

MOREHEAD STATE UNIVERSITY

PROGRAM REVIEW

**PROFESSIONAL CERTIFICATION FOR
TEACHING P-5 STUDENTS
FOR TEACHERS CERTIFIED IN ANOTHER AREA**

(Leads to P-5 certification)

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INTRODUCTION

Morehead State University offers certified teachers the opportunity to extend their certification to another level. The Professional Certification for Professional Certification for Teaching P-5 Students for Teachers Certified in Another Area allows teachers to earn P-5 classroom certification at the graduate level. Candidates enrolled in this program matriculate in a variety of ways: some are not employed and take courses on a full-time basis during the day; others are employed in schools and are pursuing an extension of their certificates; still others do a combination of these. It is possible to earn this certification by taking the graduate course options listed on the Program Planning Guidesheet found on the last page of this program review. These graduate courses may apply toward completion of Rank II certification programs – either the Fifth Year P-5 Program or the Master of Arts P-5.

I. CONCEPTUAL FRAMEWORK

This program builds on the graduate candidates' previous training to prepare them to design, implement, manage, and evaluate instruction which exemplifies the state of the art in effective education with students in the P-5 program. The program is focused on a vision of the primary level as a means to prepare children for life-long learning. The early elementary teacher is prepared to work in an interdisciplinary environment and to demonstrate appropriate interactions and communication with children, parents, and others working in the schools. The P-5 teacher will develop a sound educational philosophy of teaching and will be prepared to use appropriate resources to help address the needs of a culturally diverse society (*Guidelines for Preparation of Early Childhood Professionals*, NAEYC, 1995).

This program is integrated into the conceptual schema provided by the College of Education's framework of the *Educator as Architects: Designing environments where students construct knowledge and develop skills*. Within this conceptual model, the program builds on the foundation of teacher preparation to nurture the development of expanded knowledge and teaching skills of the experienced teacher. Central to this developmental process is demonstrated growth in mastery of the areas of knowledge and skills outlined in the New Teacher Standards Kentucky Department of Education, 1994). While these teachers are experienced in working with learners of different ages, they are in the process of developing skills and abilities that are appropriate to use with learners in grades P-5. These standards provide a valuable framework for the extension and ongoing professional development of teachers by underscoring that the best teachers:

1. Design/plan instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
2. Create a learning climates that support the development of student abilities to use communication skills, apply core concepts, become self-

- sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;
3. Introduce/implement/manage instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;
 4. Assess learning and communicate learning results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;
 5. Reflect on and evaluate specific teaching/learning situations and/or programs;
 6. Collaborate with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;
 7. Evaluate their overall performance with respect to modeling and teaching Kentucky's learning goals, refine the skills and processes necessary, and implement a professional development plan;
 8. Demonstrate a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
 9. Use technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

To perform these complex and interrelated functions a range of knowledge and experiences are required. Building on the teacher's previous training, the activities in this program have been structured around three areas designed to develop the teacher's base of knowledge:

1. Human Development: Studies dealing with the development and learning theories to affect students' learning;
2. Discipline-Specialized Area of Knowledge: Studies designed to contribute to substantial growth and development of knowledge and skills of creating a constructivist learning environment in the P-5 classroom instruction and which provide meaningful on-site experiences to develop and document their ability to infuse theory with practice; and
3. Related Courses: Studies which support learning across the curriculum and integrate that knowledge with current theory related to best practice in grades P-5.

II. Program Experiences

Graduates of the Early Elementary (P-5) program must achieve expected levels of performance relative to the New Teacher Standards for Preparation and Certification (Kentucky Department of Education, 1994). Since teachers enrolled in this program are extending certification to be able to teach in P-5 classrooms and are just mastering knowledge, skills and abilities to work with learners in these classrooms, the new teacher standards serve as the principal framework for P-5 program experiences. Additionally, standards published by professional organizations are also consulted to guide development and implementation of P-5 program experiences to prepare teachers to teach early elementary students. Standards from the following organizations are utilized, e.g., International Reading Association, National Council of Teachers of Mathematics, National Council of Teachers of English, Association for Childhood Education International, National Association for the Education of Young Children, National Council of Social Studies, National Art Education Association, National Association for Sports and Physical Education, and National Science Teachers Association.

The discipline specific content of the courses reflects the following nine new teacher standards (NTS I through NTS IX). Program experiences are described below to show how these standards are incorporated into the P-5 courses.

NTS I. DESIGNING AND PLANNING INSTRUCTION: Teachers must design and plan series of learning experiences needed by early elementary (P-5) students, as suggested by goals of the Learner Goals and Academic Expectations and the Program of Studies of the Kentucky Education Reform Act of 1990 (KERA). The designing and planning process requires teachers to demonstrate knowledge, concepts, skills and thinking strategies to plan appropriate lessons in order for learning to take place. Demonstrators, related to the academic expectations and KERA goals, and used in designing and planning teaching/learning situations, guide instructional development and help teachers' ability to problem solve; integrate content across the disciplines; manage the learning environment in order to promote cooperative learning; incorporate strategies that address physical, social, and cultural diversity, show sensitivity to learner differences, and promote understanding of one's self. Additionally, teachers may utilize anti-bias curriculum guides and learning description guides to develop plans for all learners. Program experiences include opportunities for teachers to select and develop assessment strategies to measure learning and ensure all children will achieve at a high level.

NTS II. CREATING AND MAINTAINING A SUPPORTIVE LEARNING

ENVIRONMENT: Teachers must learn to create a caring climate of support and challenge that encourages individual students, regardless of individual academic, social, physical, and cultural differences, to reach their potential as unique persons. Teacher educators model caring climates in P-5 program courses; a variety of effective classroom management techniques are modeled, discussed, researched, observed and practiced. Individual, group and peer conferences are modeled and practiced to promote student willingness and desire to receive and

accept positive and negative feedback. Teachers participate in school environments where collaboration is modeled to meet the needs of students requiring remedial and individualized instruction prescribed by Individual Education Plans. Computer laboratory experiences and other media are incorporated into the program to prepare teachers to create media rich environments that include technology.

NTS III. IMPLEMENTING AND MANAGING INSTRUCTION: Teachers must learn many teaching/learning strategies to enable them to effectively implement and manage instruction. Some of the strategies include process writing, game playing, debriefing, and representing through fine arts performances what they know and can do. The P-5 program includes the development of projects and thematic units which may incorporate media and technology to help develop individual learner's abilities to their fullest. Teacher educators model many strategies used to effectively manage and implement instruction. Teachers, individually or in teams, implement and manage instruction in a variety of settings, e.g., one-to-one tutoring on campus and in public school settings, small group interactions, large group situations, multi-age/multi-ability groups, mixed socio-economic groups, mixed gender groups and multi-cultural groups.

NTS IV. ASSESSING RESULTS OF LEARNING, AND COMMUNICATING HIGH EXPECTATIONS: Teachers must learn to use multiple assessment tools to ensure that P-5 students are being supported to use their abilities in ways that develop self-maintained standards. They must also learn to communicate results which may be practiced in role playing situations or by writing a letter describing student performances. Teachers use a variety of assessment strategies throughout the P-5 program to prepare them to assess diverse populations of learners. These strategies include standardized assessment, the Kentucky Elementary Learning Profile (Kentucky Department of Education, 1996), Learning Descriptions and Research on Children's Learning and Development (Kentucky Department of Education, 1996), development of writing portfolios, administering on-demand and open response writing, and a variety of informal assessment strategies described in various sources including texts adopted for courses in the P-5 programs and Transformations: Kentucky's Curriculum Framework, Volumes I and II (Kentucky Department of Education, 1995).

NTS V. REFLECTING AND EVALUATING: Teachers must reflect on and evaluate their own teaching performances. Teachers may critique and explain the value of documents/evidence included in their portfolio. Examples of documents which may demonstrate teachers' ability to reflect and evaluate may include records of conferences about performances with peers and teacher educators prior to and after implementation of plans, modification of plans after implementation, recommendations for ways to improve teaching/learning situations and/or programs. Additional examples include self-analysis of teachers' performances or peer evaluation of performances in class after participation activities. Also, teachers may analyze a teaching/learning situation modeled by an experienced

teacher. Writing journal reflections and sharing them with other teachers and teacher educators may also be used as a strategy for reflection and evaluation.

NTS VI. COLLABORATING: Teachers must collaborate with a variety of groups. They may collaboratively design, implement, evaluate and support learning programs that develop P-5 students' abilities to utilize knowledge and demonstrate skills for life-long learning. Some program experiences related to collaboration may include: designing, implementing, and evaluating plans for peer tutoring presentation, small and large group teaching/learning situations, and thematic unit design and implementation. Other program experiences may include working on projects with parents and parent groups. Program experiences may also include development and implementation of presentations of workshops for local, state, regional and national conferences with teacher educators, co-authoring or contributing to publications, and participation in grants and research projects. Some teachers may plan, implement, and reflect on a service learning project.

NTS VII. ENGAGING IN PROFESSIONAL DEVELOPMENT: Teachers must engage in a variety of professional development activities such as consulting with teacher educators to develop professional portfolios and discussing strengths and priorities for growth. Teachers may use a variety of self-development techniques such as conferencing with peers, self-critiquing video and audio tapes of teaching/learning situations, and writing reflective journals. They also may gather information from the Internet to incorporate in plans. Additionally, teachers may collaborate with peers and teacher educators to present workshops or papers at local, state, regional, and national conferences. Teachers are encouraged to join professional organizations, and to read and discuss articles in professional journals. They may attend conferences sponsored by professional organizations and agencies.

NTS VIII. DEMONSTRATING KNOWLEDGE OF CONTENT: Teachers must demonstrate a current and sufficient academic knowledge of certified content areas. These content areas include one academic component option consisting of a minimum of 21 semester hours. (See the Program Planning Guidesheet, Section V of this report for descriptions of academic component option requirements.

NTS IX. USES TECHNOLOGY: Teachers must demonstrate a thorough knowledge of how to use technology to support instruction and as a tool for their preparation and generation of professional materials. Technology should be integrated into instruction to support and enhance instruction. It should also be used as a tool of research. Tools of technology range for audiovisual devices, overhead projectors, smart boards, computers, PowerPoint presentations, and multimedia presentations.

The following matrix further explains this integration and the progression of difficulty of course content for the P-5 program. The progression of difficulty for each course in the P-5 program is indicated by an "X" placed under the letters I, D and M..

Letter “I” means Introduction: the standard indicator is presented on an introductory level; letter “D” means Development: the standard indicator is thoroughly implemented; letter “M” means Maintenance: the standard indicator is reviewed and candidates demonstrate retention of their proficiency.

RELATIONSHIP OF COURSES TO NEW TEACHER STANDARDS

COURSES	NEW TEACHER STANDARDS																										
	NTS I			NTS II			NTS III			NTS IV			NTS V			NTS VI			NY S VII			NTS VIII					
	I	D	M	I	D	M	I	D	M	I	D	M	I	D	M	I	D	M	I	D	M	I	D	M			
EDF211/EDEE 305/EDF 610	X			X			X			X			X			X			X			na			X		
ART121		X		X				X		X			X				X			X						X	
MUST 100	X			X			X			X			X			X			X			X			X		
EDSP 230/332/601	X			X			X			X			X			X			X			X			na		
EDEE 327	X			X			X			na			na			na			na			na			na		
HLTH 301		X			X			X		X			X				X			X						X	
PHED 311		X		X			X			X			X			X			X			X			na		
EDEM 330	X			X			X			X			X			X			X			na			X		
EDEE 321		X			X			X			X		X			X			X			X					X
EDEE 322/EDEL 622		X			X			X			X			X		X			X			X				X	
EDEE 323/EDEL 623		X			X			X			X			X			X		X			X			X		
EDEE 331/627		X			X			X			X			X		X			X				X			X	
SCI 490/SCI 690			X		X				X		X		X			na			na			na				X	
MATH 231 & 232/ MATH 631	X			X			X			X			X			X			X			X				X	
EDEE 423			X			X			X			X			X		X				X			X			X

I - Introduction: the standard indicator is presented on an introductory level

D - Development: the standard indicator is thoroughly implemented

M - Maintenance: the standard indicator is reviewed and candidates demonstrates retention of heir proficiency

Field Experiences

While every professional education course has some form of clinical/field experience, the program methods classes (EDEE 331 Reading for Early Elementary Teachers/EDEL 627 Reading in the Elementary School, EDEE 321 Teaching Math in Early Elementary Grades, EDEE 322 Teaching Social Studies in the Early Elementary Grades/EDEL 622 Social Studies in Today's Elementary School, and EDEE 323 Language Arts for Early Elementary/EDEL 623 Advanced Language Arts) use field experiences in the process of skill development and student assessment. The combination of classroom and field experience provides a valuable opportunity to conduct authentic assessment of the student's mastery of program objectives and the competencies in the NTS.

Field experiences involve teachers working in P-5 classrooms with individual students, small groups of students, larger groups of students, and whole class instruction. These experiences culminate with student teaching. Embracing the theme of the Conceptual Framework and the constructivist philosophy of education, best practices and structuring the learning environment so students are actively engaged in learning are integral concepts which are implemented in the field experiences. The experiences are documented by observations of instructors and on-site classroom teachers, lesson plans, reflections, video tapes, and student work samples.

Candidates enrolled in this program matriculate in a variety of ways: some are not employed and take courses on a full-time basis during the day; others are employed in schools and are pursuing an extension of their certificates; still others do a combination of these. When candidates choose to enroll in the undergraduate options, they complete the clinical/field experiences for those respective courses as described in the undergraduate initial P-5 certification program. When candidates choose to enroll in the graduate options, they complete the clinical/field experiences for those respective courses as described in the P-5 Fifth Year Program or the Master of Arts in Early Elementary Education P-5.

KERA Initiatives

As each initiative has been developed and put forth into the education community, the KERA initiatives (Learner Goals and Expectations, Program of Studies P-12, and Core Content for Assessment/CATS) have become critical components within the curricular framework of this program. Because of the pervasive nature of these initiatives and the importance of each in classroom instruction, they are embedded into all courses. Candidates who progress through this program are offered numerous opportunities to investigate and reflect upon how these initiatives have an impact on both their students' learning and their own instruction.

This is most evident in those courses in which candidates design and plan instruction, create and maintain learning environments, assess and communicate learning results, and reflect and evaluate teaching and learning. Within these courses, candidates consider the overall goals provided by the Commonwealth of Kentucky and

how research-based, best practices related to working in the P-5 classroom can be brought together to meet the highest goal: “All children can learn at high levels.”

The following matrix outlines those courses that place a particular emphasis on specific KERA initiatives.

RELATIONSHIP OF COURSES TO KERA INITIATIVES

COURSES	Learner Goals and Academic Expectations	Program of Studies Grades P-12	Core Content for Assessment/CATS
EDF211/EDEE 305/EDF 610	X		
ART121	X	X	X
MUST 100	X	X	X
EDSP 230/332/601	X	X	X
EDEE 327	X	X	X
HLTH 301	X	X	X
PHED 311	X	X	X
EDEM 330	X	X	X
EDEE 321	X	X	X
EDEE 322/EDEL 622	X	X	X
EDEE 323/EDEL 623	X	X	X
EDEE 331/627	X	X	X
SCI 490/SCI 690	X	X	X
MATH 231 & 232/ MATH 631	X	X	X
EDEE 423	X	X	X

III. THEMES

The NCATE Themes are embedded in Morehead State University’s Conceptual Framework. Table 3 (page 9)The following matrix] indicates the specific themes and the integration of these themes as they are addressed in the courses comprising the Professional Certification P-5.

RELATIONSHIP OF COURSES TO NCATE THEMES

COURSES	Conceptual Framework	Diversity (with specific attention to exceptional children, cultural and ethnic diversity)	Intellectual vitality	Tech- nology	Professional community	Evaluation	Perform- ance assessment
EDF211/EDEE 305/EDF 610	X	X	X	X	X	X	X
ART121	X	X	X	X	X	X	X
MUST 100	X	X	X	X	X	X	X
EDSP 230/332/601	X	X	X	X	X	X	X
EDEE 327	X	X	X	X	X	X	X
HLTH 301	X	X	X	X	X	X	X
PHED 311	X	X	X	X	X	X	X
EDEM 330	X	X	X	X	X	X	X
EDEE 321	X	X	X	X	X	X	X
EDEE 322/EDEL 622	X	X	X	X	X	X	X
EDEE 323/EDEL 623	X	X	X	X	X	X	X
EDEE 331/627	X	X	X	X	X	X	X
SCI 490/SCI 690	X	X	X	X	X	X	X
MATH 231 & 232/ MATH 631	X	X	X	X	X	X	X
EDEE 423	X	X	X	X	X	X	X

IV. ASSESSMENT

The Professional Certification P-5 program systematically addresses both the essential knowledge base for teachers of students in the elementary school and the NTS. The program seeks to insure the quality of its graduates by tying classroom experience to intensive on-going involvement in settings that provide education to students enrolled in grades P-5. Every course entails some level of field experience. This enables the faculty and cooperating teachers in the field to use techniques other than traditional classroom procedures to assess student progress. As demonstrated in Table 2, every component of this program uses various forms of authentic assessment procedures to evaluate student performance in direct interaction with students in grades P-5.

While candidates enrolled in the P-5 elementary school program are continually assessed this assessment information is synthesized at two specific points during the student's career.

1. Student Teaching Application. Assessment occurs when candidates apply for student teaching. The following requirements must be met: 1) GPA of 2.50 on a 4.0 scale on all course work completed; 2) GPA of 2.50 on a 4.0 scale in professional education courses; 3) completion of the following courses or their graduate equivalents: EDF 207, EDF 211, ART 121, MUSE 221, EDSP 230, EDEE 327, HLTH 301, EDEL 301, EDEE 305, PHED 311, EDEM 330, EDEE 321, EDEE 322, EDEE 323, EDEE 331, and SCI 490; 5) successful completion of pre-student teaching laboratory experiences associated with courses in the professional education sequence.

2. Portfolio. One of the culminating events in the Professional Certification P-5 program is the **Portfolio**, a collection of exemplars to demonstrate competencies in the New Teacher Standards (NTS). This portfolio is assessed at the end of the student teaching semester. Throughout the program, each P-5 trainee amasses a collection of exemplars to demonstrate the integration of class work and practical experiences and to document growth and understanding of the NTS. The structure of the portfolio development process throughout the P-5 program is:

EDEE 305, Learning Theory and Practices in the Early Elementary Grades:

The student receives the guidelines for construction of the portfolio and decides on the mechanism for housing and organizing the Portfolio.

Other P-5 elementary school methods coursed: The student adds work to document growth in teaching competencies. Honest reflection on practical experiences and annotations added to the artifacts are included. Review of the Portfolio by the student and instructors is an integral part of these courses.

Student Teaching Semester: Artifacts from the student teaching experience should be added to the Portfolio throughout this semester. Near the end of the semester, the student selects from collected to construct the final Portfolio for the

purpose of providing evidence of competence in understanding and practicing the NTS.

Each student must also successful complete the PRAXIS II Specialty Exam Early Elementary- Grades P-5. This will assure academic competencies.

V. Program Faculty

Name	Highest Degree	Area of Specialization	Responsibilities in the Program	Relationship to the Institution			
				Tenured	Full-time IHE Parttime Program	Full-time IHE Full-time Program	Parttime IHE Parttime Program
Krista Barton	M.A.	Elementary Education	Student Teaching Supervisor			X	
Kent Freeland	Ph.D.	Elementary Education	Instructor, Advisor EDEE 322, EDEL 622	X		X	
Daniel Grace	Ph.D.	Special Education	Instructor, EDSP 230	X		X	
Luana Greulich	M.A.	Special Education, Literacy	Instructor, EDEM 330			X	
Karen Hammons	MA.	Curriculum	Instructor, EDEE 305, EDEE 323	X		X	
Karen Lafferty	Ed.D.	Curriculum	Instructor, Advisor, EDEE 321	X		X	
Wanda Letendre	Ed.D.	Educational Leadership	Instructor, Advisor EDEE 305,321,322,323	X		X	
Conne McGhee	M.A.	Early Childhood	Instructor, EDEE 305			X	
Timothy Miller	Ed.D.	Elementary Education, Literacy	Instructor, Advisor EDEM 330, EDEL 627	X		X	
Adele Moriarty	Ed.D.	Educational Leadership, Special Education	Instructor, EDSP 230	X		X	
David Peterson	Ed.D.	Administration, Curriculum	Instructor, Advisor EDEE 322/EDEL 622	X		X	
Dreama Price	M.A.	Reading Specialist	Instructor EDEM 330, EDEE 327	X		X	
Edna Schack	Ed.D.	Curriculum & Instruction	Instructor, EDEE 321	X		X	
Mee-Ryoung Shon	Ph.D.	Curriculum Design, Early Childhood Education	Instructor, EDEE 305			X	
Rhonda Tamme	M.A.	Special Education/Elementary Education	Instructor, EDEE 305, 331, EDEM 330				X
Melinda Willis	Ed.D.	Curriculum & Instruction Literacy	Instructor, EDEE 331, EDEE 327	X		X	

VI. Program Planning Guidesheet

**Morehead State University, College of Education
Areas of Elementary, Reading and Special Education
P-5 Certification
for Teachers Currently Certified in Another Area**

NAME: _____

PROFESSIONAL EDUCATION

I.	EDF	211	Human Growth and Development	or	
	EDEE	305	Early Elementary Learning Theories and Practice	or	
	EDF	610	Advanced Human Growth and Development		3
II.	EDEM	330	Foundations of Reading		3
	EDEE	331	Reading for Early Elementary Teachers	or	
	EDEL	627	Reading in the Elementary School		3
III.	EDEE	321	Number Concepts and Math	Early Elementary	3
	EDEE	322	Teaching Social Studies in Early Elementary	or	
	EDEL	622	Social Studies in Today's Elementary School		3
	SCI	490	Science for Elementary Teacher	or	
	SCI	690	Advanced Science for the Elementary School Teacher		3
	EDEE	323	Language Arts for Early Elementary	or	
	EDEL	623	Advanced Language Arts		3

RELATED STUDIES

I.	ART	121	School Art	or	
	ART	221	School Art II		3
	MUST	100	Rudiments of Music		2
	PHED	311	Movement Exploration		3
	HLTH	301	Health, Safety, and Nutrition for Early Elementary		2
II.	MATH	231 and 232	Math for Elementary Teacher, I and II	or	
	MATH	631	Problem Solv. and Teach. Arith. in Elem. School		6 or 3
III.	EDEE	327	Literature and Materials for Young Readers		3

STUDENT TEACHING

EDEE	423	Supervised Student Teaching Practicum	4-6
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A GPA of 3.00 is required to successfully complete all graduate programs.

Portfolio Requirements One of the culminating events in the P-5 elementary school program is the **Portfolio**, a collection of exemplars to demonstrate competencies in the New Teacher Standards (NTS). This portfolio will be assessed at the end of the student teaching Practicum. Throughout the program, each P-5 trainee will be compiling a Working Portfolio, a collection of exemplars to demonstrate the integration of class work and practical experiences and to document growth and understanding of the NTS

PRAXIS Test requirements:

Elementary Education: Curriculum, Instruction, & Assessment (100112) Date Passed: _____

Advisor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Chair's Signature: _____ Date: _____

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