



UNIVERSITY OF
MARYLAND

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June 25, 2021

James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

I am writing to request approval for a new Post-Baccalaureate Certificate program in Dual Language Education. The proposal for the new program is attached. I am also submitting this proposal to the University System of Maryland for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Ann Wylie, Senior Vice President and Provost
Jennifer King Rice, Dean, College of Education



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

Institution Submitting Proposal	University of Maryland, College Park
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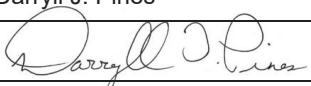
Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input checked="" type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS # JA225782	Payment \$850	Date 7/22/2021
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check # JA225782	Amount:	Submitted: 7/22/2021

Department Proposing Program	Teaching and Learning, Policy and Leadership		
Degree Level and Degree Type	Post-Baccalaureate Certificate		
Title of Proposed Program	Dual Language Education		
Total Number of Credits	12		
Suggested Codes	HEGIS: 150800.00		CIP: 130201.0000
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>)		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer Year: 2022		
Provide Link to Most Recent Academic Catalog	URL: https://academiccatalog.umd.edu/		

Preferred Contact for this Proposal	Name:	Michael Colson
	Title:	Senior Coordinator for Academic Programs
	Phone:	(301) 405-5626
	Email:	mcolson@umd.edu

President/Chief Executive	Type Name:	Darryll J. Pines
	Signature:	 Date: 06/25/2021
	Date of Approval/Endorsement by Governing Board:	

Revised 1/2021

A. Centrality to the University's Mission and Planning Priorities

Description. The **Post-Baccalaureate Certificate in Dual Language Education** will prepare educators to teach and lead in dual language education pK-12 schools. Such schools include bilingual and language immersion programs. Even though Dual Language Education (DLE) programs are expanding nationally and in local school districts, there are limited options for educators to receive additional credentials that address the specific instructional needs of DLE educators. This 12-credit Post-Baccalaureate Certificate at the University of Maryland (UMD) will address this gap in preparation to ensure the development of successful DLE educators and leaders. The program will be offered both on-campus and through distance education.

Relation to Strategic Goals. This program, as with all of UMD's graduate level teacher preparation and leadership programs, aligns with UMD's stated goal for graduate education to "Expand professional graduate programs that are nationally recognized for excellence in their curricula, their contributions to the practice of the professions, and for their innovation and creativity."¹ As dual language programs expand across the nation, UMD has the opportunity to be a front-runner in creating educator pathways to address the shortage of teachers who are adequately prepared to teach in DLE programs.

Funding. The program will be funded from tuition and fee revenue with start-up costs covered by the Teaching and Learning, Policy and Leadership (TLPL) department within UMD's College of Education. The TLPL department, which offers master's programs in Curriculum and Instruction and Teaching and Learning, Policy and Leadership, already offers courses in areas of biliteracy, second language acquisition, and cross cultural education. The TLPL department will also partner with UMD's School of Languages, Literatures, and Cultures, which will provide elective courses in Spanish bilingualism.

Institutional Commitment. The program will be administered by the TLPL department, which has the administrative and instructional resources to offer the program for five years. In the event that the certificate program is discontinued, the courses will be offered for a reasonable time period so that enrolled students can finish the program. The faculty and administrative infrastructure will still be in place to work with students who have not finished the program.

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

Need. Dual Language Education (DLE) programs are offered for various reasons, including ensuring educational equity for language minoritized learners, improving home-school connections, and fostering native language maintenance, multilingualism, and biliteracy. DLE programs are on the rise in the College Park area. Montgomery County Public Schools expanded its dual language offerings in the 2019/2020 school year from three to five programs. Prince George's County Public Schools currently has nine language immersion programs, including one Spanish DLE program, full immersion in both Spanish and French, and partial immersion in Chinese. As DLE programs expand in the area, there are limited options for these educators to receive additional credentials that address the specific needs of Dual Language educators. DLE teachers are typically certified in other areas, usually Elementary Education and/or World

¹ University of Maryland, College Park. (August 1, 2018). University of Maryland Mission Statement. (p. 5). Retrieved May 20, 20212 from: <https://svp.umd.edu/sites/default/files/2019-09/Mission-Vision.pdf>.

Languages. These credentials, however, do not address the specialized characteristics and pedagogies associated with DLE programs, especially in the areas of research and scholarship regarding language acquisition and multilingualism.

State Plan. The program will provide professional development for the state's teachers and administrators who work with DLE programs. Such programs strengthen multicultural communities by encouraging bilingualism and providing trained assistance to minoritized speakers whose first language is not English. From an equity standpoint, as the Emergent Bilingual population grows, additive bilingual education programs are shown to be more effective for academic achievement than any other instructional models. Accordingly, the proposed program aligns with the *Maryland State Plan for Postsecondary Education's* emphasis on access and success for all students.

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

There are more than 24 dual language schools in Maryland with the need for many new teachers in the next five years. In Montgomery County alone, four new dual language schools or strands were opened in 2018 and each year these schools expand programs to new grade levels, requiring the need for eight new teachers a year. Across four schools, this would require approximately 20 new teachers per year. Across the region, state, and nation, there are limited options for educators to receive additional credentials that address the specialized pedagogies employed by DLE educators. The proposed program will fill a critical need by creating an educator pathway to address capacity-building for DLE teachers and leaders, although with a steady-state annual enrollment of 25 students, the program will still not adequately meet the growing demand for trained educators in dual language education.

D. Reasonableness of Program Duplication

According to MHEC's website, there are no Post-Baccalaureate Certificate programs in Dual Language Education at other institutions in the state of Maryland.

E . Relevance to Historically Black Institutions (HBIs)

No such certificate program currently exists at any of Maryland's Historically Black Institutions (HBIs).

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

UMD, along with other institutions in the state, have long offered teacher preparation and leadership programs in order to meet the teaching needs of the state. Consequently, the proposed program would not impinge upon the identity of any HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. Because there is not a local DLE certification option, DLE teachers are typically certified in other areas, usually Elementary Education and/or World Languages. These credentials, however, do not address the specific and unique components of DLE. This preparation is particularly important in gentrifying environments where emergent bilingual students and

monolingual English students are coupled in the same classroom. Not only do these groups of students have different learning needs, but different educational and socio-economic backgrounds. Teachers and administrators need to know how to navigate this environment and respond to the needs of all students. Developing a critical language awareness is particularly important for DLE educators, as they and students alike navigate this unique linguistic environment.

The National Dual Language Education Teacher Preparation Standards (NDLETPS) aim to provide guidance for states using six standards critical to the success of these teacher preparation programs. The proposed program will prepare teacher-learners to teach in Bilingual, Dual Language, and Immersion K-12 schools. Coursework is designed to meet the National Dual Language Education Teacher Preparation Standards in the following areas:

1. Bilingualism and Biliteracy
2. Sociocultural Competence/ Critical consciousness
3. Instruction and Pedagogies
4. Authentic Assessment
5. Professionalism, Advocacy and Agency
6. Program Design and Curricular Leadership

Faculty Oversight. Faculty and instructors who teach these courses will be drawn from the Department of Teaching and Learning, Policy and Leadership (TLPL), and will be overseen by the TLPL department's new DLE program Coordinator.

Educational Objectives and Learning Outcomes. The purpose of this certificate is to increase teacher capacity and quality in Bilingual, Dual Language, and Immersion programs. The target participants will be educators who are currently certified in other content areas (such as Elementary Education or World Languages) and are in, or aspire to be in, a DLE environment. These teachers do not yet have the pedagogical or theoretical knowledge needed for this specific setting. This program could also serve DLE administrators who may not have had formal training in DLE. The program's specific learning outcomes are as follows:

1. Plan differentiated lessons that integrate Best Practices for DLE both for language minoritized and language majority students.
2. Design units and lessons that align with Dual Language Standards.
3. Explain and apply theories and research in bilingualism and second language acquisition relevant to dual language education.
4. Assess bilingual language skills and communicative competencies using multiple sources of information.
5. Collaborate with counterpart-teachers in partner language to successfully bridge materials and learning practices.
6. Support language and content learning, understand language and literacy objectives
7. Demonstrate critical consciousness, awareness of language ideologies and the intersection of race, class, gender and other socio-cultural factors that shape language learning
8. Reflect on their role as a language policy maker in their own context.

Assessments will include:

- Teacher learners will create thematic unit plans demonstrating their knowledge of differentiated instruction for DL students across content areas
- Video-recordings, reflections, and analyses of teaching-in-practice
- Literature reviews on a relevant research, timely topic in the field

See Appendix A for how Dual Language Education Pillars, Teacher Education Standards, and Learning Outcomes are aligned.

Institutional assessment and documentation of learning outcomes. Student learning outcomes assessment in graduate programs is directed by the Graduate Outcomes Assessment Committee. Established in 2011, this committee is comprised of representatives from each college and school.

Course requirements. The total number of credits required for the certificate program is twelve. The certificate program's 12-credit curriculum includes the following courses:

TLP637 Teaching for Equity in Bilingual/Dual Language Immersion Programs (3 Credits)

One of the following:

TLPL662 Second Language Acquisition (3 Credits)

SPAN613 Bilingualism and Biculturalism in Spanish-Speaking Communities (3 Credits)

One of the following:

TLPL660 Foundations of Literacy and Biliteracy Development (3 Credits)

TLPL655 Student Assessment in the Second Language Classroom (3 Credits)

TLPL657 Teaching for Cross Cultural Communication (3 Credits)

Elective Courses (choose one):

TLPL661 Multiliteracies: Theory and Practice (3 Credits)

TLPL664 Foundations of Second Language Education: Legal, Social and Historical Trends and Issues (3 Credits)

TLPL740 Language and Education (3 Credits)

SPAN424 Curriculum Design for Spanish Language Teaching (3 Credits)

SPAN611 Current Trends in Hispanic Applied Linguistics (3 Credits)

SPAN626 Hispanic Linguistics II: Language in Use (3 Credits)

Any course listed in the required courses section that was not used as a required course

See Appendix B for course descriptions.

General Education. Not applicable as this is a graduate program.

Accreditation or Certification Requirements. There are no specialized accreditation or certification requirements for this program.

Other Institutions or Organizations. The department will not contract with another institution or non-collegiate organization for this program.

Student Support. The advising infrastructure for this program already exists by virtue of the TLPL department's current graduate program operations. TLPL staff will provide students with an understanding of the UMD learning management system, academic support services, financial aid resources, and cost and payment policies from their existing programs. Otherwise, the Graduate Catalog will provide information about curricular requirements. Individual course syllabi will

specify any technical competency or equipment requirements. TLPL department staff will also advise prospective and enrolled students of the program requirements.

Marketing and Admissions Information. Marketing and admissions information will be available in the Graduate Catalog and available through the program advising office and website.

H. Adequacy of Articulation

As a graduate program, articulation is not applicable.

I. Adequacy of Faculty Resources

Program faculty. The program will rely upon current faculty in the Teaching and Learning, Policy and Leadership (TLPL) department. The faculty for the coursework will be comprised of a combination of full-time, tenure-track and clinical faculty, adjunct professors, and graduate students. At least 50 percent of the total semester credit hours within the proposed program will be taught by full-time faculty.

See faculty biographies in Appendix C for the program's core faculty.

Faculty training. The Teaching and Learning Transformation Center at the University of Maryland inspires and supports effective, engaging, efficient, and equitable teaching innovations among the university's instructors and assistants. This team provides faculty with training, resources, professional development activities, and individualized consultation to transform their classrooms and careers.

For the learning management system, faculty teaching in this program will have access to teacher development opportunities available across campus, including those offered as part of the Teaching and Learning Transformation Center. For online elements of the coursework, instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment. The College of Education has a dedicated Education Technology Services office to assist faculty with technology support.

J. Adequacy of Library Resources

The University Libraries staff have reviewed the proposal and determined that the Libraries are able to meet, with its current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

The physical facilities and infrastructure needs for this program are minimal as faculty and students will use classrooms and office space that are already used by the TLPL department.

All students will have access to UMD's electronic mailing system. The program will be delivered both on-campus and online. UMD maintains an Enterprise Learning Management System (ELMS) for online learning. ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. Learning technologies

will be assessed through surveys of students' learning and ongoing formative assessment of instructors' course delivery.

L. Adequacy of Financial Resources

Resources for the program will be derived from tuition. See Tables 1 and 2 for anticipated resources and expenditures. Below is an itemized description.

Resources: Tuition revenue will be used to support the program. Graduate tuition rates are based on approved resident and non-resident rates, on a per-credit basis.

Expenditures:

1. Faculty: 1.0 FTE faculty will be allocated to the program. Tuition revenue generated from the program will be used to pay all instructional expenses.
2. Administrative Staff: The TLPL department already manages graduate programs and will be able to implement and maintain the program.
3. Support Staff: The current support staff for the department's graduate programs will be able to implement and maintain the program. 0.25 FTE of administrative support has been estimated for the program.
4. Equipment: Because of the department's current operation of its graduate programs, equipment costs for this program are minimal.
5. Library: As indicated in section J, current library resources are able to support the program.
6. New and/or Renovated Space: As indicated in section K, no new space is required. Current space used by existing faculty and staff members who will be operating the program will be sufficient.
7. Other expenses: \$70,176 is budgeted for college administrative costs (\$35,088) and campus administrative costs (\$17,544). An additional \$17,544 will be set aside for financial aid.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (<https://www.irpa.umd.edu/Assessment/LOA.html>). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The program staff and affiliated faculty will conduct outreach with points of contact in local school districts, including with and through the university and College of Education Outreach Offices. This

program will also actively recruit bilingual teachers who come from historically underrepresented populations.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

The University of Maryland is eligible to operate distance-education programs in the state of Maryland and, as a member institution of NC-SARA, follows C-RAC guidelines. In addition to offering the program on-campus, the program will be offered online to accommodate a target audience of full-time employed educators whose schedules do not easily accommodate commuting after their standard school day. Both the on-campus and online versions of the program will have the same educational objectives and curriculum.

Appendix A. Alignment of Dual Language Education Pillars, Teacher Education Standards, and Learning Outcomes

Dual Language Education Pillars	Bilingualism and Biliteracy	Academic Achievement	Cross cultural Competence
1--Critical consciousness-1 Anti-oppressive thinking and action historicizing schools, interrogating power, critical listening, engaging with discomfort			
National Dual Language Teacher Education Standards	Bilingualism and Biliteracy Instruction and Pedagogies	Authentic Assessment Program Design and Curricular Leadership	Sociocultural Competence Professionalism, Advocacy and Agency
Courses	TLPL 637x TLPL 660 TLPL 661 TLPL 662 SPAN 626	TLPL 637x TLPL 664 TLPL 655 SPAN 424	TLPL 637x TLPL 657 TLPL 740 SPAN 613
Learning outcomes	(1) Plan & enact differentiated lessons that integrate Best Practices/core pillars for DLE both for language minoritized and language majority students (2) Apply theories and evaluate research in bilingualism and second language acquisition relevant to dual language education	(3) Design units and lessons that align with Dual Language Standards (4) Assess bilingual language skills and communicative competencies using multiple sources of information. (5) Collaborate with counterpart-teachers in partner language to successfully bridge materials and learning practices (6) Support language and content learning, articulate and enact language/content/culture objectives	(7) Demonstrate critical consciousness, awareness of language ideologies and the intersection of race, class, gender and other socio-cultural factors that shape language learning (analysis of own practice) (8) Reflect on educator's role as a language policy maker in their own context (analysis of Guiding principles)

Appendix B. Course Descriptions

TLP637 Teaching for Equity in Bilingual/Dual Language Immersion Programs (3 Credits)

Focuses on how educators apply and reflect on teaching, learning and school practices aimed to achieve educational equity in dual language programs, including bilingual, two way, and one-way immersion K-12. This course will include instruction, discussion, and materials in a LOTE (Language other than English) to model bilingual instruction.

TLPL662 Second Language Acquisition (3 Credits)

Major theoretical approaches to second language acquisition. For teaching English to speakers of other languages (TESOL).

SPAN613 Bilingualism and Biculturalism in Spanish-Speaking Communities (3 Credits)

Exploration of Latino bilingual and bicultural communities, Spanglish, language variants, U.S. Latina/o literary and cultural production. Spanish highly recommended.

TLPL660 Foundations of Literacy and Biliteracy Development (3 Credits)

An overview of the research on literacy and biliteracy development for English learners. Specifically, the course explores the theoretical models and processes of teaching reading and writing, current literacy/biliteracy issues, assessment, and strategies for developing literacy and biliteracy skills for English learners.

TLPL655 Student Assessment in the Second Language Classroom (3 Credits)

Analysis of standardized and teacher-made FL/ESL tests; emphasis on principles of FL/ESL test construction. Field testing of commercial and teacher-made materials.

TLPL657 Teaching for Cross Cultural Communication (3 Credits)

Theories of intercultural communication and techniques for applying them in the teaching of English as a second language (ESL) and content classes. Research and evaluation of selected aspects of a culture as basis for creating, selecting and using culturally-responsive teaching materials and methods.

TLPL661 Multiliteracies: Theory and Practice (3 Credits)

Explores the theoretical constructs and practical manifestations of multiliteracies in communities and schools by presenting an overview of the research on the constructs of New Literacy Studies, Critical Literacy, Digital Literacy, and Funds of Knowledge, as well as the practical implications of teaching reading and writing to culturally and linguistically diverse learners in content areas (i.e., language arts, math, science, social studies, etc.) in classrooms.

TLPL664 Foundations of Second Language Education: Legal, Social and Historical Trends and Issues (3 Credits)

Knowledge of history, research, current practice and public policy issues in the field of second language education from kindergarten to post-secondary settings. Required for TESOL certification program.

TLPL740 Language and Education (3 Credits)

Dialect, language varieties in school settings; historical and current perspectives on the role of language in learning; theories of school achievement and consequences for language assessment.

SPAN424 Curriculum Design for Spanish Language Teaching (3 Credits)

Students will acquire and develop the necessary abilities and knowledge to evaluate existing curricula and design new ones for Spanish as a second or heritage language courses at all levels. We will study the principles and models from different pedagogical and curriculum design theories, which we will analyze by considering also current curricular guidelines for second language teaching (MCER, ACTFL, MLA, etc.) as well as the profiles and needs of Spanish students. Students will contribute to online debates (written and oral), and reflection and analysis tasks on a variety of topics including assessment and design of teaching materials, lesson plans, integrating and aligning learning outcomes and course contents. The final project consists of developing an original curricular design for a chosen Spanish Language Teaching context.

SPAN611 Current Trends in Hispanic Applied Linguistics (3 Credits)

Introduction to current trends in Hispanic Applied Linguistics, emphasizing learning and teaching in Spanish-language contexts.

SPAN626 Hispanic Linguistics II: Language in Use (3 Credits)

This course will focus on issues related to language variation and use with a more in-depth analysis of the semantics, pragmatics, and sociolinguistics of Spanish. Students will be introduced to current research in the fields of dialectology, bilingualism and language policy, and the social aspects of language change. This course will include an analysis of current research as it relates to the field of linguistics and other social sciences.

Appendix C. Core Faculty

Name	Title & Status	Credentials	Courses
Sarah C.K. Moore	Assistant Clinical Professor; Full-Time	PhD Educational Leadership and Policy Studies, Arizona State University	TLPL661; TLPL660
Melinda Martin-Beltran	Associate Professor; Full-Time	PhD Educational Linguistics, Stanford University	TLPL657; TLPL637
Jeff MacSwan	Professor; Full-Time	PhD Education and Linguistics, UCLA	TLPL740; TLPL664
Margaret Sullivan Marcus	Visiting Assistant Clinical Professor; Full-Time	PhD Teaching and Learning, Policy and Leadership, University of Maryland, College Park	TLPL655

Table One: Resources

Resource Categories	2021-2022	2022-2013	2023-2024	2024-2025	2025-2026
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue					
a. #F.T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	na				
c. Annual Full-time Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. # Part-time Students	20	20	20	20	20
e. Credit Hour Rate (current differential rate subject to change)	\$731	\$731	\$731	\$731	\$731
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$175,440	\$175,440	\$175,440	\$175,440	\$175,440
3. Grants, Contracts, and Other Resources					
4. Other Sources					
TOTAL (add 1 - 4)	\$175,440	\$175,440	\$175,440	\$175,440	\$175,440

Table Two: Expenditures

Expenditure Categories	2021-2022	2022-2013	2023-2024	2024-2025	2025-2026
1. Total Faculty Expenses (b + c below)	\$46,940	\$46,940	\$46,940	\$46,940	\$46,940
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
c. Total Benefits	\$6,940	\$6,940	\$6,940	\$6,940	\$6,940
2. Total Administrative Staff Expenses (b + c below)	\$24,244	\$24,244	\$24,244	\$24,244	\$24,244
a. #FTE	0.25	0.25	0.25	0.25	0.25
b. Total Salary	\$18,750	\$18,750	\$18,750	\$18,750	\$18,750
c. Total Benefits	\$5,494	\$5,494	\$5,494	\$5,494	\$5,494
3. Total Support Staff expenses	\$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
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$70,176	\$70,176	\$70,176	\$70,176	\$70,176
Admin fee (10% of tuition)	\$17,544	\$17,544	\$17,544	\$17,544	\$17,544
College of Education Fee (20% of tuition)	\$35,088	\$35,088	\$35,088	\$35,088	\$35,088
10% tuition scholarship	\$17,544	\$17,544	\$17,544	\$17,544	\$17,544
TOTAL (add 1-7)	\$141,360	\$141,360	\$141,360	\$141,360	\$141,360