MEMORANDUM

TO: Donna Wiseman
    Dean, College of Education

FROM: Elizabeth Beise
    Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Offer a Post-Baccalaureate Certificate in World Language Education
         (PCC Log No. 13046)

On June 3, 2014, Chancellor Kirwan approved your proposal to offer a Post-Baccalaureate Certificate in World Language Education. On September 18, 2014, the Maryland Higher Education Commission gave final approval. A copy of the proposal is attached.

The program is effective immediately. Please ensure that the change is fully described in all relevant descriptive materials.

MDC/

Enclosure

cc: Gregory Miller, Chair, Senate PCC Committee
    Barbara Gill, Office of Student Financial Aid
    Reka Montfort, University Senate
    Erin Taylor, Division of Information Technology
    Pam Phillips, Institutional Research, Planning & Assessment
    Anne Turkos, University Archives
    Linda Yokoi, Office of the Registrar
    Alex Chen, Graduate School
    Maggie McLaughlin, College of Education
    Francine Hultgren, Department of Teaching and Learning, Policy and Leadership
September 18, 2014

Dr. Mary Ann Rankin  
Provost and Senior Vice President  
Academic Affairs  
University of Maryland College Park  
1119 Main Administration Bldg.  
College Park, MD 20742-5031

Dear Dr. Rankin:

The Maryland Higher Education Commission has reviewed a request from the University of Maryland College Park to offer a new Post-Baccalaureate Certificate (P.B.C.) in World Language Education from its existing Master of Education (M.Ed.) in Curriculum and Instruction.

I am pleased to inform you that the program proposal is approved for on-campus delivery. This decision is based on an analysis of the program proposal in conjunction with the law and regulations governing academic program approval, in particular Code of Maryland Regulations (COMAR) 13B.02.03. The program meets COMAR's requirements and demonstrates potential for success, an essential factor in making this decision.

For the purposes of providing enrollment and degree data to the Commission, please use the following HEGIS and CIP codes:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Award Level</th>
<th>HEGIS</th>
<th>CIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Language Education</td>
<td>P.B.C.</td>
<td>0829-00</td>
<td>13.0301</td>
</tr>
</tbody>
</table>

Should the University of Maryland College Park desire to make a substantial modification to the program in the future, review by the Commission will be necessary. I wish you continued success.

Sincerely,

Catherine M. Shultz, J.D.  
Acting Secretary of Higher Education

C: Ms. Theresa Hollander, Associate Vice Chancellor for Academic Affairs, USM  
Mr. Mike Colson, Senior Coordinator for Academic Programs, UMCP
June 3, 2014

Dr. Wallace D. Loh
President
University of Maryland, College Park
1101 Main Administration Building
CAMPUS

Dear Wallace:

Thank you for forwarding the request of the University of Maryland, College Park, to offer the following new certificate programs:

- Post-Master’s Certificate in Curation and Management of Digital Assets
- Post-Baccalaureate Certificate (derived from an existing program) in Public Financial Management
- Post-Baccalaureate Certificate (derived from an existing program) in World Language Education

I am pleased to approve this recommendation. Please express my appreciation to departmental faculty for their careful work in making this decision.

Sincerely yours,

William E. Kirwan
Chancellor

cc: Joann Boughman, Sr. Vice Chancellor for Academic Affairs
Theresa Hollander, Assoc Vice Chancellor for Academic Affairs
Mary Ann Rankin, Senior Vice President and Provost
Donna Wiseman, Dean, College of Education
## SENATE LEGISLATION APPROVAL

<table>
<thead>
<tr>
<th>Date:</th>
<th>May 9, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>To:</td>
<td>Wallace D. Loh</td>
</tr>
<tr>
<td>From:</td>
<td>Donald Webster</td>
</tr>
<tr>
<td></td>
<td>Chair, University Senate</td>
</tr>
<tr>
<td>Subject:</td>
<td>PCC Proposal to Establish a Post-Baccalaureate Certificate in World Language Education</td>
</tr>
<tr>
<td>Senate Document #:</td>
<td>13-14-32</td>
</tr>
</tbody>
</table>

I am pleased to forward for your consideration the attached legislation entitled, “PCC Proposal to Establish a Post-Baccalaureate Certificate in World Language Education.” Marilee Lindemann, Chair of the Programs, Curricula, and Courses (PCC) Committee, presented the proposal. The University Senate approved the proposal at its May 7, 2014 meeting.

We request that you inform the Senate Office of your decision as well as any subsequent action related to your conclusion.

Enclosure: PCC Proposal to Establish a Post-Baccalaureate Certificate in World Language Education
Senate Document # 13-14-32

DW/rm

Cc: Mary Ann Rankin, Senior Vice President for Academic Affairs & Provost
Reka Montfort, Executive Secretary and Director, University Senate
Juan Uriagereka, Associate Provost for Faculty Affairs
Terry Roach, Executive Assistant to the President
Janet Turnbull, President’s Legal Office
Elizabeth Beise, Associate Provost for Academic Planning & Programs
Sylvia B. Andrews, Academic Affairs
Donna Wiseman, Dean, College of Education
Maggie McLaughlin, Associate Dean, College of Education
Perla Blejer, Associate Professor, College of Education

Approved: Wallace D. Loh
Date: 05-13-2014

President
July 2, 2015

MEMORANDUM

TO: Donna Wiseman  
Dean, College of Education

FROM: Elizabeth Beise  
Associate Provost for Academic Planning and Programs

SUBJECT: Request to Offer the Post-Baccalaureate Certificate in World Language Education at the Universities at Shady Grove (Reference PCC log no. 13046)

On March 3, 2015, Chancellor Kirwan approved your request to offer the Post-Baccalaureate Certificate in World Language Education at the Universities at Shady Grove. On June 17, 2015, the Maryland Higher Education Commission (MHEC) approved the request. This request was embedded in the proposal to create the certificate program, which was approved last year. Approval to offer the certificate at the Universities at Shady Grove, however, required a separate action. The approval letters to offer the certificate at the Universities at Shady Grove are attached.

The change is effective immediately. Please ensure that this change is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/  
Enclosure

cc: Gregory Miller, Chair, Senate PCC Committee  
Barbara Gill, Office of Student Financial Aid  
Reka Montfort, University Senate  
Erin Taylor, Division of Information Technology  
Pam Phillips, Institutional Research, Planning & Assessment  
Anne Turkos, University Archives  
Linda Yokoi, Office of the Registrar  
Alex Chen, Graduate School  
Michelle Marcellino, College Park Programs at Shady Grove  
Maggie McLaughlin, College of Education  
Francine Hultgren, Department of Teaching and Learning, Policy and Leadership
June 17, 2015

Dr. Mary Ann Rankin  
Provost and Senior Vice President  
Academic Affairs  
University of Maryland College Park  
1119 Main Administration Bldg.  
College Park, MD 20742-5031

Dear Dr. Rankin:

The Maryland Higher Education Commission has reviewed a request from the University of Maryland College Park for the off-campus offering of the existing Post-Baccalaureate Certificate (P.B.C.) in World Language Education at the Universities at Shady Grove.

I am pleased to inform you that the off-campus location has been approved. This decision was based on an analysis of the program in conjunction with the law and regulations governing academic program approval, in particular Code of Maryland Regulations (COMAR) 13B.02.03. As required by COMAR, the Commission circulated the program proposal to the Maryland higher education community for comment and objection. The program demonstrates potential for success, an essential factor in making this decision.

For purposes of providing enrollment and degree data to the Commission, please use the following HEGIS and CIP codes:

<table>
<thead>
<tr>
<th>Program title</th>
<th>Award level</th>
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<tr>
<td>World Language Education</td>
<td>P.B.C.</td>
<td>0829-00</td>
<td>13.0301</td>
</tr>
</tbody>
</table>

Should the University of Maryland College Park desire to make a substantial modification to the program in the future, review by the Commission will be necessary. I wish you continued success.

Sincerely,

Jennie Hunter-Cevera, Ph.D.  
Acting Secretary of Higher Education

JCHC:SAB:mrw

C:  Ms. Theresa Hollander, Associate Vice Chancellor for Academic Affairs, USM  
Mr. Mike Colson, Senior Coordinator for Academic Programs, UMCP
March 3, 2015

Dr. Wallace Loh  
President  
University of Maryland, College Park  
1101 Main Administration Building  
College Park, MD 20742

Dear Wallace,

Thank you for forwarding the request of the University of Maryland to offer the existing Post-baccalaureate Certificate in World Language Education at the Universities at Shady Grove.

I am pleased to acknowledge this request. I have confidence the program will be successful.

Sincerely yours,

William E. Kirwan  
Chancellor

cc: Mary Ann Rankin, Senior Vice President and Provost  
Donna Wiseman, Dean, College of Education
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.
- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School:
Please also add College/School Unit Code-First 8 digits:
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program:
Please also add Department/Program Unit Code-Last 7 digits:

Type of Action (choose one):
☐ Curriculum change (including informal specializations)
☐ Curriculum change for an LEP Program
☐ Renaming of program or formal Area of Concentration
☐ Addition/deletion of formal Area of Concentration
☐ Suspend/delete program

PCC LOG NO. 13046

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action (Revised, March 28, 2014)

The Department of Teaching, Learning, Policy and Leadership (TLPL) is proposing a new Post-Baccalaureate Certificate in World Language Education. The purpose of this certificate is to offer professional development to a variety of professionals in the area of World Language, at the elementary, middle, and high school levels. The target participants will be educators who are currently teaching a foreign language (e.g., French, Spanish, Chinese, Arabic) but may or may not be certified in the field or those who have completed alternate routes to certification but not taken the specific courses offered. It is also designed for teachers at the elementary level who were certified before 2011, when the State of Maryland extended certification from grades 7-12 to Pre-K-12, and other teachers who need to revitalize their skills. The certificate will also be beneficial for teachers of adults or supplemental schools who have not had formal preparation in teaching World Language.

The course sequence will consist of four (4) courses (a total of 12 credits) that are essential to be successful in the World Language classroom, specifically courses in second-language acquisition, second-language pedagogy, content area reading, and assessment. These courses are already included in the Department’s existing 42-credit Masters Certification, World Language Education program. They will be offered to cohorts of World Language teachers, with a maximum of 25 students per cohort.
Upon completion, the participants will receive a Graduate Certificate in World Language Education from the University of Maryland. Participants will also have the option of transferring these credits toward a Master’s in Education and/or certification in the field.

Departmental/Unit Contact Person for Proposal: Perla Blejer; Email: pblejer@umd.edu

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair
   
2. Department Chair
   
3. College/School PCC Chair

4. Dean

5. Dean of the Graduate School (if required)

6. Chair, Senate PCC

7. University Senate Chair (if required)

8. Senior Vice President and Provost
PROPOSAL

POST-BACCALAUREATE CERTIFICATE || WORLD LANGUAGE EDUCATION

COLLEGE OF EDUCATION, UNIVERSITY OF MARYLAND
DEPARTMENT OF TEACHING AND LEARNING, POLICY AND LEADERSHIP

Overview

The Department of Teaching, Learning, Policy and Leadership (TLPL) is proposing a new Post-Baccalaureate Certificate in World Language Education. The purpose of this certificate is to offer professional development to a variety of professionals in the area of World Language, at the elementary, middle, and high school levels. The target participants will be educators who are currently teaching a foreign language (e.g., French, Spanish, Chinese, Arabic) but may or may not be certified in the field or those who have completed alternate routes to certification but not taken the specific courses offered. It is also designed for teachers at the elementary level who were certified before 2011, when the State of Maryland extended certification from grades 7-12 to Pre-K-12, and other teachers who need to revitalize their skills. The certificate will also be beneficial for teachers of adults or supplemental schools who have not had formal preparation in teaching World Language.

The course sequence will consist of four (4) courses (a total of 12 credits) that are essential to be successful in the World Language classroom, specifically courses in second-language acquisition, second-language pedagogy, content area reading, and assessment. These courses are already included in the Department’s existing 42-credit Masters Certification, World Language Education program. They will be offered to cohorts of World Language teachers, with a maximum of 25 students per cohort.

Upon completion, the participants will receive a Post-Baccalaureate Certificate in World Language Education from the University of Maryland.

Completers will also have the option of transferring these credits toward a Master’s in Education and/or certification in the field.

Rationale

This certificate will meet the professional development needs of Maryland school systems that currently have World Language teachers who may or may not be certified in the field. According to two of our partner school districts—Montgomery County Public Schools and Prince George’s County Public Schools—some of their World Language teachers are permanent substitutes or on temporary contracts and need formal education courses in the field. Some of their teachers are not trained in the U.S.; others are hired as para-educators who have an interest in becoming fully credentialed teachers. For these and other reasons, area districts such as Montgomery County Public Schools, include both Spanish teachers and World Language immersion teachers on their critical needs list.
Due to current trends in the field of World Language Education, continuing professional development is desirable for teachers, especially teachers who have not already been exposed to relevant theory and pedagogy, or for teachers who have been teaching a number of years and could upgrade their skills. Recent changes in the field lend support for the need for this certificate:

1. The Maryland State Department of Education has expanded certification from grades 7-12 to pre-K-12;
2. The Maryland State Department of Education has adopted the Maryland College and Career-Ready Standards; and,
3. The American Council on Teaching of Foreign Language (ACTFL) has revised its standards.

In addition, this certificate will meet the needs of individuals who are interested in the field of World Language, but are not working in a public school system. This includes teachers in supplemental language schools for children and adults as well as those contracted to teach adults for business and government institutions.

The University of Maryland is positioned well to offer this post-baccalaureate certificate. The College of Education has established graduate programs in World Language Education, offering multiple pathways for state certification. In addition, the University is the only institution in Maryland currently offering graduate-level certification in some languages, such as Chinese. After a thorough search of course and program offerings at John Hopkins University, Salisbury University, Towson University and the University of Maryland Baltimore County (UMBC), we found no offerings similar to the World Language Post-Baccalaureate Certificate proposed here. In addition, the search confirmed that none of these universities are offering graduate degrees in the Chinese language (with teacher certification) and only some are offering graduate degrees in Spanish and French. The Supervisor of World Language at the Maryland State Department of Education also confirmed that there are not current graduate programs in the state offering certification in Chinese language education. The World Language Post-Baccalaureate Certificate at the University of Maryland will target teachers of all seven languages the College of Education has approved programs for certification: Chinese, French, Italian, German, Latin, Russian and Spanish and the courses will be at the graduate level.

Nature of the Program

The World Language Post-Baccalaureate Certificate will address second-language acquisition, methods of teaching world Language, teaching of reading in the content areas, and second-language assessment. The curriculum of the courses will also integrate cultures of the people who speak the various languages. In addition, the courses will incorporate the use of technology.

The courses will be offered off-campus at a location convenient for the cohort, such as the Universities at Shady Grove or the Laurel Center. They will include face-to-face, on-line, and other blended pedagogies. Classes will be held in the late afternoon or evening.
One course will be offered each semester, in consecutive semesters, so students are able to complete the certificate in two years. Students may elect to complete the courses at their own pace. However, as stipulated in University policy, students will need to complete the coursework within five years of enrolling.

**Title of Certificate:** Post-Baccalaureate Certificate in World Language Education

**Courses and Catalog Descriptions**

EDCI 625: Reading, Cognition, and Reading Instruction: Reading in the Content Areas
- Provides teacher candidates with an understanding of the interactive nature of the reading process, the use of research-based K-12 instructional strategies, the relationship between vocabulary development and student concept development, the design of K-12 reading instruction, the methods for assessing content area literacy, and the ability to plan instruction and communicate with students, parents, and allied professionals. This class is modified to specifically meet the needs of World Language teachers.

EDCI 631: Student Assessment in the Second-Language Classroom
- 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.

EDCI 688A: Advanced K-12 Foreign Language Methods and Technology
- Teaches advanced best practices for effective foreign language instruction. Topics include: using authentic assessment and materials, applying national standards, teaching writing and culture, motivating students, providing strategy instruction, infusing technology, preparing for K-12 employment, and creating a professional portfolio.

EDCI 732: Second-Language Acquisition
- Major theoretical approaches to second-language acquisition

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Fall</th>
<th>EDCI 688A: Advanced K-12 Foreign Language Methods and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>Spring</td>
<td>EDCI 625: Reading, Cognition, and Reading Instruction: Reading in the Content Areas</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Fall</td>
<td>EDCI 631: Student Assessment in the Second-Language Classroom</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Spring</td>
<td>EDCI 732: Second-Language Acquisition</td>
</tr>
</tbody>
</table>

**Faculty**

Faculty who teach these courses will be drawn from the Department of Teaching and Learning, Policy and Leadership (TLPL), and will be coordinated by the Director of World Language Education. The faculty will comprise a combination of full-time, tenure-track and clinical faculty, and adjunct professors who normally teach these courses.
**Learning Outcomes**

Students will demonstrate the following:

1. Ability to plan lessons applying strategies for differentiated instruction, incorporating the ACTFL National Standards for Foreign Language and the Maryland State College and Career-Ready Standards;
2. Ability to design thematic units integrating technology into lesson planning, incorporating the Maryland Teacher Technology Standards (MTTS);
3. Knowledge of current and historical theories and research in language acquisition as applied to second language learners with K-12 perspective;
4. Ability to assess second-language learners’ language skills and communicative competences using multiple sources of information, and to construct teacher-made tests and authentic assessments for students in second language classroom;
5. Knowledge of the interactive nature of the reading process in the content areas, as well as other theories and models of cognition and reading and apply them in designing K-12 instruction; and,
6. Ability to design strategic K-12 instruction that involves appropriate texts and materials in order to meet content area goals and student learning goals.

**Assessments**

Assessments will include, thematic unit plans, short reaction papers, case-studies that demonstrate assessments of students’ learning, video analysis of lessons, reflection and analysis of the lessons, and presentations to school personnel.

**Admission Criteria**

Students applying for the Post-Baccalaureate Certificate in World Language Education must submit an application to the Graduate School of the University of Maryland. They must meet all requirements of the Graduate School, including:

- A minimum undergraduate GPA of 3.0 (4.0 scale) or graduate GPA of 3.0 (4.0 scale). Applicants with international credentials must submit in the original language those academic records that are not written in English. Such credentials must be accompanied by an accurate and literal English translation.
- Three letters of recommendation that address the applicant’s leadership potential, relevant experience, and ability to succeed in the program.
- A statement of goals and objectives for pursuing graduate study. The statement must indicate both the applicant’s practical experience as well as professional goals.
- Where applicable, a TOEFL score of 100 or higher for full admission or 84-99 for provisional admission.

Students may apply some or all of the 12 credits earned for the Post-Baccalaureate Certificate toward a Master’s degree, with the approval of the student’s advisor and the program. However, acceptance to begin the course sequence for the Post-Baccalaureate Certificate does not automatically guarantee admission to a degree program. Students will still need to apply and be accepted to the degree program.
Off-Campus Program

Classes for the World Language Post-Baccalaureate Certificate will be offered off-campus. As is the current standard and accepted practice, the Dean of the College of Education and the Chair of TLPL ensure student access to the full range of campus services (including advising, financial aid, and career services) and facilities (including library and information facilities and computer facilities).

Commitment to Diversity

The University of Maryland is committed to recruiting and retaining a diverse student body. The University’s accreditation by the Middle States Association of Colleges and Secondary Schools and the College of Education’s accreditation by the Council for the Accreditation of Education Preparation (CAEP) and the Maryland State Department of Education insure this commitment.

Resources

Staffing for this program will come from existing faculty within TLPL. Support from tuition revenue will be sufficient to cover all faculty, facility and administrative costs (see Table 1).

<table>
<thead>
<tr>
<th>Table 1: Expenditures and Revenues by Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditures</strong></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>1. Total Faculty Expenses (b + c below)</td>
</tr>
<tr>
<td>a. #FTE</td>
</tr>
<tr>
<td>b. Total Salary</td>
</tr>
<tr>
<td>c. Total Benefits</td>
</tr>
<tr>
<td>2. Total Administrative Staff Expenses</td>
</tr>
<tr>
<td>(b + c below)</td>
</tr>
<tr>
<td>a. #FTE</td>
</tr>
<tr>
<td>b. Total Salary</td>
</tr>
<tr>
<td>c. Total Benefits</td>
</tr>
<tr>
<td>3. Total Support Staff expenses</td>
</tr>
<tr>
<td>(b + c below)</td>
</tr>
<tr>
<td>a. #FTE</td>
</tr>
<tr>
<td>b. Total Salary</td>
</tr>
<tr>
<td>c. Total Benefits</td>
</tr>
<tr>
<td>4. Equipment</td>
</tr>
<tr>
<td>5. Library</td>
</tr>
<tr>
<td>6. New or Renovated Space</td>
</tr>
<tr>
<td>7. Other Expenses</td>
</tr>
<tr>
<td>Shady Grove room charge</td>
</tr>
<tr>
<td>Entrepreneurial/Admin fee (10% of tuition)</td>
</tr>
<tr>
<td>College of Education Fee (20% of tuition)</td>
</tr>
<tr>
<td>Total (Add 1-7)</td>
</tr>
</tbody>
</table>

Note: This does not include any factors for inflation since we assume salaries and tuition will go up by similar percentages.
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Reallocated Funds¹</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>2. Tuition/ Fee Revenue²</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(c + g below)</td>
<td>$73,200</td>
<td>$146,400</td>
<td>$146,400</td>
<td>$146,400</td>
<td>$146,400</td>
</tr>
<tr>
<td>a. # F.T Students</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>b. Annual Tuition/ Fee Rate</td>
<td>na</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Annual Full Time Revenue (a x b)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. # Part Time Students</td>
<td>$20</td>
<td>$40</td>
<td>$40</td>
<td>$40</td>
<td>$40</td>
</tr>
<tr>
<td>e. Credit Hour Rate</td>
<td>$610</td>
<td>$610</td>
<td>$610</td>
<td>$610</td>
<td>$610</td>
</tr>
<tr>
<td>f. Annual Credit Hours</td>
<td>$6</td>
<td>$6</td>
<td>$6</td>
<td>$6</td>
<td>$6</td>
</tr>
<tr>
<td>g. Total Part Time Revenue (d x e x f)</td>
<td>$73,200</td>
<td>$146,400</td>
<td>$146,400</td>
<td>$146,400</td>
<td>$146,400</td>
</tr>
<tr>
<td>3. Grants, Contracts, &amp; Other External Sources³</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4. Other Sources</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>TOTAL (Add 1-4)</td>
<td>$73,200</td>
<td>$146,400</td>
<td>$146,400</td>
<td>$146,400</td>
<td>$146,400</td>
</tr>
</tbody>
</table>
Other Issues

If a school district wishes to sponsor a cohort of its teachers, a Memorandum of Understanding (MOU) will be negotiated with the school districts, as is the current standard practice.