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<td>Description:</td>
<td>ED - Establishment of Graduate Certificate in PK-3</td>
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<tr>
<td>Recipient:</td>
<td>Virginia S Hinshaw via Reed Dasenbrock via GKO via P Cooper</td>
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<td>Input By:</td>
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<td>Sender:</td>
<td>Christine Sorensen</td>
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MEMORANDUM

TO: Virginia S. Hinshaw  
   Chancellor

VIA: Reed W. Dasenbrock  
     Vice Chancellor for Academic Affairs

VIA: Gary K. Ostrander  
     Vice Chancellor for Research & Graduate Education

VIA: Patricia Cooper, Interim Dean  
     Graduate Division

FROM: Christine Sorensen, Dean  
      College of Education

SUBJECT: Establishment of a Graduate Certificate in PK-3, in the College of  
         Education, University of Hawai‘i at Mānoa

SPECIFIC ACTION REQUESTED:

It is requested that the Chancellor approve the establishment of the Graduate Certificate  
in PK-3, in the College of Education, University of Hawai‘i at Mānoa. The College of  
Education Faculty Senate approved this Certificate in Spring 2010, and Dean Christine  
Sorensen, Department faculty, and the Dean’s Council expressed unanimous support.  
The ATP for this Certificate was presented and approved by the Council of Chief  
Academic Officers on September 15, 2010.

The proposal was submitted to the CCPP and Faculty Senate in Spring 2011 and  
approved by the CCPP on March 3 and the Senate on March 18. The proposal was  
resubmitted to the Graduate School in March 2011. The Graduate Council unanimously  
recommended approval on October 13, 2011 and the Dean of the Graduate School  
wrote a letter of support in October 2011.

RECOMMENDED EFFECTIVE DATE:

January 1, 2012
ADDITIONAL COST:

The proposed PK-3 Certificate consists of five required existing 3-credit courses. No net additional cost will be incurred, as total revenue generated by enrollment is expected to exceed expenses to the college.

PURPOSE:

The purpose of the PK-3 Certificate is to:

- Provide K-6 and preschool teachers in the state of Hawai‘i with professional development through offering a set of "concentrated and intellectually coherent" courses in PK-3 education, a newly emerging field of specialization
- Fulfill a need expressed by early childhood community leaders, Hawai‘i DOE teachers and administrators, and the P-3 portion of the P20 Kellogg Initiative
- Support the HIDOE’s Strategic Plan Goal 3, Measure 5) to increase the percent of kindergarten teachers with an Early Childhood Endorsement
- Increase enrollment in the existing M.Ed. in Curriculum Studies, PK-3 Specialization
- Improve instruction in preschool and K-3 classrooms in Hawai‘i’s schools
- Facilitate candidates’ development of standards-based Professional Teaching
- Portfolios and encourage later application for National Board of Professional Teaching Standards (NBPTS) Certification

BACKGROUND INFORMATION:

The proposed program is part of a nationwide effort to improve the preparation of PK-3 teachers. Research suggests that the most effective PK-3 teachers have both content knowledge AND knowledge of what has been called “developmentally appropriate practice” (DAP) (Bredecamp & Copple, 2009). Our proposed PK-3 Certificate program provides both leading to better qualified teachers and improved academic outcomes for children.

The DOE strategic plan calls for qualified PK-3 teachers in K-6 schools. The emphasis for such an endorsement is necessary in light of recent national recognition of the unique qualifications necessary to effectively teach at the PK-3 level. The PK-3 Certificate program provides teachers with professional in-service training and certification desired by the DOE. The DOE has supported its teachers in pursuing a certificate of this nature in recognition that such a certificate may help teachers to become "highly qualified" PK-3 teachers.

The goal of the Hawai‘i P-3 Initiative which provided the impetus for this certificate program, is for every child in the state to read at grade level by the third grade. The centerpiece of the P-3 Initiative is a set of demonstration projects which embody key
efforts to align early childhood education (P) and elementary school (K–3) to improve access and quality of early educational experiences, particularly around literacy. Each demonstration project consists of the elementary schools and early childhood programs within a region (defined as a feeder pattern leading to a middle school).

The PK-3 Graduate Certificate will enhance the ability of the College of Education and the UHM to accomplish a core mission and strategic goal—to contribute to the improvement and educational needs of Hawai‘i. Post-baccalaureate ECE opportunities are currently severely limited in Hawai‘i for teachers interested in this high-need specialty. Providing this Certificate meets a need in the community that is not met through the more general ECE Master’s degree. For early childhood educators this will lead to an increase their rating (and thus their pay) on the Hawai‘i Careers for Young Children Registry. For K-6 public school teachers this will show proof of continuing professional development, a requirement for re-licensure.

The P-K 3 Graduate Certificate Program provides the state of Hawai‘i with post baccalaureate professional development opportunities and a chance to build a cadre of leaders in the area of P-K three that is needed by our state.

ACTION RECOMMENDED:

It is recommended that the Chancellor approve a new graduate certificate in PK-3, in the College of Education, University of Hawai‘i at Mānoa.

Attachment(s)
A. Proposal for a New Graduate Certificate in PK-3
B. Letter of Support from Dr. Michael Salzman
C. Letter of Support from Dr. Donna Grace

APPROVED / DISAPPROVED:

__________________________________________________________________________
Virginia S. Hinshaw
Chancellor

Date

C: Andrea Bartlett, Chair, Curriculum Studies
Nathan Murata, Interim Associate Dean, College of Education
Proposal for a New Graduate Certificate in PK-3  
College of Education, Department of Curriculum Studies  

Written by: Dr. Nanette (Sheri) Schonleber  
Submitted by: Andrea Bartlett, Department and Graduate Chair  

The Department of Curriculum Studies proposes to offer a University-approved Graduate Certificate in PK-3, based on National Teacher Standards Board (NTSB) standards. The College of Education Faculty Senate approved this Certificate in Spring 2010, and Dean Christine Sorensen, Department faculty, and the Dean’s Council expressed unanimous support. The ATP for this Certificate was presented and approved by the Council of Chief Academic Officers on September 15, 2010. The proposal was submitted to the CCPP and Faculty Senate in Spring 2011 and approved by the CCPP on March 3 and the Senate on March 18. The proposal was re-submitted to the Graduate School on March 30, 2011 and Interim Dean Patricia Cooper provided a letter of support on October 20, 2011.

The narrative that follows describes the objectives of the program and (a) how the program objectives are appropriate functions of the college and University, (b) how the program is organized to meet its objectives. It also describes who will enroll in the program, the resources required for program implementation and the first cycle of the program, the efficiency of the program and how we plan to demonstrate the effectiveness of the program.

1. **What are the objectives of the program?** The objectives of the program are to:

   - Provide K-6 and preschool teachers in the state of Hawai‘i with professional development through offering a set of “concentrated and intellectually coherent” courses in PK-3 education, a newly emerging field of specialization.
   - Fulfill a need expressed by early childhood community leaders, Hawai‘i DOE teachers and administrators, and the P-3 portion of the P20 Kellogg Initiative.
   - Support the HIDOE's Strategic Plan Goal 3, Measure 5) to increase the percent of kindergarten teachers with an Early Childhood Endorsement.
   - Increase enrollment in the existing M.Ed. in Curriculum Studies, PK-3 Specialization.
   - Improve instruction in preschool and K-3 classrooms in Hawai‘i’s schools.
   - Facilitate candidates’ development of standards-based Professional Teaching.
   - Portfolios and encourage later application for National Board of Professional Teaching Standards (NBPTS) Certification.
The specific student learning objectives for this program are that candidates:

- Increase knowledge in the areas of PK-3 curriculum models and theories, PK-3 ideologies and history;
- Increase understanding and ability to critically analyze, apply, and conduct action research in their own practice;
- Learn about developmentally appropriate practice in PK-3 settings;
- Increase skills in implementing developmentally appropriate practice in a variety of PK-3 settings;
- Increase skills in developing PK-3 educational programs to meet individual and group needs through instructional and program design;
- Increase ability to assess individual learning needs in the area of PK-3 early literacy
- Acquire knowledge about early literacy and language development in PK-3 students;
- Increase ability to accurately implement developmentally appropriate early literacy curriculum and methods that support the goal of all children reading at grade level by grade three
- Enhance candidate ability to reflect on practice;
- Create a learning portfolio designed to enhance candidate ability to achieve National Board Certification for Early Childhood.

Are the program objectives appropriate functions of the college and University? Yes, the program objectives are appropriate functions of the college and University. The proposed certificate addresses Goal 2 of the COE 2011-16 Strategic Plan, “Prepare educational leaders able to transform organizations while being sensitive to socio-cultural, historical and philosophical contexts,” in that the PK-3 Certificate would increase the “percentage of graduates holding leadership roles in P-20 organizations.” Similarly, the UHM Strategic Plan: Defining Our Destiny, 2002-2010 states: “As a public university, we remain deeply committed to the educational needs of the people of Hawai`i” (p. 13). Relevance of the program is presented below according to Board of Regents criteria (Section 5-2(2):

(a) To the professional, economic, social, occupational and general educational needs of Hawai`i

The PK-3 Graduate Certificate will enhance the ability of the College of Education and the UHM to accomplish a core mission and strategic goal—to contribute to the improvement and educational needs of Hawai`i. Post-baccalaureate ECE opportunities are currently severely limited in Hawai`i for teachers interested in this high-need specialty. Providing this Certificate meets a need in the community that is not met through the more general
ECE Master’s degree. For early childhood educators this will lead to an increase their rating (and thus their pay) on the Hawai‘i Careers for Young Children Registry. For K-6 public school teachers this will show proof of continuing professional development, a requirement for re-licensure.

(b) To national and international needs where Hawai‘i and the University have unique or outstanding resources to respond with quality

The proposed program is part of a nationwide effort to improve the preparation of PK-3 teachers. Research suggests that the most effective PK-3 teachers have both content knowledge AND knowledge of what has been called “developmentally appropriate practice” (DAP) (Bredekamp & Copple, 2009). Our proposed PK-3 Certificate program provides both leading to better qualified teachers and improved academic outcomes for children.

Our program design includes a partnership with the Hawai‘i P-20’s Capturing the Momentum: Hawai‘i P-3 Initiative, an eight-year (2007–2014), $10 million grant from the W.K. Kellogg Foundation, designed to promote a cohesive continuum of early learning experiences for children from birth to age eight, through better alignment and integration of programs in the P-20 educational pipeline. We are one of five states to participate in the Kellogg program and are viewed as having unique expertise in the areas of cultural competence and the ability to create systems that utilize community resources and shared resources.

(c) To basic education needs for which there is a demand by Hawai‘i’s population

The DOE strategic plan calls for qualified PK-3 teachers in K-6 schools. The emphasis for such an endorsement is necessary in light of recent national recognition of the unique qualifications necessary to effectively teach at the PK-3 level. The PK-3 Certificate program provides teachers with professional in-service training and certification desired by the DOE. The DOE has supported its teachers in pursuing a certificate of this nature in recognition that such a certificate may help teachers to become "highly qualified" PK-3 teachers.

The goal of the Hawai‘i P-3 Initiative which provided the impetus for this certificate program, is for every child in the state to read at grade level by the third grade. The centerpiece of the P-3 Initiative is a set of demonstration projects which embody key efforts to align early childhood education (P) and elementary school (K–3) to improve access and quality of early educational experiences, particularly around literacy. Each demonstration project
consists of the elementary schools and early childhood programs within a region (defined as a feeder pattern leading to a middle school).

One of the objectives of the P-3 Demonstration Projects is to increase the number of elementary teachers in project sites, particularly those in Kindergarten classrooms, with an EC post-baccalaureate certificate. One of Hawai‘i P-3’s targets is by June of 2013, 85% of Kindergarten teachers in demonstration project elementary schools will possess an EC certificate.

Through the spring of 2014, the P-3 project will pay the costs for any teachers in the Kalihi, Nanakuli, Wai‘anae and selected Windward districts who want to take these courses. They will pay for the course registration, the cost of books and any other associated costs. Our agreement is to offer [and staff] the classes and to reserve a specified number of slots for the P-3 participants.

The P-K 3 Graduate Certificate Program provides the state of Hawai‘i with post baccalaureate professional development opportunities and a chance to build a cadre of leaders in the area of P-K three that is needed by our state.

The PK-3 Graduate Certificate has received unanimous support from Curriculum Studies faculty and the Dean’s Council. It has also received support from the Good Beginnings Alliance.

(d) As a necessary supporting discipline for quality programs.

For many students interested in ECE, obtaining a graduate degree is intimidating and potentially costly. Participation in a PK-3 Certificate program provides a first step toward possibly pursuing a Master’s degree and may lessen potential intimidation. For others who already possess a Master’s degree, the addition of a PK-3 Certificate provides formal recognition of completion of a course of specialized study that may lead to better job and leadership opportunities. In our pilot year, all but one of the PK-3 COE Certificate students plan to continue toward a Master’s degree.

3. How is the program organized to meet its objectives?

The program is organized through its curriculum, requirements, admissions, advising and counseling, and other aspects of the program to meet its objectives.

The proposed PK-3 Certificate consists of five required existing 3-credit courses. Three courses are in the Department of Curriculum Studies, one is in the Institute for Teacher Education (ITE), and one is in the Department of Educational Psychology (EDEP). The chairs of ITE and EDEP have agreed to offer these courses when needed for the
certificate program and have agreed to have the courses cross-listed (Please see letters attached). Classes will be offered through Outreach College in a hybrid or summer institute format.

One course is offered each academic semester and two are offered during a summer institute. Students complete courses required for the PK-3 Certificate in two years. They may choose to pursue a Curriculum Studies M.Ed. degree and PK-3 Certificate simultaneously by mixing core courses with required Certificate courses.

The capstone experience for the Certificate is a Professional Teaching Portfolio. A Professional Teaching Portfolio enables candidates to document their competencies in each of five core competency areas as defined by the NAEYC and in the core areas defined by the NBPTS. We have experience in designing and evaluating such portfolios as students in the MEd ECE program create portfolios to show competency in their five core areas.

### Course Descriptions

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<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>ITE 417</td>
<td>Developmentally Appropriate Practice: Ages 3–8 (3)</td>
<td>Developmentally appropriate programs for young children, including the design of the learning environment; integrated, thematic planning based on the sciences; child guidance; assessment; and parent involvement. Spring/Hybrid</td>
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<tr>
<td>EDCS 698</td>
<td>Early Literacy and Language Development: Theory to Practice (3)</td>
<td>Development of language and literacy from birth to age eight, including current theories of language development, the role of family and culture, designing inclusive environments, models and methods. Fall/Hybrid Experimental class</td>
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<tr>
<td>EDCS 622 (B)</td>
<td>School Curriculum: Early Childhood (3)</td>
<td>Development and improvement of curriculum in early childhood settings. Historical perspectives, models, current issues and trends. Fall/Hybrid</td>
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<tr>
<td>EDEP 664</td>
<td>Instructional Psychology: Effective Pedagogy for Diverse Young Children (3)</td>
<td>Application of Learning Theory and Cognitive Skills Training in Instructional Settings Theory, research, and practical enactment of the Five Standards for Effective Pedagogy articulated by the Center for Research on Excellence and Diversity in Education (CREDE). Summer Institute</td>
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<tr>
<td>EDCS 656</td>
<td>Seminar in Early Childhood Education: Capstone course (3)</td>
<td>Concepts and inquiry regarding the application of early childhood educational principles and approaches to programs serving children between birth and age five. (Spring/Hybrid)</td>
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Program requirements are designed to enhance growth in leadership abilities in students. For example, students regularly meet guest speakers who are influential in the early childhood community; they are required to learn how to give workshops and public speeches and are encouraged present at conferences and to submit their research and literature reviews to national journals.

Requirements for admission are rigorous but do not act as unnecessary barriers. Applicants must meet general admission standards for the University of Hawai‘i at Mānoa. These include:

- Completion of a Bachelor’s degree from an accredited college or university with a minimum GPA of 3.0 for the last two years or ≥2.70 by exception.
- Passing TOEFL scores, if applicable,
- Required documents include (a) graduate division application form, (b) official transcripts, and (c) TOEFL scores if necessary.
- Applicants must also meet program-specific requirements. Criteria include
  - Strong writing skills as evidenced in Statement of Goals and Objectives,
  - Strong recommendations indicating the capacity to successfully engage in graduate level studies,
  - Evidence of at least one year of successful experience in the field,
  - Access to a PK-3 classroom.

Program specific required documents are: (a) Statement of Goals and Objectives located at http://www.Hawai‘i.edu/graduate/download/forms/admission/sobi2009_10.pdf and (b) three letters of recommendation sent directly to the PK-3 Program Coordinator.

Documents will be collated into a candidate folder to which all relevant documents are added as the candidate progresses through the program. Overall candidate progress will be monitored with the tracking sheet common to all Curriculum Studies programs. This sheet summarizes all key information and is used for advising and tracking candidate progress.

Criteria for Retention:
- GPA of ≥3.0 cumulative GPA for all courses
- GPA of ≥3.0 or better for five core required courses
- Evidence of satisfactory progress toward Professional Portfolio
- Completion of Entry Survey
- Continuous enrollment for the duration of the program. Exceptions to continuous enrollment may only be made at the discretion of the program co-directors.
Criteria for Exit:

- Students who are not continuously enrolled throughout the course of the program and who do not receive a formal leave of absence will be un-enrolled after one semester.
- Students must complete all five required courses with a GPA of ≥ 3.0
- All course work (30 credits if receiving the MEd-CS degree) must be completed with a cumulative GPA of ≥3.0.
- Candidates must successfully complete a Professional Portfolio.
- Candidates must successfully defend their Professional Portfolio.
- All required university documents for graduation must be completed in a timely manner.

Advising and counseling are designed to support the program objectives. Each year the program co-directors meet with each student on an individual and formal basis. One focus of these annual advising sessions is to encourage students as they take on leadership roles in the community. Students are also informally encouraged throughout their experience in graduate school to take on leadership roles.

4. Who will enroll in the program?

We expect to serve a minimum of 15-20 students per cohort. We expect 8-15 students for each of the next three years from the P-3 Kellogg grant, and will take 5-7 additional early childhood MEd Students. We will build capacity for the three years of the P-3 grant and at its conclusion will run the program every other year. Based on a survey that P-20 recently administered to the teachers at the demonstration project sites (Elementary Schools in the Farrington, Nanakuli, and Waianae Complexes), 42% of the respondents reported that a Bachelor’s is their highest degree attained and 47% reported that a Master’s is their highest degree obtained. Of the 145 respondents, 42% indicated an interest in the PK-3 Certificate Program and 39% reported that they were interested in pursuing an M.Ed. In our pilot program we currently have 15 P-K-3 COE certificate students: nine of these are students supported by the P3 Initiative.

5. What resources are required for program implementation and first cycle operation?

- **Faculty-existing and new FTEs** - All certificate courses are existing courses, and current faculty will teach four of the five classes during the first cycle. We will hire a lecturer to teach the remaining course. Funding will come from revenues generated by the course (See Appendix). Courses will be taught through Outreach College.

- **Library resources including an evaluation of current resources and an estimate of the cost of additional resources required** - Current resources are adequate – no additional library resources are needed (as per education librarian)
• **Physical resources i.e., space, equipment, etc.** Current physical resources are adequate. We will purchase a new computer dedicated to the administration of this program.

• **Other resources required (staff, graduate assistantships, etc.)**
  None. The program will be directed by the Graduate Chair, or through a faculty course release when funds are available. (See Appendix)

6. **How efficient will the program be?**
   This program is efficient in relationship to other graduate programs in the COE. The SSH/ faculty will be low because two of the five classes are taught as overloads and all courses are taught through Outreach College. The average class size will be 15-20 students. This is equal to or larger than the average COE graduate program size of 12-15 students. We expect that this program will lead to increased enrollment in the MEd in CS with an early childhood emphasis. There will be an efficient transition for students and staff for these students. Additional resources, such as possible release time for the additional advising duties that may come as a result of this program will come directly from student revenues, making it cost — efficient. (See Appendix)

   In addition, based on the pilot program, the P-K Certificate program will increase enrollment in the MEd in CS program overall. The addition of PK-3 students to the balance of CS MEd courses will add to the efficiency of currently existing courses.

7. **How will the effectiveness of the program be demonstrated?**

   Entering students will be given a pre-assessment to ascertain their current level of knowledge with respect to the program objectives. They will be assessed each semester on assignments designed to address the both the National Teacher Board Standards for Early Childhood and the course objectives. We will continue to assess student knowledge with a formal assessment and pre-and-post test scores will be compared for significant change in teacher knowledge.

   As part of our collaboration with the P3 Initiative we are measuring the specific difference the P-K Certificate Program makes in teacher attitudes toward early learning, early literacy, and other measures correlated to high student outcomes. We are using nationally normed instruments, including the CLASS, an instrument designed to measure key aspects of teacher classroom behavior related to high student academic outcomes.

   The faculty mentors will monitor student progress on a semester-by-semester basis, and at least two faculty members will evaluate their final professional teaching portfolios. Graduating students will complete a satisfaction survey, and
we will gather information on career changes and satisfaction. The projected number of graduates on a yearly basis is 15-20 per year, beginning in 2014.

Two of the courses in this program are embedded within the department’s National Accreditation Council for Teacher Education (NCATE) assessment process and, therefore, have a formal assessment attached to them. These assessments are aligned with the requirements of the National Association for the Education of Young Children. We will use these data to help adjust course content.

We are also measuring student outcomes with the PPVT, a measure of receptive language development that has been shown to be a good predictor of academic success and the assessment scores from their HAS assessments.

Appendix

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*estimated
**The program will follow the new Outreach policy for tuition waivers: “Due to the self-supporting nature of Outreach College courses, waivers are accepted only if the class has met a minimum enrollment and certain conditions are met.”

Notes:
- Faculty w/o fringe estimated at I-3 salary of $60,000.00
- Courses are estimated as “on load” classes. It is likely that at least one will be taught as an overload
- Admin = .125 FTE (one course release/year: Certificate Director will be determined pending position approval)
- P3 Grant will pay the cost of the admin position for three years beginning in 2011.
- Number of courses offered drops from 5 to 2 in FY 2013 because Kellogg P3 Initiative will have ended. We anticipate one cohort every two years after FY 2012.
To: Dr. Andrea Bartlett, Chair  
Curriculum Studies  

From: Dr. Michael Salzman, Chair  
Educational Psychology  

Subject: EDEP 664  

Date: November 30, 2011  

We support your PK3 certificate program proposal and are very much in favor of CS using EDEP 664 for your certificate program. We see no need for cross listing.  

Best Wishes  

[Signature]
December 5, 2011

TO: Andrea Bartlett, Chair
    Curriculum Studies

FROM: Donna Grace, Chair
      Institute for Teacher Education, Elementary and Early Childhood Education

SUBJECT: ITE 417

We support your PK3 certificate program proposal and are very much in favor of Curriculum Studies using ITE 417 for your certificate program. We see no need for cross listing.