a broad range of educators from diverse school systems such as Baltimore City to Wicomico County. Not only will this proposed certificate help underrepresented educators enter and stay in the education workforce, but it will also help those educators prepare underrepresented students in their classes with the skills needed to enter critical STEM and CTE workforce fields. Highly qualified WBL Coordinators and Career Counselors or Coaches are critical to expanding the number of high school graduates entering STEM and CTE fields critical to Maryland's economy. UMES as a public HBCU land-grant institution has maintained a unique focus on technical fields and service fields such as education. This plays an integral role to shaping Maryland's economy and the preparation of students to enter college or the workforce. This proposed certificate is one way for UMES and the state of Maryland to invest in teacher preparation through flexible course offerings to help address the critical shortage of WBL Career Counselors or Coaches in the state.

Priority Area 4: Research and Community Engagement

- **4.1** Align UMES research strength with emerging national research priorities.
- **4.3** Expand community-based research to strengthen the communities.
- **4.6** Leverage USM's institutional resources and expertise and collaboration with stakeholders to increase UMES's contributions to climate change and education.

To support goal 4.1, most of the proposed WBL and Career Counseling certificate courses have been offered at UMES for numerous years (CTED 607, CTED 665, CTED 655, and CTED 651). The courses have been edited and continuously improved to meet the needs of local school systems and students since that time. The program director participates in the quarterly CTE State Director and WBL State Coordinator meetings each year. This has resulted in the courses remaining current to meet the changing needs of the local school systems. To ensure that courses maintain high educational standards, all objectives in the four courses are linked to five sets of national, state and university standards: Interstate Teacher Assessment and Support Consortium (InTASC) 2013 Standards, UMES Conceptual Framework, Maryland Teacher Technology Standards, Council for the Accreditation of Educator Preparation (CAEP) Program Standards, and National Board of Professional Teaching Standards for Career and Technical Education (NBPTS) from 2014.

The program director for Career and Technology Education in Baltimore belongs to and attends the state CTE Director and WBL Coordinator meetings, distributes timely information to local CTE Directors and WBL Coordinators, and presents at local CTE teacher professional development meetings in order to recruit new students. A pronounced effort is made to attract individuals of diverse backgrounds. In order to develop and retain the students who are admitted, intensive

advising is provided every semester by the Director and two administrative assistants to keep the students on track for completion of their WBL endorsement.

Through the collaborative efforts described above, the Director also establishes partnerships with the local school systems to partner on grants and other research opportunities. The Director of the CTE program at UMES has received numerous grants and been a co-investigator on a 1.2 million dollar grant from the National Science Foundation. He has published three books, two state department of education STEM/CTE education safety guides, over 70 journal articles, over 10 conference papers, and other scholarly works. His research and publications focus on STEM and CTE in K-12 schools and have partnered with school systems to benefit both the school systems and the University. This proposed certificate would help to build a pipeline of educators to partner with on outreach efforts required of state and federal grants. It also provides additional participants for research on career and college readiness topics that can provide valuable data for the state to make informed decisions about CTE. UMES as a research active HBCU is well positioned to pursue funding opportunities to advance research that can benefit the workforce and school systems in Maryland. This proposed certificate would help to increase the number of WBL career counselors or coaches who can voluntarily participate in research conducted by UMES to advance CTE, WBL, Career Counseling, and STEM education.

Priority Area 5: Diversity, Equity, and Inclusion

- **5.1** Increase the visibility of our HBCU, highlighting our mission and contributions.
- **5.2** Educate our students to be informed and engaged global citizens and change agents in our democracy.
- **5.5** Foster an environment in which all members of the community feel safe, respected, valued, and welcomed to participate in the university missions: learning, teaching, scholarship, research service and administration.

The approval of this certificate would help to market the program/university to educators and school counselors across the state. It would also help highlight the value of completing all four certificate courses at UMES which are aligned with Blueprint for Maryland's Future, state standards, and national standards. This would help UMES meet their land grant mission of serving the state and its stakeholders. The courses in the pathway are continuously updated with input from new state initiatives, school system CTE Directors, WBL Coordinators, local businesses/industries, students, and emerging research in the field. In doing this, students are able to be better informed global citizens and change agents in our local school systems. Our courses comply with UMES's values of ensuring students feel safe, respected and welcomed to participate in learning. This is also something the courses help educators and school counselors to incorporate into their own teaching and advising to make their students feel safe, respected, valued, and welcomed to participate in learning.

3. Adequate funding for first five years of implementation.

There will be one new course added to schedule (CTED 672) but no additional adjunct instructors hired as we already offer four of the five courses included as part of the proposed certificate. Those courses can be applied toward the CTE master's degree currently offered by UMES.

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

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

The University has provided support for the off-site operations in Baltimore for over two decades. For example, in 2018 UMES purchased additional WebCam systems for their classrooms in order to meet the growing long distance needs of students in hybrid and online classes. When office supplies are needed (ink cartridges, paper, stamps), they are approved for purchase. The Center for Instructional Technology and Online Learning (CITOL) office that handles Canvas has provided ongoing timely support for the Baltimore office to maximize the effectiveness of this hybrid and online course delivery system. The University also hires a full-time director, two part-time

administrative assistants, and numerous adjuncts to ensure students are able to be helped in a timely manner and receiving quality instruction from experienced experts on the course topics.

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

CTE educators and school counselors enrolled in the WBL and Career Counseling courses must complete the four classes to earn the proposed certificate and be better prepared to meet the demand for Career Counselors specified by Blueprint for Maryland’s Future. We have been offering most of the courses (CTED 607, CTED 665, CTED, 655, CTED 651) in various formats for numerous years to meet the needs of Maryland CTE educators, WBL coordinators, and school counselors. No change is anticipated in the course offerings.

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.

With the recent release of Blueprint for Maryland’s Future, there is a critical shortage of educators or school counselors qualified to fill the required career counseling positions in every middle and high school in Maryland. Additionally, COMAR regulation 13a.12.02.16 explicitly describes the requirements to earn a WBL endorsement in Maryland. There are no current COMAR regulations for one to be a WBL Career Counselor as called for by Blueprint for Maryland’s Future; however, many school systems have been piecing together the WBL endorsement and counseling courses to help prepare individuals to serve as WBL career counselors or coaches to comply with Blueprint. Therefore, instead of having educators take a random array of courses it would be more logical to have an approved, focused and coherent certificate program like the one proposed here. This would have an intentional emphasis on preparing WBL career counselors to address the needs of Maryland’s students, economy, and Blueprint. In Table 1, these topics are matched to the UMES courses we offer in alignment with COMAR and Blueprint.

Table 1. Alignment of COMAR and Blueprint with the Proposed Certificate Courses

Alignment with Blueprint or COMAR	UMES Courses	When Offered
COMAR 13a.12.02.16.B.3.d for WBL Endorsement	CTED 655: Contemporary Workplace Practices	Summer
Blueprint Pillar/Objective 3.4: Provide High-Quality Career Counseling and CTE Programs COMAR 13a.12.02.16.B.2.b for WBL Endorsement	Elective - Pick 1 of the following after advisement meeting: CTED 651: History and Principles of Career and Technology Education CTED 665: Work-Based Learning: Instructional Management and Curriculum Development	Fall
COMAR 13a.12.02.16.B.2.a for WBL Endorsement	CTED 607: Coordination of Work Experience Programs	Spring
Blueprint Pillar/Objective 3.4: Provide High-Quality Career Counseling and CTE Programs	CTED 672: Career Counseling for Developing Student Career and Postsecondary Readiness	Summer

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

As Maryland teachers can take courses from other universities and some coursework can be met by district continuing professional development (CPD) credits, the success of the UMES program is tied to increased visibility as THE only option in MD to complete the three course WBL Coordinator pathway shown in Table 2. UMES is the ONLY institution in the country that offers WBL coursework aligned with COMAR 13a.12.02.16.

The WBL courses have been highly successful in helping CTE educators earn their WBL Coordinator endorsement to serve the needs of the school systems and state to meet the goals of Blueprint for Maryland's Future. The numbers of Maryland teachers who have taken our WBL classes by year since 2018 are presented in Table 2.

Table 2 Enrollment in WBL Endorsement Courses at UMES for Academic Years 2018-2023

Courses	2018-19	2019-20	2020-21	2021-22	2022-23	Total Served by class
CTED 607	12	16	10	11	15	64
CTED 655	13	7	15	9	16	60
CTED 665	14	12	10	13	9	58
Total Served Yr	39	35	35	33	40	

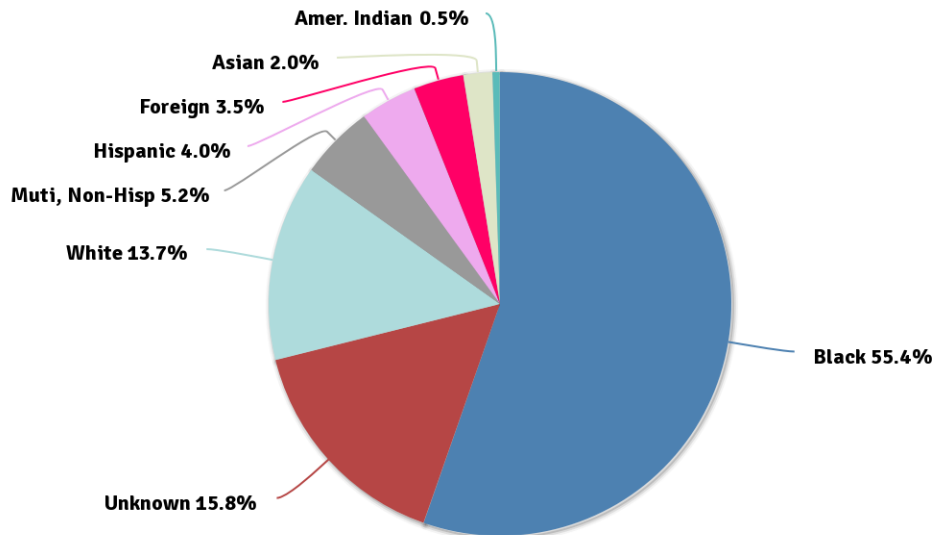
One of the reasons for the increasing enrollment numbers in the WBL endorsement courses is linked to the 38 programs of study they impact in Maryland, and the state's recent Blueprint initiative which will run through 2030 and continue to impact the state's education system and economy beyond 2030. The WBL endorsement helps meet the present and future needs of the Baltimore region, the State of Maryland, and Blueprint for Maryland's Future in regard to WBL coordinators. However, this does not meet the WBL career counseling and coaching needs of school systems, hence the reason for the proposed certificate. The numbers may have experienced some decline during COVID 19 as educators took time off to get through COVID, focus on their families, and also avoid burnout that occurred from the demands of teaching during COVID. Another reason for decline or slow growth may be the fact that students do not see incentive to finish all three WBL courses at UMES because it is currently not tied to a certificate program. Students can take two of the courses from out of state institutions to meet some of the endorsement requirements. With the approval of the proposed certificate, this would make the completion of the WBL endorsement and the proposed four certificate courses at UMES more appealing to students. This would also feed into the Masters in CTE program UMES currently offers.

University of Maryland Eastern Shore primarily serves minority students. In Fall 2022, only 13.7% of students identified themselves as white (Figure 1).

Figure 1. Fall 2022 Student Enrollment at UMES by Ethnicity (USM IRIS Institution Data Dashboard)

Ethnicity of Enrolled Students

University of Maryland, Eastern Shore - Fall 2022



USM Institutional Research Information System

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

The proposed program will be unique to the University of Maryland Eastern Shore and will result in increased enrollment in the WBL courses, which will in turn lead to more certified minority WBL Coordinators and Career Counselors or Coaches in Maryland to serve as role models for and help guide students. This will be an expansion and strengthening of the capacity of UMES to provide a high-quality educational program to Maryland educators and school counselors.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Higher Education](#)

The 2022 Maryland State Plan for Higher Education identified three goals for post-secondary institutions of higher learning to meet the needs of Maryland. The Career and Technology Education office for UMES at BMI has a structure in place that responds positively to each of these goals.

Goal 1: Student Access

The WBL coursework is directed to CTE teachers, school counselors, WBL Coordinators, and CTE Directors across the State of Maryland. Work that is being done to meet the Access goal is in priority #2 "Examine and improve financial literacy programs for students and families to encourage financial planning to pay for postsecondary education." The CTE program office in Baltimore conducts free professional development workshops across the Baltimore region, especially in school systems with a high percentage of underrepresented teachers (Baltimore City, Prince Georges, Baltimore County). These workshops provide a means for the office to expand its' outreach to various types of CTE and WBL teachers and counselors.

In addition to this strategy, the office works to identify and address financial obstacles for new teachers to take college courses. The tuition at UMES is among the lowest in the state for a university. Students enrolling in the off-campus program at the UMES Baltimore Museum of Industry location only pay a technology fee and an auxiliary, operations, and facility fee. They are not charged an athletic fee or lab fees. They do pay admission fees when applying. Maryland teachers who live out-

of-state are awarded a UMES BMI In-State Tuition Scholarship. In addition, the program alerts CTE teachers to their district policies on tuition reimbursement. The results of these measures make the courses within reach of families with modest incomes.

Goal 2: Student Success

Priority 4 focuses on policies and practices that impact access and affordability for students. As a HBCU, UMES is responsive to the dynamics of cultural difference. The CTE and WBL courses include curriculum specifically designed to assist all students in learning about and responding effectively to all the secondary students they serve. All programs at UMES treat cultural diversity as a value-added resource in alignment with the UMES Department of Education values.

Priority 5 reviews structures and policies that impact student success and timely completion of programs. The program's schedule includes hybrid and online courses to meet the needs of CTE teachers and WBL coordinators across the entire state. The UMES WBL course schedule is set so an aspiring WBL Coordinator or WBL Career Counselor can take one class per semester to finish within a year or a year and a half pending how they plan their schedule. When our office is contacted by an educator who needs to start WBL classes, we work with them to develop a course and semester sequence to meet their needs, in the process helping to alleviate the shortage of WBL Coordinators and career counselors or coaches in Maryland. These WBL courses also align with Priority 7 focused on enhancing opportunities for ongoing lifelong learning.

Most school systems offer tuition reimbursement for courses toward certification and therefore over the past 10 years, the CTE office has received very few inquiries about financial aid. When we are asked about this, we refer the students to the Office of Student Financial Aid at UMES on the main campus who provides individualized support to our students.

The teachers expected to be admitted into the proposed WBL and Career Counseling certificate program already have teaching, WBL Coordinator, or school counselor positions in school systems, therefore the CTE office in Baltimore does not provide employment information or services. What we do offer though is intensive advising to all CTE teachers and WBL Coordinators to help them stay on track to earn their WBL endorsement and pursue WBL employment opportunities in the school system they are currently employed.

Goal 3: Innovation

Priority 8 focuses on promoting a culture of risk-taking. The WBL and Career Counseling courses cover topics related to helping secondary education students explore various STEM and CTE careers, including apprenticeship opportunities in alignment with Blueprint for Maryland's Future. This proposed certificate program would help to offer an accessible and unique certificate without teachers/coordinators/school counselors having to leave their job and relocate, meeting the workforce needs of the school systems in Maryland. This proposed certificate program would specifically provide expansion of lifelong learning opportunities to educators who want to apply their STEM and technical skills in a public education setting to serve the needs of the state. The WBL courses help re-skill and up-skill individuals so they can share their STEM and technical expertise with the future workforce.

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.

The 2023 United States Bureau of Labor Statistics Occupational Outlook Handbook reports that there are 212,100 CTE teachers across the country (WBL Coordinators are classified under CTE educators). CTE and WBL programs across the country are finding it extremely difficult to hire certified teachers to fill teaching positions. The National Association of State Directors of Career Technical Education Consortium reported an 11% decline in the number of programs nationwide, primarily due to teacher shortages. A 2017 report in the Pew Charitable Trusts Stateline by Quinton states that 2/3rd of the states in the US have a teacher shortage in at least one CTE specialty program. Those numbers have increased after COVID following a large percentage of retirements and resignations from teaching positions. The 2023 United States Bureau of Labor Statistics Occupational Outlook Handbook reports there are 14,800 CTE teacher openings in the U.S. annually. School systems in Maryland continue to have unfilled CTE positions. According to the 2022 “Maryland’s Teacher Workforce: Supply, Demand, and Diversity” report published by MSDE, there were 54.5 technology education vacancies, 3 agriculture education vacancies, and 13 family and consumer sciences vacancies. All of the aforementioned fields reflect CTE areas in which students take courses at UMES for the certification.

When the aforementioned CTE and WBL instructor shortage is coupled with data on Career Counselor shortages, the shortage issue becomes more alarming. The 2023 United States Bureau of Labor Statistics Occupational Outlook Handbook reports that there will be a 5% increase in the job outlook for Career Counselors through 2032. Additionally, the 2022 “Maryland’s Teacher Workforce: Supply, Demand, and Diversity” report published by MSDE shows school counselors as the sixth highest category of vacancies in schools. With Blueprint calling for Career Counselors in each middle and high school, those who already have certification or licensure from MSDE and complete the proposed certificate would have ample WBL, Career Counselor, and CTE employment opportunities with a special skillset developed through the proposed certificate.

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

Maryland educators move through different and ascending levels of certification in their teaching career. For CTE teachers and WBL Coordinators, many begin teaching or coordinating as a second career after working in industry. They have a bachelor’s degree in their career field but not in education. Other CTE teachers and WBL Coordinators with backgrounds in technology education, family and consumer sciences, business education, and agriculture education may hold a bachelor’s degree in initial teacher preparation. The teachers must earn their WBL endorsement to serve in the role of WBL coordinator in many school systems. The completion of the proposed certificate would help them toward meeting the WBL coordinator requirements and could be applied toward the master’s degree in CTE offered at UMES. The proposed certificate would also help prepare them with a unique set of skills that are sought after by school systems across the state to fulfill the requirements of Blueprint for Maryland’s Future.

According to the *Maryland Teacher Staffing Report 2016-2018*, the following CTE fields (encompassing WBL) were listed as Critical Need in staffing in the 24 school systems in Maryland. These fields are Technology Education, Family and Consumer Science, Business Education, Computer Science, and Career and Technology Education. This situation has resulted in school systems making conditional hires to fill positions. In 2014 -2015, 912 teachers were hired on conditional licenses. Many of these teachers are hired on an out-of-field BA/BS degree and need coursework to attain the skills related to helping students in CTE and WBL contexts. The UMES CTE program in Baltimore provides the courses needed by CTE teachers to complete their WBL endorsement. In the specific areas of Career and Technology Education, 202 teachers were newly hired in 2017-2018 across the state (Maryland’s P12 Dashboard “2017-2018 Actual New Hires by Certification Area”). The *“Maryland Teacher Staffing Report 2016-2018”* reported there was a small surplus of school counselors; however these numbers may have changed following COVID-19. In addition, the amount of preparation school counselors receive related to career counseling is usually limited to one class in their counseling preparation program. This course is not specifically focused on CTE and WBL like the course in the proposed certificate.

There are ample opportunities from school systems looking to hire educators with WBL career counseling expertise. Evidence of these many openings statewide can be seen from the numerous job positions posted by each school system. School counselors or educators looking to earn a certificate that would make them more marketable for these career counselor or coach positions would benefit from the proposed certificate and have specialized skills tailored toward these unique job vacancies in local school systems. With Blueprint being relatively new, the data on number of WBL Career Counselors or Coaches is not known. However, CTE Directors and WBL Coordinators at state meetings have expressed they are having an extremely difficult time finding qualified career counselors or coaches for their school system to meet the expectations of Blueprint. Hence, this proposed certificate would help provide more qualified applicants for school systems to hire. Additionally, it would open up more opportunities for current educators and school counselors looking to enter into the exciting world of WBL Career Counseling or Coaching to positively impact Maryland's economy. With CTE educators and school counselors seeking courses to attain more knowledge and skills pertaining to WBL career counseling, and the dire need for WBL Career Counselors and Coaches called for by Blueprint, it is highly likely that there will be an increase each year in the potential applicants for admission to this proposed WBL and Career Counseling certificate program.

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.

The program director attends the quarterly CTE Director and WBL Coordinator meetings hosted by the Maryland State Department of Education. In addition, the CTE program stays in regular contact with school system WBL and CTE Supervisors and Certification Directors about course offerings. When called on by these professionals, course information is provided to ensure that we understand the needs of the school systems in filling their CTE and WBL positions and retaining the new teachers/coordinators they currently have. This ongoing contact is more than adequate for the program to understand the educational and training needs of the state. Regarding anticipated vacancies by school systems, while there is variability to the yearly needs, the numbers of teachers signing up for the WBL endorsement has remained stable over the past five years and increased recently due to the surplus of vacancies after COVID-19. Additionally, with Blueprint for Maryland's Future putting an emphasis on Career Counseling in WBL contexts, we have already started to see more inquiries about our WBL course offerings and should continue to see additional growth to help local school systems meet the needs of Blueprint. Maryland's P12 Dashboard "2017-2018 Actual New Hires by Certification Area" shows a growing trend of new CTE hires across the state from 2011 (142 new hires) through 2018 (202 new hires). This trend could also be expected to continue to grow with the need for career counselors and coaches with specialized knowledge of WBL as called for by Blueprint.

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

The number of WBL endorsement completers, as defined as teachers who have taken all three WBL courses from UMES, has remained relatively steady since 2019. The numbers are provided in Table 3.

Table 3 WBL Endorsement Completers for Academic Years 2018-2023

Year	Number WBL Endorsement Completers
2018-19	11
2019-20	8
2020-21	10
2021-22	11
2022-23	7

The reduction in completers in 2022 may be a result of teachers taking time off to avoid burnout from COVID, teaching, and taking courses during a pandemic. This number is expected to increase based on current enrollment and the needs of Blueprint.

D. Reasonableness of Program 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.

No other USM institutions currently offer the WBL courses at the graduate level. No other USM institution currently offers a program of any sort in WBL focused career counseling and coaching. Currently, Bethel University out of Minnesota offers online Work-Based Learning courses; however, these courses will not satisfy the COMAR regulations for the WBL Coordinator Endorsement. This makes UMES the only COMAR aligned WBL endorsement provider in the country.

In regard to school counseling programs offered in Maryland, Loyola University, Bowie State, and the University of Maryland College Park offer master’s degrees in school counseling which require the completion of one career counseling or career development course for the degree. UMES’s master’s degree in school counseling is similar. The proposed WBL and Career Counseling certificate is unique from these other programs in that it focuses specifically on understanding WBL and CTE programs, recruitment for WBL programs, WBL externship opportunities for students, and career counseling specific to WBL contexts. This specifically focuses on addressing the needs of Blueprint and combines the unique WBL courses offered by UMES with the career counseling expertise from UMES’s faculty in the school counseling program to offer the first and only WBL and Career Counseling certificate in Maryland.

The proposed certificate in CTE at UMES will be directed from the Baltimore office. BMI students who live out of state but teach in Maryland are eligible for in-state tuition scholarships. The most important factor though that precludes someone from taking courses in another state is that the UMES WBL courses are based on specific COMAR regulations in Maryland. The WBL courses are written to address the precise WBL COMAR regulations. Programs from other states are written for their own state regulations. For all of these reasons, there does not appear to be program duplication involved in the development and offering of the first post-baccalaureate certificate in WBL and Career Counseling in the state sought by UMES.

2. Provide justification for the proposed program.

UMES is the only university in the entire USM system that offers the three courses required for the WBL endorsement from MSDE. This proposed certificate program will provide a documentation on a student’s transcript that they completed the four course certificate pathway, and provide assurance to Maryland school system CTE and WBL supervisors that their career counselors or coaches are taking courses that meet and exceed the requirements set forth in Blueprint for Maryland’s Future.

This program may also encourage students to continue on to pursue their master's in CTE upon completion of the certificate.

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

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

The program is high demand based on the steady enrollment numbers over the past five years and increasing support as well as emphasis on WBL career counseling resulting from the release of Blueprint for Maryland's Future. By attaching an official certificate to this program, it will increase the attractiveness to CTE teachers, WBL coordinators, and school counselors to complete all four WBL Career Counseling courses from UMES.

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.

The mission of UMES and the Department of the Built Environment is to provide opportunities for first generation individuals teaching and counseling in CTE or WBL settings. UMES is the only HCBU in the State of Maryland, and only institution in the U.S., to offer courses accepted by the Maryland State Department of Education to satisfy the WBL endorsement. Because of this uniqueness, UMES is consistently sought after by CTE teachers and WBL coordinators across the state for these courses.

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.

The WBL endorsement has been in place for about a decade and courses offered through UMES at BMI. This endorsement has seen increased attention with Blueprint and Perkins V. With Blueprint calling for all middle schools and high schools to have a career counselor or coach, the school system CTE Directors and WBL Coordinators across the state have expressed interest in finding a certificate to prepare career counselors or coaches since none currently exists. The Director of the UMES CTE graduate program has participated as a member of the state CTE Director and WBL Coordinator quarterly meetings where these concerns have been raised. Following this, the UMES CTE programs Director at BMI met with the school counseling faculty from UMES and the CTE Directors from Baltimore and Carroll County to put together a plan for a certificate in WBL and Career Counseling. This proposal is the result of those collaborations and will meet the needs expressed by the school system CTE Directors while also utilizing the expertise and existing resources at UMES. As a result the courses in this proposal have been updated to address content related to Blueprint for Maryland's Future and Perkins V to better prepare WBL Career Counselors.

The Director of the CTE office in Baltimore is Dr. Tyler Love. Dr. Love holds a Ph.D. in Curriculum and Instruction: Integrative STEM Education from Virginia Tech. Dr. Love is a full Professor in the Department of the Built Environment who has been published in top-tier peer reviewed publications, presents regularly at international conferences, and has won numerous awards in the field of Technology Education and CTE. He manages the WBL courses through development of the course curriculum and uploading the courses in Canvas for adjuncts, scheduling course sections, and in the supervision of adjuncts.

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

Objectives of the Program

1. Provide opportunities for individuals to gain professional knowledge, skills and dispositions in WBL coordinating and career counseling.
2. Prepare individuals to build upon the content knowledge they have acquired in their related postsecondary studies by providing additional professional knowledge and content necessary for advancing careers in WBL coordinating and Career Counseling.
3. Develop individuals who can implement national and state CTE standards, Science-Technology-Engineering-Mathematics (STEM), and school counselor standards and practices into curriculum, training, instruction, and advising.
4. Develop teachers who are professional, committed, reflective, continuous learners, and contributors to the enhancement of the WBL teaching, training, and counseling profession.
5. Prepare teachers, leaders, coordinators, and counselors who demonstrate sensitivity and effective interpersonal skills in working with culturally diverse populations.

Program Learning Outcomes

Students who complete the proposed WBL and Career Counseling certificate program will be expected to demonstrate thorough knowledge in the philosophy, mission, vision, goals, and evolution of WBL Career Counseling. They will develop the following professional learning outcomes:

1. Knowledge and application of Maryland State standards-based practices in Work-Based Learning contexts.
2. Development of coordinator and counseling leadership skills in WBL.
3. Understanding of the learner's physical, cognitive, and emotional development and the implications for learning, instruction, and counseling.
4. Knowledge of the social contexts in which education occurs, the philosophical perspectives which influence teaching and learning, and an understanding of personal beliefs related to the role of the teacher, learner, coordinator, employer, and counselor.
5. Skills and knowledge necessary to assist and advocate for learners of all abilities and diverse backgrounds in a WBL integrated setting.
6. Ability to organize and manage a WBL externship experience on the basis of research, best practices, expert opinion, personal attributes, and student learning needs.
7. Development and application of a variety of WBL instructional and counseling strategies.
8. Appropriate use of a variety of approaches to assess and evaluate instructional outcomes of students and employers in WBL settings.
9. Use of instructional technology, including computers and media, for classroom, counseling, and professional needs.
10. Development of effective skills to recognize students' strengths and help guide them in their career and college choices.

3. Explain how the institution will:

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

Weekly student objectives are linked to specific session topics and course outcomes. Student assignments are submitted in Canvas (Drop Box folders) and the Discussion Forums. To ensure that the learning outcomes fit within a course, all courses are developed using a Course Curriculum Map. Table 4 is the matrix for one of the four courses: CTED 607.

Table 4 CTED 607 Curriculum Map

Sess #	Topics	Objective(s)	Assignment	Points
1	<ul style="list-style-type: none"> Mission of Work-Based Learning Programs History of Work-Based Learning 	<ol style="list-style-type: none"> Define the mission of work-based learning. Explain the history of work-based learning. 	Assignment 1: Summarize two recent articles, one about the evolution of interns into the 21 st Century and the second about recent trends.	80
2	<ul style="list-style-type: none"> Types of Work-Based Learning Programs 	<ol style="list-style-type: none"> Identify the types of work-based learning programs and reflect on current trends. 	Assignment 2: Review Blueprint for Maryland's Future. Take notes and write how specific pillars/objectives apply to promoting your own WBL program.	50
3	<ul style="list-style-type: none"> Career Research and Development Program 	<ol style="list-style-type: none"> Propose a Career Research and Development Program. 	No Assignment	
4	<ul style="list-style-type: none"> Career Development Model 	<ol style="list-style-type: none"> Plan a Maryland career development model. 	Assignment 4: Create a list showing your stakeholders and the marketing strategies you would employ to promote WBL/CRD	70
5	<ul style="list-style-type: none"> Career Interest and Aptitude Tests The Multi-Generational Workforce 	<ol style="list-style-type: none"> Identify and use career interest and aptitude tests. 	Discussion Forum 1: Submit career interest & aptitude tests. Discussion Forum 2: Respond to at least two classmates.	25
6	<ul style="list-style-type: none"> All Aspects of the Industry SCANS Competencies 21st Century Skills for Success 	<ol style="list-style-type: none"> Articulate All Aspects of Industry, SCANS and 21st Century Skills for Success. 	Assignment 6: Submit initial ideas about your objectives and goals for your Marketing Business Plan for WBL program.	50
7	<ul style="list-style-type: none"> Training/Learning Plans Related Instruction Training Agreements 	<ol style="list-style-type: none"> Develop training/learning plans around career clusters. 	No Assignment	
8	<ul style="list-style-type: none"> Coordination of On-Site Training and Major Activities 	<ol style="list-style-type: none"> Coordinate on-site training / learning with business mentors and students. 	Assignment 8: Create a three page plan describing how you would assist a business mentor to conduct on-site training of their business with an intern.	100
9	<ul style="list-style-type: none"> Forms and Requirements for Work-Based Learning 	<ol style="list-style-type: none"> Utilize required forms for work-based learning. 	Assignment 9: Research the many ways that K-12 schools are using portals to keep data on students, as well as, helping students achieve success. Post the results of your research.	100
10	<ul style="list-style-type: none"> Database Management Software 	<ol style="list-style-type: none"> Articulate the use of C-TECS Connect or district data collection processes. 	No Assignment	

11	<ul style="list-style-type: none"> Responsibilities associated with WBL 	12. Explain the responsibilities and benefits of work-based learning.	Assignment 11: Summarize the responsibilities of stakeholders in a WBL Program and explain the importance of having a database management system.	100
12	<ul style="list-style-type: none"> Safety and Risk Management Background clearances for WBL externship experiences 	13. Implement safety and risk management processes.	Assignment 12: Reflect on what you learned about safety and risk management in WBL settings.	50
13	<ul style="list-style-type: none"> Marketing the WBL Program I 	14. Develop a marketing plan for a work-based learning program.	Assignment 13: Create five marketing pieces for WBL that reflect good design and promote your program.	125
14	<ul style="list-style-type: none"> Marketing the WBL Program II 	14. Develop a marketing plan for a work-based learning program.	Assignment 14: Complete your business marketing plan, including a calendar showing how and when you will market your program. Use the Marketing Business Plan Template.	75
15	<ul style="list-style-type: none"> Teacher-Coordinator Certification and Evaluation 	15. Describe teacher-coordinator certification and evaluation requirements.	Assignment 15: Present marketing plan artifacts and your business marketing plan with calendar.	100
			Total	950

b) document student achievement of learning outcomes in the program

Student grades are carefully reviewed every semester to determine any trends. Discussions with adjuncts include information about how the new teachers are progressing and the impact of their student outcomes on improved classroom teaching strategies.

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

The program consists of twelve credit hours derived from four courses.

Work-Based Learning and Career Counseling Post-Baccalaureate Certificate

Core Courses All four classes will be required to earn the proposed certificate.

<u>Course #</u>	<u>Course Title</u>	<u>(Credits)</u>
CTED 607	Coordination of Work Experience Programs	3
CTED 655	Contemporary Workplace Practices	3
CTED 672	Career Counseling for Developing Student Career and Postsecondary Readiness	3
Elective - Pick one of the following after advisement meeting:		3
CTED 665	Work-Based Learning: Instructional Management and Curriculum Development	
CTED 651	History and Principles of Career and Technology Education	
TOTAL CREDITS		12

CTE Course Descriptions

CTED 607: Coordination of Work Experience Programs

A variety of work-based learning programs will be covered including the career research and development program, cooperative work experience, internships, mentorships, job shadowing, and apprenticeship. Mission, trends and current practices in these programs will be discussed. Methods and techniques of coordination in comprehensive and part-time programs at the secondary and adult levels are covered.

CTED 655: Contemporary Workplace Practices

This course analyses American industry in relation to current trends in globalization and future competitive trends. Organizational structures, personnel needs, production, quality, and competition in selected manufacturing and construction enterprises are covered. Leadership, human resource management, organizational performance, strategic planning, and customer satisfaction are major themes covered through site-visits and class presentations. Students learn how each business affects the local, regional and national economy, the role of education in helping American companies stay competitive, and industry expectations for the skills and education needed by interns and future employees. Students will research a career field through a survey instrument and provide a comprehensive report.

CTED 672: Career Counseling for Developing Student Career and Postsecondary Readiness

This course will cover basic counseling techniques, career development theories relevant to school-aged children and adolescents, and essential components of career and postsecondary readiness, with a focus on the role of school-based career counseling professionals in middle and high schools. Students will practice basic counseling skills and demonstrate evidence-based strategies to promote student career and postsecondary readiness skills through individual counseling; assessment of career interests, abilities and work values to promote student autonomy in selecting careers and educational programs of study based on their own interests, abilities and work values; group interventions; career development program planning and delivery; and collaboration with parents, teachers, career and technology education (CTE) programs, work-based learning partners, postsecondary institutions, local businesses, industries, and other community stakeholders. Counselor advocacy to promote equity in student access, success, and attainment of academic and career goals will be emphasized. This course is designed for school counselors, career and technology educators, and work-based learning coordinators who are interested in developing or enhancing their career counseling and coaching skills.

CTED 665: Work-Based Learning: Instructional Management & Curriculum Development

This course helps an individual design an instructional program and curriculum materials for work-based learning based on thorough instructional analysis process. Topics include content standards, instructional analysis, student performance objectives, curriculum design, instructional resources, Universal Design for Learning, work-based learning lesson plans, and assessment. The purpose of the course is to help teachers acquire new knowledge and skills necessary to create rigorous, high-quality unit and lesson plans for CRD and WBL programs that lead to increased student achievement.

CTED 651: History and Principles of Career and Technology Education

This course is an overview of current policies and principles in career and technology education including the historical, sociological, and philosophical underpinnings. Topics include an understanding of what CTE is nationally and in Maryland, content areas and types, early history of CTE, CTE for diverse cultures, the impact of federal and Maryland legislation, administrative structures, role of career and technical education in promoting democratic ideals, and development of career and technology education philosophies.

Description of Entrance Requirements for Proposed Certificate:

Applicants must fulfill the following for admission:

- Teachers looking to enroll in the proposed certificate program and also earn the WBL Coordinator endorsement from MSDE should have a current teaching certification from

MSDE (provisional licensure will not count). School counselors looking to enroll in the program do not need to have a current teaching certification from MSDE.

- All students must be working as a teacher or school counselor in a Maryland education setting. Matriculating students must meet all requirements for regular graduate admission to UMES.
- Individuals who are teaching in a non-CTE area will be asked to submit a letter from their school system indicating they have been asked to enroll in the proposed certificate program to meet their school system's needs for a WBL Coordinator or Career Counselor/Coach.
- Once directed to apply, individuals will submit a UMES graduate admission application specifying the BMI location. They also submit their Residency documentation and transcripts to the graduate Admissions Office at UMES.
- The UMES Graduate Admission office reviews official high school or college transcripts and the admission application to determine if the student is eligible.

The courses may be taken in any order so there is no set first course or cohort start date. Teachers take the courses in the modality and semester they prefer. Teachers may receive tuition reimbursement from their school districts by contract, so there doesn't appear to be a need to set up a new structure for financial aid.

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

N/A

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

Students can also apply the courses from the proposed certificate toward the electives required for the Master's CTE degree if they wish to continue their graduate studies.

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

We are not contracting with another institution.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with 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.

Because the program is housed at an off-campus location in Baltimore, communication to current and potential students is done primarily through Canvas, email, and the website located at <https://wwwcp.umes.edu/tech/master-of-education-in-career-and-technology-education/>. On this site are accurate and clear directions with screenshots to assist students with admission, registration, and payment of the current courses (e.g., the WBL endorsement we currently offer courses for). Additional program specific forms and applicable common university forms are provided as links on this website as well. Figure 2 is a screenshot of the web site home page. There is additional support for students in the Canvas tutorial links, on UMES's website, and in the BMI Syllabus Addendum. If the proposed certificate is approved, additional information and resources specific to this certificate will be added to this webpage.

Figure 2 Current UMES WBL Endorsement Website

What programs do we offer? (click on the arrows next to each program for more details)

- ▶ Professional and Technical Education (PTE) Certification
- ▼ Work-Based Learning (WBL) Endorsement

These courses are offered at the undergraduate and graduate levels for the MSDE work-based learning endorsement. Graduate level WBL courses can be applied toward the master's degree. The following table depicts the course sequence for the WBL endorsement.

Undergraduate Course	When Offered	Graduate Course	When Offered
EDTE 467: Instructional Analysis and Curriculum Development	Fall	CTED 665: WBL Instructional Management and Curriculum Development	Fall
EDTE 480: Coordinator of WBL Programs	Spring	CTED 607: Coordination of Work Experience Programs	Spring
EDTE 445: American Industry and Global Competition	Summer	CTED 655: Contemporary Workplace Practices	Summer
- ▶ Master's Degree in Career and Technology Education (CTE)
- ▶ Bachelor's Degree in Technology and Engineering (T&E) Education

Please use the navigation bar on the left side to find additional information about our programs!

Recent Program News:

- Online synchronous and asynchronous course options are currently available for most courses to reach students in any location. Please contact us for more information.
- Numerous graduate students won TEEAM and ITEEA Awards this past year, and many graduate students have been published in peer reviewed publications with UMES faculty.
- [Program newsletter](#)



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

As this is an ongoing pathway utilizing some current WBL courses, advertising, recruiting and admission documents are primarily provided on the current website. There is a flyer for the WBL endorsement that has been distributed to school systems and teachers for numerous semesters. Periodic newsletters are distributed to CTE Directors WBL Coordinators at meetings statewide. School system CTE Directors, WBL Coordinators and certification specialists are aware of the coursework and generally recommend to their teachers that they contact us for information. Once the proposed certificate program is approved, appropriate language will be added to the website about the approved post-baccalaureate certificate program. Dr. Love will promote the new certificate during his free professional development workshops given across the state at school system teacher and counselor in-service days.

H. Adequacy of Articulation

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

No specific articulation is in place.

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).

There is one full-time director and one adjunct who have been approved by the UMES Graduate School to teach graduate level WBL and CTE courses. They have been teaching these courses for numerous years:

Dr. Tyler Love holds a Ph.D. in Curriculum and Instruction and graduate certificates in Higher Education Administration and Integrative STEM Education from Virginia Tech. Dr. Love is a full

Professor in the Department of the Built Environment and a member of the UMES Graduate Council. He directs UMES's M.Ed. CTE program at the Baltimore Museum of Industry. Dr. Love has published 3 books, over 70 journal articles, 10 refereed conference papers, and has received numerous grants for K-12 STEM education and CTE initiatives. He presents regularly at national and international STEM education and CTE conferences and has won numerous awards in the field of Technology and Engineering Education and CTE.

Dorothy Brown Dorothy was a teacher specialist of WBL at the central office for Anne Arundel County Public Schools for 15 years. Prior to that she was a high school special education department chairperson and WBL coordinator for 31 years. She has taught the three WBL endorsement courses at UMES since 2013.

For the WBL career counseling course there is one faculty member from the UMES Department of Education with expertise to teach the course. An adjunct with expertise in this area could also be hired depending on the availability of the faculty member, the enrollment, and the needs each year the course is offered.

Dr. Gretchen Faust Dr. Foust earned her doctoral and master's degrees in Counselor Education from Penn State, as well as her bachelor's degree in Psychology. She has worked extensively educating future school counselors and clinical mental health counselors to pass on the wisdom of her experiences to many students over the years. Dr. Foust has served on the Executive Board of the Maryland School Counselor Association for two terms as their Postsecondary Vice President. Prior to being an Associate Professor and Coordinator of the School Counseling Specialization here at UMES, Dr. Foust served as an Assistant Professor of Counselor Education at Penn State, worked for 13 years as a school counselor at various levels in Pennsylvania and Maryland, and was a career counselor at Penn State. Dr. Foust was named the 2022 Maryland Counselor Educator of the Year by the Maryland School Counselor Association.

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

- a) Pedagogy that meets the needs of the students***
- b) The learning management system***
- c) Evidenced-based best practices for distance education, if distance education is offered.***

Adjunct training sessions and resources are provided by the UMES CTE Director to cover UMES policies, new resources and Canvas. The director develops all CTE and WBL course shells in Canvas each semester to ensure that they are formatted consistently and updates are instituted. When new resources come to the attention of the director, he adds them to the Canvas course and notifies the instructor about the integration of those resources. For example, course assignments and rubrics have been updated to reflect upon various pillars of Blueprint for Maryland's Future and those resources have been added as a separate module in Canvas for students to quickly access.

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

1. Describe the library resources available and/or the measures 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 University assures that institutional library resources meet the new program needs. The Frederick Douglass Library houses over 178,500 volumes of books and 755 periodicals. Students and faculty can take advantage of the entire University of Maryland System's library holdings through

Inter Library Loan system (ILLiad). Electronic databases are available through the university itself and off-campus. The UMES Library has numerous tutorials and resources posted on their webpage which are shared with students. It is expected that library resources will continue to meet all needs of the existing and proposed WBL and Career Counseling certificate courses. New students are encouraged to apply for a UMES Library log in which provides them online access to research resources from the UMES library and access to any USM institution library in the state. The students receive their library barcode directly via email from the UMES library. In 2022, over 30 library barcodes were distributed to CTE and WBL students taking courses through UMES.

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

1. Provide an assurance that physical facilities, infrastructure and instruction 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 institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

The institutional facilities and equipment meet the CTE and WBL course needs. The program office and classrooms are housed in the Baltimore Museum of Industry (BMI) historic administrative building on the Inner Harbor in Baltimore, Maryland. Office space includes room for the program director and an administrative assistant as well as a separate storage room for archival files and office supplies. There are three classrooms, each with an instructor computer and LCD projection system:

- Fireplace Room holds 26 students and includes whole group instruction areas and computer research stations.
- Room 113: Small computer lab with whole group instruction for research classes. Supports classes of ten students or less.
- Liberty Room: Largest room can hold 40 students in whole group lecture setting.

The classroom spaces at BMI have been used in past years (and will continue to be used) to host meetings for courses and visits with guest speakers from various industries across MD to meet the criteria for the WBL courses as specified in COMAR. The BMI office also has phone line and high-speed Internet which supports broadband uses like Canvas and Google Meet. The office has its' own printer/scanner/copier. There is free parking for over 100 vehicles and access to public transportation in Baltimore. The location is just off I-95, making driving access easy for students.

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

a) An institutional electronic mailing system.

All UMES students have a Google email account in MyUMES and are provided notification of institution alerts and policies. In addition, the Baltimore office maintains course enrollment information that includes student work and personal email addresses to send important class and Baltimore-specific information and notices to students.

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

All courses are accessible in Canvas and utilize Google Meet for students from across the state to attend class sessions/complete assignments.

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

1. Complete *Table 5: Resources 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. 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 sources of those funds.

Current departmental resources are more than adequate to support the continuation of the WBL endorsement courses and the courses that are part of the proposed certificate at UMES in BMI. No new sections are anticipated at this time. The hiring of one new adjunct is anticipated to meet the specialized WBL career counseling needs. Most teachers receive a tuition reimbursement from their district teacher contracts that covers from 50% - 100% of the cost of tuition. Expanding the pool to more CTE teachers, WBL Coordinators, and school counselors statewide will also increase revenue to the university.

Table 5. Resources

RESOURCES					
Resources Categories	(2023-2024)	(2024-2025)	(2025-2026)	(2026-2027)	(2027-2028)
1. Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ² (c+g below)	\$186,840.00	\$189,000.00	\$212,400.00	\$236,280.00	\$260,640.00
a. #F.T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Annual Full Time Revenue (a x b)	0	0	0	0	0
d. # Part Time Students	45	45	50	55	60
e. Credit Hour Rate	\$346	\$350	\$354	\$358	\$362
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$186,840.00	\$189,000.00	\$212,400.00	\$236,280.00	\$260,640.00
3. Grants, Contracts, & Other External Sources ³	0	0	0	0	0
4. Other Sources (Fees \$90 per credit hr with \$4 increase per year)	\$48,600.00	\$50,760.00	\$58,800.00	\$67,320.00	\$76,320.00
TOTAL (Add 1 - 4)	\$235,440.00	\$239,760.00	\$271,200.00	\$303,600.00	\$336,960.00

2. Complete Table 6: 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. Also provide a narrative rationale for each expenditure category.

Because some of the classes are ongoing now, the expenditures will not change from what is currently being incurred by UMES.

Table 6. Expenditures

TABLE 2: EXPENDITURES					
Expenditure Categories	(2023-2024)	(2024-2025)	(2025-2026)	(2026-2027)	(2027-2028)
1. Total Faculty Expenses (a + b + c below)	\$73,200.00	\$75,496.00	\$77,849.00	\$80,261.00	\$82,732.00
a. # FTE (half role of 1 Director & Professor)	\$63,200.00	\$65,096.00	\$67,049.00	\$69,061.00	\$71,132.00
b. Total Salary (Direct Adjunct Costs for 4 course offerings per year)	\$10,000.00	\$10,400.00	\$10,800.00	\$11,200.00	\$11,600.00
c. Total Benefits	0	0	0	0	0
2. Total Administrative Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Total Support Staff Expenses (b + c below)	\$18,000.00	\$18,500.00	\$19,000.00	\$19,500.00	\$20,000.00
a. # FTE	0	0	0	0	0
b. Total Salary (Half of two part-time admin assistant salaries)	\$18,000.00	\$18,500.00	\$19,000.00	\$19,500.00	\$20,000.00
c. Total Benefits	0	0	0	0	0
4. Equipment (Half of Office supplies and technology for distance teaching)	\$600.00	\$650.00	\$700.00	\$750.00	\$800.00
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Half of Facility Rental in Baltimore	\$14,375.00	\$14,625.00	\$14,625.00	\$14,875.00	\$14,875.00
TOTAL (Add 1 - 7)	\$106,175.00	\$109,271.00	\$112,174.00	\$115,386.00	\$118,407.00

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.

Course Evaluation

Near the end of each semester students in all classes are encouraged to answer the online Student Survey of Instruction located in their MyUMES account. The survey has numerous questions pertaining to the course: understanding of goals and instruction, adequacy of resources, and ability to meet needs for certification. Here is the language of specific questions:

- 006. Assignments are clearly related to the content of the course.
- 008 Tests are a true evaluation of student learning.
- 022. The environment in which this class was taught was conducive to learning.
- 025. The course is challenging but fair.
- 027. The expectations of students by the instructor are appropriate for college students.

The program director works with the adjuncts to closely monitor any updating of their session instructions, resources and assignments to make sure they are in alignment with state MSDE goals, initiatives (e.g., Blueprint for Maryland's Future) and current research in the field. Class grades are reviewed to determine if the courses need further review and scrutiny. These processes, taken together, ensure that the courses are relevant to the needs of current and future Maryland WBL Coordinators and Career Counselors/Coaches.

Faculty Evaluation

For the adjunct lecturers, information is collected from the student surveys of instruction. The mean scores for the classes taught are included on the Adjunct Faculty Semester Evaluation Document. The CTE Director further evaluates the adjuncts on their ability to:

1. Effectively present the appropriate content in the course,
2. Respond in a timely manner to requests for information,
3. Meet assigned class regularly and attend meetings and training sessions, and
4. Integrate appropriate forms of technology in class instruction.

Student Learning Outcomes

Student grades are carefully reviewed every semester to determine any trends. Discussions with adjuncts include information about how the new teachers are progressing and the impact of their student outcomes on improved classroom teaching strategies.

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.

As some of these courses have been ongoing for numerous years, there is five years of data indicating that CTE teachers across Maryland take the WBL courses and pass them. Student learning outcomes can be identified within course grades in Canvas by session. Student retention is not prescriptively identified in these current non-degree seeking WBL endorsement courses, but can be in the proposed WBL and Career Counseling certificate. Student satisfaction is identified in the Student Survey of Instructions that are logged and submitted with the adjunct faculty evaluation forms. Faculty satisfaction is collected anecdotally from conversations at the Baltimore location after class and at the end of the semester. Finally, cost effectiveness is addressed through yearly financial reports on the financial impact of the Baltimore location. The expense and income reflects both the graduate program and all non-degree endorsement coursework and has led to profits rates of 55% - 65% of income.

N. Consistency with the 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.

The proposed certificate in CTE will expand the UMES mission and institutional identity. The program does expand educational opportunities and choices for minority students by offering a unique degree program in a field where having a rich diversity of cultures in educational leadership positions is important to society, the economy, and the workforce as a whole. As a Historically Black College University (HBCU), these goals are embedded throughout all University of Maryland Eastern Shore's initiatives.

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 certificate is linked to the WBL endorsement and the Master's degree program in CTE offered by the Department of the Built Environment at UMES . This program is not considered a low productivity program. There is no need for fiscal redistribution to support the program. The proposed certificate will help funnel more students into the master's degree.

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

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

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

Canvas is utilized for all course session resources including session instructions, session resources (readings, PowerPoints, videos, worksheets), and session assignments. The courses comply with the Canvas Course Management System. Dr. Love and the adjuncts are required to remain up-to-date with their university certification in online teaching. For long distance students, WebCam and 50" televisions are in place in two classrooms where Dr. Love teaches.

All graduate courses included in this proposed certificate are currently approved by the UMES Center for Instructional Technology and Online Learning to be offered both hybrid and online. The courses had to meet *Guidelines and Requirements for Hybrid and Fully Online Courses* as determined at UMES by the Online Learning Policies and Procedures Committee and as indicated in the UMES E-Learning Standards. A rubric is used to score the courses.

University of Maryland Eastern Shore

Post-Baccalaureate Certificate: Work Based Learning and Career Counseling

Faculty Resources				
Faculty Member Name	Appointment Type (non-tenure track, tenure-track, or tenured)	Terminal Degree: Title and Field	Academic Title/Rank Status (full-time, part-time, adjunct)	Courses they will teach in the program
Tyler Love	Tenured	Ph.D. – Curriculum and Instruction: Integrative STEM Education	Professor (full)	CTED 651 CTED 655 CTED 665
Gretchen Foust	Tenured	Ed.D. – Counselor Education	Associate Professor	CTED 672
Dorothy Brown	Non-Tenure Track	M.S. – Reading Education	Adjunct	CTED 607 CTED 655 CTED 665
Alicia Fales	Non-Tenure Track	M.A. – Leadership in Teaching: Administration and Supervision	Adjunct	CTED 607
Candice Mott	Non-Tenure Track	MAEd – Curriculum and Instruction: Family and Consumer Sciences	Adjunct	CTED 607 CTED 655
Matt Davis	Non-Tenure Track	M.S. – Instructional Technology	Adjunct	CTED 655