

UNIVERSITY OF HAWAII
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

REQUESTOR CONTACT INFORMATION	
Date: May 9, 2012	Effective term of request (Semester-Year): Fall 2012
Name: Stuart Lau	Title: University Registrar
Campus: Manoa	Office/Department: Office of the Registrar
Phone: 956-5322	Email: stuartl@hawaii.edu

1. PROGRAM CODE, MAJOR CODE, CONCENTRATION CODE		Banner forms: SMAPRL, SOACURR, STVMAJR	
Institution: UH Manoa (MAN) <input checked="" type="checkbox"/>	College: 50 (Graduate Division)	Department: EDCS	
<input checked="" type="checkbox"/> New program code <input type="checkbox"/> Change/replace existing program code:			
Level: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> First-Professional <input type="checkbox"/> Post-Baccalaureate <input type="checkbox"/> Other:			
Degree:		Certificate: GCER Graduate Certificate	<input type="checkbox"/>
If requesting an existing Major code and/or Concentration code in Banner:			
Existing Major:	<small>Code</small>	<small>Description</small>	Existing Concentration: <small>Code</small> <small>Description</small>
If requesting a new <input checked="" type="checkbox"/> Major code or <input type="checkbox"/> Concentration code that does not exist in Banner:			
New Code [4 char/space limit]: PK3		Description [30 char/space limit]: PK-3	
If a similar major/concentration code exists in Banner, please list the code:			
Is this major/concentration code being used the same way at other UH campuses?			
Is 50% or greater of the classes in this program offered at a location other than the Home Campus? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>(Please consult your Financial Aid Officer on Program Participation Agreement impact)</small>			
Is this program/major/certificate financial aid eligible? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>(Financial Aid Officer consultation required for all new program codes)</small>			
Should this program be available for applicants to select as their planned course of study on the online application? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <small>(If yes, students may select the code as their <u>only</u> program of study.)</small>			

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Replacing or eliminating an existing program code:

If replacing an existing program code, are current students "grandfathered" under the old code? Yes No

Should the old program code be available for use in Banner? Yes No

Will the old program code be available for:	Banner Module	Yes	No	Ending Term (Semester-Year)
	Online Application	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Admissions	<input type="checkbox"/>	<input type="checkbox"/>	_____
	General Student	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Academic History	<input type="checkbox"/>	<input type="checkbox"/>	_____

2. CERTIFICATES ONLY:

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? Yes No
(Please consult your Financial Aid Officer or see: <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>)

For new certificates approved by the Chancellor, the related BOR authorized academic program is: Curriculum Studies

3. NEW CAMPUS, COLLEGE, DIVISION, OR DEPARTMENT CODE

Banner forms: STVCAMP, STV_COLL, STVDIVS, STVDEPT

Campus code [3 char]:	Campus description [30 char/space limit]:
College code [2 char]:	College description [30 char/space limit]:
Division code [4 char/space limit]:	Division description [30 char/space limit]:
Department code [4 char/space limit]:	Department description [30 char/space limit]:

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4. NEW COURSE SUBJECT CODE (Subject Alpha)		Banner form: STV/SUBJ
College:	Department:	
Subject code [4 char/space limit]:	Subject description [30 char/space limit]:	

5. NEW MINOR (Minor codes are listed on the Major code table)		Banner form: STV/MAJR
Minor Code [4 char/space limit]:	Minor Description [30 char/space limit]:	

Please briefly describe your request and explain why you are requesting the code(s):

SEE ATTACHED

SUPPORTING DOCUMENTATION

Please see the **Code Request Guide** for the required supporting documents to be submitted. Documents submitted with this form:

- Board of Regents meeting minutes and supporting documents provided to the BOR
- Memo from UH President
- Memo from Chancellor
- Curriculum (required for requests for new programs/majors/minors/certificates)
- Gainful Employment Program notification to the US Department of Education
- Other: _____

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CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

CAMPUS VERIFICATION		
Requestor Signature _____ <i>SKL</i>	Date <u>5/9/12</u>	
Registrar (If different from Requestor)		
_____	_____	_____
Print name	Signature	Date
Email/memo in lieu of Registrar's signature may be attached		
Financial Aid Officer (Financial Aid Officer consultation required for all new program codes)		
_____ <i>JODIE KUBA</i>	_____ <i>[Signature]</i>	_____ <u>5/9/12</u>
Print name	Signature	Date
Email/memo in lieu of Financial Aid Officer's signature may be attached		
For Community Colleges, verification of consultation with OVPCC Academic Affairs:		
_____ <i>[Signature]</i>	_____	_____
Print name	Signature	Date
Email/memo in lieu of signature may be attached		

Send completed form and supporting documentation to:

Institutional Research and Analysis Office (IRAO)
 1633 Bachman Place Email: iro-mail@lists.hawaii.edu
 Sinclair Annex 2, Room 4 Fax: 808-956-9870
 Honolulu, HI 96822 Phone: 808-956-7532

After all required forms and supporting documents have been submitted, please allow at least two weeks for processing by IRAO and Banner Central.

FOR INTERNAL USE ONLY	Date form/docs received:
Program code [12]:	Program Description [30]:
CIP code [6]:	CIP description [30]:



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MĀNOA

RECEIVED


12 MAR 23 P12:48

March 22, 2012

MEMORANDUM

MANOA CHANCELLOR'S
OFFICE

TO: Virginia S. Hinshaw
Chancellor

FROM: Reed Dasenbrock 
Vice Chancellor
for Academic Affairs

SUBJECT: Approval of Provisional Graduate Certificate in PK-3, College of Education, University of Hawai'i at Mānoa

I request that you provisionally establish a Graduate Certificate in PK-3 to be offered by the College of Education (COE). The graduate certificate has been reviewed and endorsed by the Mānoa Faculty Senate. A copy of the proposal and Senate's resolution are attached for your information.

The proposed PK-3 Graduate Certificate consists of five required existing 3-credit courses. The proposed program is part of a nationwide effort to improve the preparation of PK-3 teachers. The program will provide teachers with professional in-service training and certification desired by the Department of Education.

The PK-3 Graduate Certificate will enhance the ability of the COE and the University of Hawai'i at Mānoa to accomplish a core mission and strategic goal—to contribute to the improvement and education needs of Hawai'i.

No net additional cost will be incurred, as total revenue generated by enrollment is expected to exceed expenses to the college.

Executive Policy E5.205 grants the Chancellor the authority to approve certificate programs in specific subjects that represent recognition of work taken within (or among) existing Board authorized programs. I recommend that the certificate be established. The effective date for provisional establishment will be Fall 2012.

Attachments

c: Interim Associate Vice Chancellor Aune
Interim Dean Young
Program Officer Pearson

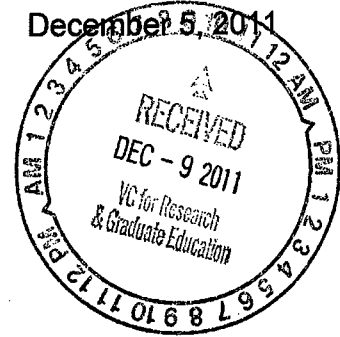
2500 Campus Road, Hawai'i Hall 209
Honolulu, Hawai'i 96822
Telephone: (808) 956-8447
Fax: (808) 956-7115

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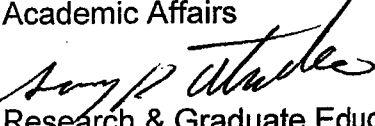
December 5, 2011





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

1776 University Avenue
Everly Hall, Room 128
Honolulu, Hawai'i 96822
Fax: (808) 956-3106

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 HDOE'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.

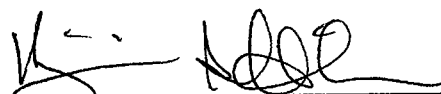
ACTION RECOMMENDED:

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

3-27-12

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 HDOE'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) (Bredecamp & 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

ITE 417 Developmentally Appropriate Practice: Ages 3–8 (3) 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*

EDCS 698 Early Literacy and Language Development: Theory to Practice (3) 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

EDCS 622 (B) School Curriculum: Early Childhood (3) Development and improvement of curriculum in early childhood settings. Historical perspectives, models, current issues and trends. *Fall/Hybrid*

EDEP 664 Instructional Psychology: Effective Pedagogy for Diverse Young Children (3) 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*

EDCS 656 Seminar in Early Childhood Education: Capstone course (3) Concepts and inquiry regarding the application of early childhood educational principles and approaches to programs serving children between birth and age five. *(Spring/Hybrid)*

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/sobj2009_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

YEAR	FY2011	FY2012	FY2013	FY2014	FY2015
PROGRAM COSTS					
Faculty w/o fringe	37,500	37,500	15000	22500	22500
Other personnel costs w/o fringe					
Library	0	0	0	0	0
Equipment/Supplies	2,000	0	0	0	0
Other					
TOTAL Expenses	39,500	37,500	15,000	22,500	22,500
REVENUES					
Projected Enrollment (per course)	20	20	20	15	15
No. of Courses	5	5	2	3	3
No. of Credits	15	15	6	9	9
SSH	300	300	120	135	135
Tuition Rate/Credit	458**	458*	458*	458*	458*
Total Revenue from Tuition	146,400	146,400	54,960	61,830	61,830
Other Sources of Income					
TOTAL Revenues	146,000	146,400	54,960	69,330	69,330

*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

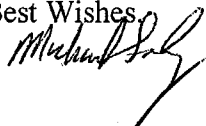
From: Dr. Michael Salzman, Chair 
Educational Psychology

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,



U N I V E R S I T Y O F H A W A I I A T M A N O A

College of Education
Institute for Teacher Education
Elementary and Early Childhood Education

December 5, 2011

TO: Andrea Bartlett, Chair
 Curriculum Studies

FROM: Donna Grace, Chair *DG*
 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.



Presented to the Mānoa Faculty Senate by the Committee on Research and Graduate Education (CORGE) for approval at the February 15, 2012 Senate meeting. Approved by the Mānoa Faculty Senate on February 15, 2012 with 53 votes in support of approval, 1 vote against approval, and 4 abstentions.

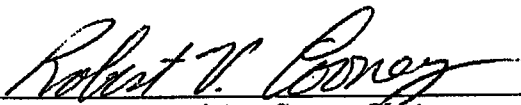
Resolution on the Creation of a Graduate Certificate in PK-3 Education

Whereas, the Hawai'i DOE's strategic plan calls for qualified PK-3 teachers in K-6 schools, in light of recent national recognition of the unique qualifications necessary to effectively teach at the pre-kindergarten to grade 3 level; and


Whereas, the proposed PK-3 Certificate program will provide teachers with professional in-service training and certification desired by the DOE; and

Whereas, the proposed PK-3 Certificate consists of five required existing 3-credit courses, thus imposing no additional cost on the College of Education;

Therefore, be it resolved that the Manoa Faculty Senate approves the creation of a Graduate Certificate in pre-kindergarten through grade 3 education (PK-3) in the College of Education, University of Hawai'i at Manoa.



Robert Cooney, Ph.D., *Senate Chair*



Richard W. Chadwick, Ph.D., *Senate Secretary*