

MLU written testimony - SB 395 - CALL Act.pdf

Uploaded by: Carlos Orbe, Jr.

Position: FAV



February 13, 2024

Position: SUPPORT

SB 395 - Higher Education - Credit Eligibility and Transfer of Credits - English as a Second Language Courses (Credit for All Language Learning (CALL) Act)

Education, Energy, and the Environment Committee:

This bill, Senate Bill 395, presented by Maryland Latinos Unidos, aims to significantly improve the educational opportunities for Latino and immigrant communities in Maryland. By focusing on access and equity in education, this proposed legislation suggests important measures to enhance the credit transfer process from community colleges to higher education institutions across the state.

The proposed legislation requires community colleges to consider English as a Second Language or English Language Learner courses as eligible for language or humanities elective credits. This will ensure that Latino and immigrant students taking these courses have the opportunity to progress towards an associate's degree without undue obstacles.

Furthermore, the bill establishes that any credit earned at a community college for a specific course must be transferable to any higher education institution in Maryland, without exceptions. This provision removes unfair barriers that could hinder the educational advancement of Latino and immigrant students.

By improving access to higher education and ensuring credit transferability, this bill will strengthen Latino and immigrant communities by opening doors to broader educational and economic opportunities. Additionally, by promoting equity in education, the bill will contribute to the overall growth and development of the state of Maryland by harnessing the full potential of its Latino and immigrant communities. In summary, this legislation represents a significant step towards a more inclusive and prosperous Maryland for all its residents.

Respectfully,
Carlos Orbe, Jr.
Communications and Public Affairs Specialist
Maryland Latinos Unidos

SB 395 - Credit Eligibility and Transfer of Credit

Uploaded by: Denise Riley

Position: FAV



A Union of Professionals
AFT-Maryland

5800 Metro Drive, Suite 100 • Baltimore, MD 21215-3226
410/764-3030 • fax: 410/764-3008
md.aft.org

Kenya Campbell
PRESIDENT

LaBrina Hopkins
SECRETARY-TREASURER

**Written Testimony Submitted to the Maryland Senate Education,
Energy and the Environment Committee
SB 395 - Higher Education - Credit Eligibility and Transfer of Credits - English as a
Second Language Courses (Credit for All Language Learning (CALL) Act)
February 14, 2024**

FAVORABLE

Chair Feldman and members of the Committee. AFT-MD asks for a favorable report on SB 395, which aims to ensure the seamless transfer of credits from public community colleges to institutions of higher education in our state. This bill is crucial for promoting educational equity and facilitating the academic advancement of students across our state.

The bill addresses the recognition of English as a Second Language (ESL) or English Language Learner (ELL) courses for credits toward an associate degree. This recognizes the importance of language acquisition and cultural competency in today's globalized society. ESL and ELL courses should be valued and acknowledged for their academic rigor and contribution to students' overall educational experience.

By requiring public community colleges to consider ESL and ELL courses as eligible for world language or humanities electives credit, House Bill 569 promotes inclusivity and recognizes the diverse linguistic backgrounds of students in our education system. This provision not only acknowledges the value of ESL and ELL education but also ensures that students who have completed these courses receive the recognition and credit they deserve for their hard work and dedication.

Furthermore, SB 395 addresses the need for a statewide transfer agreement that guarantees the transferability of credits earned at community colleges to public senior higher education institutions. This agreement is essential for facilitating the academic progression of students and eliminating barriers to their educational attainment.

Again, AFT-MD urges a favorable report on SB 395 and its provisions, including the recognition of ESL and ELL courses for credits toward an associate degree. By doing so, we can ensure that all students have equitable access to higher education opportunities and can pursue their academic and professional goals without unnecessary obstacles. Thank you.

SB0395_MACC_FAV.pdf

Uploaded by: Drew Jabin

Position: FAV

Senate Education, Energy, and the Environment Committee
February 14, 2024

SB 395 - Higher Education - Credit Eligibility and Transfer of Credits - English as a Second Language Courses (Credit for All Language Learning (CALL) Act)

Position: Favorable

The Maryland Association of Community Colleges (MACC), representing Maryland's 16 community colleges strongly supports **SB 395**, which seeks to provide further opportunities for students to use English as a Second Language (ESL) courses to obtain degrees and/or transfer to higher education institutions.

Community colleges often serve as the entry point to higher education for many Maryland students, including English language learners (ELL). When ESL classes taken at community colleges are not transferrable, ELL students face significant barriers when trying to continue their education at four-year institutions. Language acquisition is a gradual process that requires continuity and consistency.

Transferrable ESL credits ensure that these students can seamlessly continue their language development when transitioning to a four-year institution and have a clear pathway to pursue further education. This continuity of learning is essential for these students' academic progress and overall success in higher education.

Requiring ESL classes to be transferrable to four-year institutions in the state helps ensure equitable access to higher education while supporting diverse student populations. Accordingly, MACC urges the Committee to issue a **FAVORABLE** vote on **SB 395**.

Please contact Brad Phillips (bphillips@mdacc.org) or Drew Jabin (djabin@mdacc.org) with questions.

Testimony on SB0395.pdf

Uploaded by: Lama Masri

Position: FAV

Senator Brian J. Feldman, Chair
Senator Cheryl C. Kagan, Vice Chair
Education, Energy, and the Environment Committee

Lama Masri
19407 Dry Seneca Ct.
Poolesville, MD 20837
240-330-3300

Wednesday, February 14, 2024

Support SB0395, Relating to the Credit for All Language Learning (CALL) Act.

My name is Lama Masri, and I am an ESOL (English for Speakers of Other Languages) educator who has taught ESOL learners in Maryland since 2018. I am currently the ESOL Program Manager at Frederick Community College, and I oversee the credit and non-credit English language learning programs at the college. Though I am employed by Frederick Community College, my testimony as provided represents my personal and professional opinion only and does not represent or express the views, opinions, or claims of the College.

I am in support of SB0395, the CALL Act, which can provide ESOL students with equitable access to higher education by accepting the transfer of ESOL credit courses from 2-year colleges to 4-year universities. Multilingual students who are required to take credit ESOL courses are not only engaged in learning the fundamentals of the English language, but they are also tasked with exploring the central themes in humanities such as human communication and expression. ESOL students examine how language shapes and reflects culture, society, and individual identity, and develop critical thinking, cultural awareness, and appreciation of diverse perspectives, making ESOL courses align with the broader goals of humanities education. ESOL students finish these classes equipped with the language skills needed to evaluate reading material, analyze information, search for data to support their arguments, and create presentations and essays that include correct use of standard language conventions. In short, ESOL students are expected to show mastery of language use not required from students in World Language classes.

Finally, supporting SB0395, the CALL Act, is essential for providing equitable access to higher education for ESOL students. Accepting the transfer of ESOL credit courses recognizes the academic rigor and interdisciplinary nature of these courses. By acknowledging the unique challenges and achievements of ESOL students, we can ensure that they are empowered to succeed academically and contribute meaningfully to our diverse society.

Thank you for this opportunity to testify.

SB395_MSEA_Lamb_FAV.pdf

Uploaded by: Lauren Lamb

Position: FAV

FAVORABLE
Senate Bill 395
Higher Education - Credit Eligibility and Transfer of Credits - English as a Second Language
Courses (Credit for All Language Learning (CALL) Act)

Senate Committee on Education, Energy, and the Environment
February 14, 2024

Lauren Lamb
Government Relations

The Maryland State Education Association supports Senate Bill 395, which would require a public community college to consider a course or program for English language learning as eligible for world language or humanities credit toward an associate's degree and that certain world language credits can be transferred from community colleges to institutions of higher education.

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students so they can pursue their dreams. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3-million-member National Education Association (NEA).

As in K-12 education, emergent bilingual or multilingual students at community colleges may take English to Speakers of Other Languages (ESOL) or similar English language learning courses as they work toward fluency. ESOL courses are rigorous, expansive programs covering not only vocabulary and grammar but academic writing, literature, and intercultural communication. Multilingual students taking ESOL courses are honing an in-demand skillset, yet they often do not receive academic credits toward a degree, even as their peers receive credit for taking World Languages or writing-intensive humanities coursework.

Failing to recognize the academic value of ESOL courses is a grave inequity that implicitly undervalues the skillset of multilingual students. Maryland urgently needs a multilingual workforce in education, medicine, childcare, and more. This legislation rightly addresses this inequity by crediting multilingual students for their studies.

We urge the committee to issue a Favorable Report on Senate Bill 395.

SB395 - CALL Act -Testimony-2.pdf

Uploaded by: Malcolm Augustine

Position: FAV

MALCOLM AUGUSTINE
Legislative District 47
Prince George's County

PRESIDENT PRO TEMPORE

Executive Nominations Committee

Education, Energy and the
Environment Committee



James Senate Office Building
11 Bladen Street, Room 214
Annapolis, Maryland 21401
410-841-3745 · 301-858-3745
800-492-7122 Ext. 3745
Fax 410-841-3387 · 301-858-3387
Malcolm.Augustine@senate.state.md.us

THE SENATE OF MARYLAND
ANNAPOLIS, MARYLAND 21401

February 14, 2024

Senate Bill 395 - Higher Education – Credit Eligibility and Transfer of Credits – English as a Second Language Courses (Credit for All Language Learning (CALL) Act)

Dear Colleagues,

I am pleased to present **Senate Bill 395 - Higher Education – Credit Eligibility and Transfer of Credits – English as a Second Language Courses (Credit for All Language Learning (CALL) Act)**, which mandates specific requirements focusing on English as a Second Language (ESL) or English language learner courses taken at public community colleges. It stipulates that if these courses are not designated as remedial by the community college, they must be transferable to any institution of higher education within the State. Furthermore, the bill asserts that an institution of higher education in the State is prohibited from refusing the transfer of such credits for any reason. The bill directs public community colleges to deem ESL or English language learner courses as eligible for either world language or humanities electives credit, or both, towards a student's associate degree, provided that the course is not categorized as a remedial course. This comprehensive approach ensures the seamless transferability and appropriate academic credit recognition for ESL or English language learner courses across institutions.

As a Senator representing a district with a vibrant immigrant community, I am committed to championing legislation that opens educational doors for my constituents and recognizes their hard work. Approaching this issue, I also consider it from a business perspective, evaluating the positive impact on students, schools, workers, companies, and the economy. Maryland needs more multilingual college graduates, particularly in fields such as nursing, teaching, small business ownership, and various roles in large corporations and public sector employers. Job market analyses from community colleges indicate a growing demand for language skills, with employers willing to pay a premium for them. Despite this, higher education systems seem to devalue the market value of language skills for certain students.

The CALL Act not only expedites the timeline for immigrant students to earn college certificates, associate degrees, and bachelor's degrees by reducing the number of semesters required, but it also encourages high school students and their adult family members to consider college as a viable option. Removing the barrier of advanced language courses without credit sends a clear message to potential scholars that college is accessible to them as well.

MALCOLM AUGUSTINE
Legislative District 47
Prince George's County

PRESIDENT PRO TEMPORE

Executive Nominations Committee

Education, Energy and the
Environment Committee



James Senate Office Building
11 Bladen Street, Room 214
Annapolis, Maryland 21401
410-841-3745 · 301-858-3745
800-492-7122 Ext. 3745
Fax 410-841-3387 · 301-858-3387
Malcolm.Augustine@senate.state.md.us

THE SENATE OF MARYLAND
ANNAPOLIS, MARYLAND 21401

The benefits extend beyond individual students to include fiscal advantages for community colleges, colleges, and universities. The Act is expected to lead to increased enrollment, retention, completion, and transfer rates in English Language Learning classes, contributing to the institutions' reaccreditation and funding. Furthermore, awarding credit for these classes enhances the appeal of Maryland community colleges to international students on F-1 visas, positively impacting tuition revenues.

In alignment with my priority to ensure diversity and equity in higher education, especially in exclusive institutions, the CALL Act creates broader pathways for culturally, ethnically, linguistically, and racially diverse students transferring from community colleges. This approach addresses issues related to college transfer and completion rates in a precise and well-bounded manner.

By passing the CALL Act, we respond to the call for equality, advocating for equal credit for equal work. It not only supports the educational and economic success of immigrant students but also contributes to the overall diversity and equity goals in our state's higher education system. Let us move forward by enacting the Credit for All Language Learning Act.

Thank you for your attention to this critical matter. I urge the committee to give a **favorable** report for **Senate Bill 395 - Higher Education – Credit Eligibility and Transfer of Credits – English as a Second Language Courses (Credit for All Language Learning (CALL) Act)**.

Sincerely,

A handwritten signature in cursive script that reads "Malcolm Augustine".

Senator Malcolm Augustine

Written Testimony_SB395.pdf

Uploaded by: Margarita Gomez

Position: FAV

This document serves as written testimony in Favor of SB 395 The Credit for All Language Learning (CALL) Act.

My name is Margarita Gómez (Ph.D.), I am a constituent in the Maryland Congressional District 7 and Legislative District 45. I am also an Associate Professor of Literacy in Teacher Education at the Loyola University Maryland School of Education. I am writing in support of passing the CALL Act.

Currently, Multilingual learners do not receive credits for their English as an Additional Language coursework (it is not considered credit bearing for the PELL grant either). This is definitely an equity issue as we provide credit to these students toward their degree for taking these courses while multilingual learners that speak one, two, and some more languages are not given credit for English courses that are rigorous.

At a time when we need multilingual professionals in many helping professions such as health care professionals and teachers, paraeducators and school-based personnel, it is a shame that Maryland state, a leader in many educational endeavors, has not already passed CALL when states like California, and Rhode Island have already done so.

To increase degree completion of talented multilingual students, who also happen to mostly be disproportionately immigrants of color and first-generation college students, the Maryland General Assembly must pass legislation requiring CCs to award degree-applicable college credits for Pell-eligible ELL/ESOL courses and ensure they are transferable to all public and private Maryland institutions of higher education as world language and humanities elective courses.

Best regards,
Margarita Gómez
Associate Professor of Literacy

Maricruz Abarca-SB395.pdf

Uploaded by: Maricruz Abarca

Position: FAV

Maricruz Abarca
Baltimore County, Maryland

February 13, 2024

Education, Energy, and the Environment Committee
6 Bladen Street, House Office Building
Annapolis, MD 21401

Dear Members of the Committee,

I am writing to express my strong support for SB395, the Credit For All Language Learning (CALL) Act, which focuses on Higher Education - Credit Eligibility and Transfer of Credits for English as a Second Language (ESL) Courses.

As a member of our community, and former ESL student and a firm believer in the value of linguistic diversity, I commend the efforts behind SB395 to recognize and acknowledge the language skills acquired through ESL courses. This legislation aligns with the principles of inclusivity, equal opportunity, and educational advancement for individuals who have pursued language learning as part of their higher education journey.

The CALL Act is instrumental in addressing the need for a standardized approach to evaluating and granting credit for ESL courses. It recognizes the importance of linguistic proficiency in our globalized world. It ensures that students who have invested time and effort in mastering a second language receive due credit for their accomplishments the same way that any other language is credited.

By supporting SB395, we encourage language learning and promote a more comprehensive and equitable credit transfer system within higher education. This legislation will undoubtedly empower individuals who have worked hard to enhance their language skills, opening doors to a broader range of academic and professional opportunities.

In conclusion, I urge you to support SB395, which would support the Credit for All Language Learning (CALL) Act. This initiative is a positive step towards fostering an inclusive and supportive educational environment for our diverse student population.

Thank you for your attention to this matter and your continued commitment to advancing the quality and accessibility of education in our state.

Respectfully,

Maricruz Abarca

Owen Silverman Andrews_Senate-EEE-SB395_Favorable_

Uploaded by: Owen Silverman Andrews

Position: FAV

Maryland Senate

Energy, Education, and the Environment Committee

Favorable: Credit for All Language Learning Act (SB395), February 13, 2024

Submitted on Behalf of the CALL Act Coalition (undersigned) by Owen Silverman Andrews

If the CALL Act is enacted, Maryland community colleges would award degree-applicable credit for English Language Learning courses. Public and private institutions of higher education would accept these credits as Humanities credits fulfilling World Languages bachelors degree requirements.

The CALL Act is supported by [vigorous research](#) and a statewide, grassroots advocacy coalition. Similar legislation has been successfully implemented in other states, including California, though it improves on these laws by better ensuring, through more precise specificity, transferability of the credits between community colleges and bachelors-degree granting institutions. The CALL Act would increase college enrollment, retention, transfer, and completion of credit certificates, associates and bachelors degrees. This means immigrant multilingual English learner students would be more likely to graduate, would graduate sooner, would graduate with less debt, and would enter higher paying, tax revenue generating jobs sooner. To ensure maximum benefits our students and our state, the CALL Act must apply to all institutions of higher education in our state, public and private. To ensure the credits are more likely to transfer to STEM and Health Sciences bachelors degree programs leading to in-demand, well-paying jobs in fields in need of multilingual workers, while still respecting institutional autonomy, the Humanities credit transfer requirement must be preserved as the default with an opt-out provision for specific degree programs based on accreditation or learning outcomes requirements as determined by subject matter experts.

The undersigned, over 250 Marylanders, 15 Maryland-based organizations (representing hundreds of thousands of members), and two dozen nationally recognized scholars in the field, support equity in language learning and broadened higher education pathways for Maryland's immigrant students.

We ask our state legislators to support and vote for the CALL Act.

Signed,

Individuals (organizational sign-ons below):

Owen Silverman Andrews, M.A. TESOL; Corey Gaber; Sergio España; Ernesto Cuadra; Kelly Richardson, M.S.W.; Maureen Fitzpatrick, M.S.N., CRNP; Kamilah Kaashif; Susan Kerin; Prof. Diana Sáez, D.M.A.; Prof. Tabitha Kidwell, Ph.D.; Dr. Dionna Latimer-Hearn; Norma Santiago García; Dr. Sara Goldrick-Rab; Mairin Srygley, M.S. CCC-SLP; Prof. Theresa Alexander, M.S. CCC-SLP; Alexis Guethler, Ph.D.; Prof. Raymond Gonzales; Ana M. Derr; Andrew Reinel; Prof. Sarah Barnhardt; Paul Streett; Geraldine Giordano; Prof. Sophie Reverdy; Salimah Jasani; Prof. Gilda Martinez-Alba, Ed.D.; Prof. Linda Neuman; Dania Stefany Canales Salmeron; Molly Amster; Jeremy Collins; Chester Gates; Yanna Otero,

ESOL teacher; Trent Leon-Lierman; Prof. Jennica Larrison, Ph.D.; Susana Barrios; Commissioner Ashley Esposito; Edwin A. Pérez; Prof. Matthew Patton, Ph.D.; Xuwei He; Breanna Guzmán, M.S. (TESOL); Prof. Meg Eubank, Ed.D.; Prof. Felipe Filomeno, Ph.D.; Rudy Ruiz, Ed.D.; Prof. Rashi Jain, Ph.D.; Dr. Lucy Montalvo; Khalilah M. Harris, Ed.D., J.D.; Aliyah Abid; Prof. Scott Cooper; Sung Park; Ruth A. Fox; Jason A. Kemp, Ph.D.; Dr. Danielle Bierzynski; Franca Muller Paz; Christian Bednar, Ph.D.; Prof. Amelia Yongue; Rozina Ahsan; Gabriel Stanley Valencia Menjivar; Prof. (Emerita) Tanya L. Pitzer; Asifa Aslam; Iffat Rehman; Bernice Owusu; Prof. Rachele Lawton, Ph.D.; Sandra N. Gutiérrez; Prof. Elizabeth Goulette, Ph.D.; Luis Ricardo Gutierrez; Jerome Alexander; Prof. Julie L. Grignon, Ph.D.; Jennifer McDowell; Fareeha Waheed; Matthew Keilholtz; María Fernanda Contreras del Moral; Hope Burke; Kristine L. Sieloff; Artemus Werts; Claire Cunliffe; Karen C. Woodson, Ph.D.; Cruzdeligne Sanchez; Julia Kuwahara; Maggie Murphy; Juan Manuel Rodriguez; Oscar Biaggi; Vincent S. Tola; Dulce Mejivar; Prof. (Emeritus) Paul H. Parent; Elizabeth Paz; Prof. (Emerita) Eileen Cotter; Brian Nelson; Dr. Melissa Kanney; Dr. Francesca Weeks; Prof. Gloria Park, Ph.D.; Prof. Rob Hurd, Ph.D.; Taryn Ferch, Ph.D.; Prof. Jeanine L. Williams, Ph.D.; Frank Patinella; Desai Dorsey; Rachel Riggs, M.A. TESOL; Gracie Greenberg, MSW; Sarah Lane; Adama Bagayoko; Dahlia Aguilar; Jessica Altamirano; Dr. Helen Atkinson; Prof. Jessica Shiller, Ph.D.; Prof. Stacie Miller; Prof. Nelson Flores, Ph.D.; Prof. Antione Tomlin, Ph.D., PCC; Prof. Sara Osman; Jeana Davis, M.S.; Jessica Farrar; Prof. Chris Chang-Bacon, Ph.D.; Diana Carillo; Kimberly Reece; Jewell Kerr Jackson; Andrew S. Eneim; Prof. Drew S. Fagan, Ed.D.; Carlos Orbe Jr., M.P.M.; Jake Newman; Seth D. Singleton; Dr. Margaret Sullivan Marcus; Dinorah Olmos; Jamie Harris; Mary Bienkowski, PhD(c); Margie Hartman, LMSW; Prof. Gina Ann Garcia, Ph.D.; Bettina Arrunátegui; Debbie Rosenberg; Audrey Potter; Gail Schmitt; Dr. Heather Lamb; Ángel González; Prof. (Emeritus) Paul Lux, Ph.D.; Terra D. McRae-Greene; Prof. Karin Alejandra Rosemblatt, Ph.D.; Lourdes Evelia Vargas; Asli Masucci; Samantha Harris; Tammy T. Colandrea; Prof. Becki Maurio, M.A. TESOL; Prof. Susan Keach Sweeney; Irina Popova; Prof. David Sartorius, Ph.D.; Marianne Zmoda, M.Ed.; Prof. Jeffrey S. Moore, Ph.D.; Prof. Jennie Charlton-Jackson, Ph.D.; Javier von Westphalen; Christina Crawford, M.A. TESOL; Chelsea Reeder; Valerie Bardhi; Ranjana Thapa; Prof. Maura O'Hare Hill; Prof. Kris Messner; Bethany Lentz; Prof. Greg Sevik, Ph.D.; Prof. Timothy P. May, Ph.D.; Ana Maderos; Christopher Morphew; Ruth Seidenspinner; Prof. Ingrid Sabio McLaughlin, Ph.D.; Prof. Rebecca Minor, Ph.D.; Prof. William Lowe; Prof. Kim Jensen, Ph.D.; T. Nathan Ferrell; Martha G. Sandstead, Ph.D.; Alesha Rosen, M.Ed.; Xavier Muñoz, M.A. TESOL; Alena Davidoff Gore; Prof. Denise Parker; Prof. Raphael Stillings, Ed.D.; Saurabh Anand; Anne-Marie Johnson; Lama Masri, M.A. TESOL; Julia Raufman; Prof. Nina Brown, Ph.D.; Prof. Ann Merck MacLellan, Ph.D.; Prof. Jennifer Valdez; Jacob S. Andrews; Nicolino Applauso, Ph.D.; Prof. Gina M. Finelli, Ph.D.; Prof. Christine Mallinson, Ph.D.; Prof. Arlette Ngoubene-Atioky, Ph.D.; Prof. Gonzalo Baptista, Ph.D.; Kimberly Culp; Thomas Lee; Dr. Jean-Pierre Laurenceau; Prof. Margarita Gómez, Ph.D.; Prof. Emily Dillon; Prof. Rebecca M. Callahan, Ph.D.; Bhishma Gurmachhan; Suyog Parajuli; Lidia Aguilera; Zariah Nicole; Prof. Ana Gómez-Pérez, Ph.D.; Prof.

Christa de Kleine, Ph.D.; Prof. Patrice Silver, Ph.D.; Prof. Giuliana Robborto; Prof. Andrea S. Thomas, Ph.D.; Sodaba Wali; Carine Bushiri Bushka; Prof. Margaret Garroway, Ph.D.; Prof. Stephanie Landon, M.A.T. (ESOL); Zack Buster; Prof. Howard F. Andrews, Ph.D.; Prof. Hanna Kang, Ph.D.; Prof. Jesse Schneiderman, Ed.D.; Prof. Dawn Meissner; Van Lalau Uk; Shanta Rao, Ph.D.; Apita Thapa; Prof. Zoe C. Farquhar, Ph.D.; Jessenia McCrary Linares; Hamza Iqbal; Aaila Syeda; Ian Middleton; Prof. Margaret A. Boas; Donovan Fortune; Sam Zinler; Annie Rappeport, Ph.D.; Jenne Ristau; Prof. Julie Takacs, Ph.D.; Prof. Frank Alduino, Ph.D.; Prof. David M. Marcovitz, Ph.D.; Reva Restack, doctoral student; Valerie Meier, Ph.D.; Eva K. Sullivan; Natalia Bacchus; Jocelyn Providence; Delores Britt-Millhouse; Caroline Purcell, M.A. TESOL; PVT Juan Rivas Buezo; Zion Parran; Josette Obeng; Amelia Valdez; Madeline Wade; Violette DiGirolamo; Tess Doughty; Isabella Aparicio; Kaliyah Tucker; Maria Monterrosa; Emanuel Boakye Darko; Prof. Sarah Saxer; Nick Taichi Steiner; Maya Primorac; Rachel Rodriguez, Ph.D.; Prof. Dale Daigle; Prof. Juyoun Jang, Ph.D.; Prof. Julie Markin, Ph.D.; Lucia Islas; Madison Kaye; Prof. (Emerita) Jeanette Sherbondy, Ph.D.; Mark Parker; Prof. Elena Deanda, Ph.D.; Dr. Gabriela D. Lemus; Prof. Francesco Masala, Ph.D.; Prof. Karen L. Terrell, Ph.D.; Prof. Scott A. West; Brissia Lopez-Castro; Cristina Duncan Evans, Baltimore Teachers Union Teacher Chapter Chair; Shamoyia Gardiner, M.Ed.; Esperanza Górriz; Prof. Zekeh Gbotokuma, Ph.D.; Prof. Amanda A. Draheim, Ph.D.; Prof. Megan DeVirgilis, Ph.D.; Prof. Corinne Crane; Ph.D.; Dr. Danielle L. Archambault; Prof. Julie Wills, M.F.A.; Detrese Dowridge; R. Hayes; Takiyah B. Dingle; Jennifer Love, Ed.D.; Dana Polson, Ph.D.; Rebecca Yenawine; Francisco López; Andy Ellis; Lee Domeika; Prof. Christine Harrington, Ph.D.; Prof. Vicki Hong Smith; Giuliana Valencia-Banks; Prof. Cynthia P. Fraga-Cañadas, Ph.D.; Prof. Ramón Espejo Saavedra, Ph.D.; Kristina Cardona Collins; Lidia Cardona; Kenya Campbell; Thuta; Alexandra Michaud; Devon Mervis; Juliana Plugues; Bayron Borges; Kiana Fok; Mary Mohammad; Ethan Eblaghie; Amanda Miller; Dominique Ellis Falcon; Ana Zandarin, Sandy Cos; Liz Simon-Higgs; Cergio Cilla; Xigrid Soto-Boykin, Ph.D.; Prof. Joshua Davis, Ph.D.

Organizations:

Latino Racial Justice Circle; MAS Voice; Latino Education Advancement Fund (LEAF); Maryland Latinos Unidos (MLU); Comité Latino de Baltimore; Students Organizing a Multicultural and Open Society (SOMOS); American Civil Liberties Union of Maryland (ACLU-MD); Teachers' Democracy Project (TDP); Baltimore Teachers Union Legislative Committee; CASA; SEIU Local 500; Maryland State Education Association (MSEA); Baltimore Student Union (BSU); AFT-MD; AFSCME Maryland.

SB395_Gonzales_fav.pdf

Uploaded by: Raymond Gonzales

Position: FAV

My name is Raymond Gonzales. I am a resident of District 17. I am submitting this testimony in support of SB395, Credit for All Language Learning (CALL) Act. First, I would like to thank Sen. Malcolm Augustine and Sen. Jim Rosapepe, as well as Del. Jared Solomon in the House, for sponsoring this Bill. In my twenty-five years at one of Maryland's community colleges, it has been my privilege to teach and serve students in the school's academic English as a Second Language (ESL) program. They and the thousands of community college students statewide who take academic ESL courses would benefit immensely if the CALL Act is passed.

These incredibly diverse Multilingual English Learners (MELs) possess the very qualities that Maryland's economy needs to be successful: resilience, motivation, a strong work ethic, multilingualism (often more than two languages), and many more. At the same time, most community college MELs are not among the economically privileged in Maryland. Many are recent immigrants who do not benefit from the family wealth that other Maryland residents have built up over generations. In our conversations with our students, community college academic ESL faculty know that a significant percentage of them work full- or almost full-time, sometimes in multiple jobs, while taking several ESL classes.

Yet, because none of their ESL classes receive credit towards graduation or transfer to institutions of higher education, their path to obtaining associate and bachelor's degrees and pursuing their careers is made more difficult. Relevant data from the [Community College Research Center](#) at Teachers College, Columbia University, and other sources, indicate the longer it takes for community college students to start taking credit-bearing classes, the less likely they are to earn their associate degree or transfer to four-year schools. It is also important that community college academic ESL classes transfer to institutions of higher education as language and/or humanities credits to ensure that students graduate and join the workforce sooner. Passing the CALL Act will result in more community college MELs successfully filling Maryland's critical need for teachers, nurses, and professionals in the biological, health, data, and computer sciences.

Passage of the CALL Act will also address an important equity issue. Community college students receive degree credit for their introductory-level and above World Language courses. However, community college MELs do not receive credit for their academic ESL classes despite the equal and often significantly higher level of language they must demonstrate, especially in their upper-level ESL courses. In granting degree and transferable credit to community college ESL courses, the CALL Act not only addresses this inequality but also acknowledges and values the rigorous linguistic and academic work put in by community college MELs in the completion of their ESL courses.

In short, the CALL Act is highly beneficial to both Maryland's MEL students and their families as well as the state's efforts to achieve its current and future economic goals. I respectfully urge this committee to return a favorable report on SB395.

Sincerely,



Raymond Gonzales
9318 Edgewood Ct.
Gaithersburg, MD 20877

Testimony in support of SB0395.pdf

Uploaded by: Richard KAP Kaplowitz

Position: FAV

2/14/2024

Richard Keith Kaplowitz
Frederick, MD 21703

TESTIMONY ON SB#/0395- POSITION: FAVORABLE
**Higher Education - Credit Eligibility and Transfer of Credits - English as a Second
Language Courses (Credit for All Language Learning (CALL) Act)**

TO: Chair Feldman, Vice Chair Kagan, and members of the Education, Energy and the Environment Committee

FROM: Richard Keith Kaplowitz

My name is Richard Keith Kaplowitz. I am a resident of District 3. I am submitting this testimony in support of SB#/0395, Higher Education - Credit Eligibility and Transfer of Credits - English as a Second Language Courses (Credit for All Language Learning (CALL) Act)

As a senior student at Frederick Community College currently having earned three degrees from FCC over the last eight years I have been in classes where the diversity of the native languages and cultures has added to my educational experiences. It is estimated that one in five Maryland residents are not native English speakers.

Regardless of the native language of the student their integration into our American English language should be both respected and honored. No matter what language they spoke before acquiring their English language schools we can honor their effort and respect their efforts by extending credit for the learning journey. This bill can make that process a reality and contribute to the diversity, equity and inclusion of all cultures in our schools into the American milieu.

This bill is an ethical and moral commitment to support every student in their journey to become the best possible resident, and possible future citizen, within our state and our country.

. I respectfully urge this committee to return a favorable report on SB#/0395.

SB395_USM_FWA.pdf

Uploaded by: Andy Clark

Position: FWA



**Education, Energy, and the Environment Committee
Senate Bill 395
Higher Education – Credit Eligibility and Transfer of Credits – English as a
Second Language Courses
February 14, 2024
Favorable with Amendment**

Chair Feldman, Vice Chair Kagan, and members of the committee, thank you for the opportunity to offer testimony on Senate Bill 395. The University System of Maryland (USM) supports this bill to allow college credit for Pell-eligible, non-developmental English language learning courses.

The USM is comprised of twelve distinguished institutions, and three regional higher education centers. We award eight out of every ten bachelor's degrees in the State. Each of USM's 12 institutions has a distinct and unique approach to the mission of educating students and promoting the economic, intellectual, and cultural growth of its surrounding community. These institutions are located throughout the state, from Western Maryland to the Eastern Shore, with the flagship campus in the Washington suburbs. The USM includes three Historically Black Institutions, comprehensive and research universities, and the country's largest public online institution.

Maryland's population is diverse, and we are fortunate to benefit from the talents of immigrants from all parts of the world. People come to Maryland and want to improve their lives, including through their pursuit, and their children's pursuit, of higher education. For those of modest means, it would benefit them to have the courses they pay for, or that they use Pell grants to pay for, count toward their degree. This bill would ensure that happens. They can then shorten their time to degree based on the credits they earn in these courses.

The USM has been working to clarify that institutions have the ability under COMAR to determine which courses count for general education credit on their campuses. COMAR allows but does not require that modern language courses count for humanities credit or, more specifically, for humanities general education credit. We think it is important that this bill remains aligned with current COMAR regulations, and it is our understanding that amendments are forthcoming to underscore this alignment.

Credits that count for modern language credit at a community college will transfer to the USM as modern language credits.

Thank you for this opportunity to offer our perspective on this bill.



Contact: Susan Lawrence, Vice Chancellor for Government Relations,
slawrence@usmd.edu

SB395 Credit for Lang Learning (CALL) Act FWA FINA

Uploaded by: Matt Power

Position: FWA



Support with Amendments

Senate Education, Energy, and the Environment Committee
Senate Bill 395 (Augustine) Higher Education – Credit Eligibility and Transfer of Credits – English as a Second Language Courses (Credit for All Language Learning (CALL) Act)

Matt Power, President
mpower@micua.org
February 14, 2024

On behalf of the member institutions of the Maryland Independent College and University Association (MICUA) and the nearly 55,000 students we serve, I thank you for the opportunity to provide this written testimony of support with amendments [Senate Bill 395 \(Augustine\) Higher Education – Credit Eligibility and Transfer of Credits – English as a Second Language Courses \(Credit for All Language Learning \(CALL\) Act\)](#). This bill would require any credits earned for English as a second language in a public community college to be eligible for world language or humanities electives credit and transferable to any institution of higher education, and an institution of higher education cannot deny the transfer of credits.

MICUA appreciates the spirit of the legislation to recognize a student's unique and lived experience before enrolling in postsecondary education. Many MICUA institutions offer an opportunity for prospective applicants to receive elective credit for those lived experiences. The MICUA members' campuses have a student population that is diverse in linguistic backgrounds. The sponsor's goal of SB 395 is admirable. It helps to address an issue of multilingual English learners who may have encountered roadblocks when attempting to receive transferable, degree-applicable college credit for English Language Learning coursework. However, implementing the bill would interfere with several institutions' degree completion requirements.

Several MICUA institutions participate in ARTSYS, the current articulation system for Maryland colleges and universities, operated by the University System of Maryland (USM). In both the Fall of 2021 and the Fall of 2022, MICUA institutions welcomed over 400 transfer students to campus from almost every community college in Maryland—15 different institutions. MICUA members continue to strengthen articulation agreements with community college partners and are working diligently to improve student transfer rates. In the last year, the number of Maryland community college articulation

agreements among our institutions was 186, and one of our schools has nearly 90 articulation agreements in place.

Some MICUA institutions do not participate in ARTSYS for a myriad of reasons, including a niche course curriculum that does not lend itself to allow for any transfer of credits from any institution. For example, St. John's College holds a distinctive position in higher education, most notably for its unique pedagogy, in which all students study the same interdisciplinary curriculum over four years in small, cohort based discussion classes. Each cohort takes the same set of classes together over the course of their four year undergraduate experience. Due to the nature of the curriculum, the school does not accept ANY transfer credits – all students entering the undergraduate program must begin as first-year students and take the same required courses. There is tremendous concern that the language of the CALL Act would inadvertently prevent St. John's College from offering this program of study.

Capitol Technology University offers a substantial number of technical degrees and courses that would make mandatory acceptance of credits challenging for the institution. For instance, a student seeking to complete a bachelor's degree in electrical engineering must take certain courses to fulfill the program's math requirements, which include Calculus. The institution would not accept Algebra and Trigonometry (A&T) as a substitute to fulfill the requirement. Many transfer students have earned credit for A&T; however, the course does not satisfy any requirement for an engineering elective, social science elective, or humanities elective or any program that does not have general education electives. Typically, a student who requests transfer credits for those degrees has them entered as additional elective credits that do not count toward the degree credit requirements. The specialized courses at the institution demonstrate the difficulty in potentially implementing this bill.

Given those two examples and instances that exist due to the curriculum framework at other MICUA institutions, we hope you consider either making this an optional requirement or creating an exemption for private colleges and universities. Passage of SB 395 would create obstacles and complicate serving transfer students.

If you have any questions or would like additional information, please contact Irnande Altema, Associate Vice President for Government and Business Affairs, ialtema@micua.org.

For all of these reasons, MICUA requests a favorable Committee report, with amendments, for Senate Bill 395.