



Program Review Document

Preparation Program: *Environmental Education (KEV)*

EPSB #390 WKU #132 Certification Only (Grades P-12)

This program does not lead to a degree

Date Submitted: April 7, 2020

Preparation Level:	<input checked="" type="checkbox"/> Graduate	
Grade Levels:	<input type="checkbox"/> P-5 <input type="checkbox"/> 8-12 <input checked="" type="checkbox"/> P-12	
Modes of Delivery:	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Hybrid	
Degree Type:	<input type="checkbox"/> Masters <input type="checkbox"/> Rank II <input type="checkbox"/> Rank I <input type="checkbox"/> Doctorate	<input type="checkbox"/> Non-Degree 5 th Year <input type="checkbox"/> Non-Degree 6 th Year <input checked="" type="checkbox"/> Certification Only <input type="checkbox"/> Specialist
Program Route:	X Traditional <input type="checkbox"/> Option 6 <input type="checkbox"/> Option 7 <input type="checkbox"/> Proficiency	
University Catalog:	https://www.wku.edu/undergraduatecatalog/ http://catalog.wku.edu/graduate/	
WKU Quality Assurance Document:	http://www.wku.edu/cebs/caep/	

SYLLABI: Syllabi will need to be included for all courses.

Program Description

COURSES: Below are all required courses for this program. Course descriptions are those found in the WKU graduate catalog (see links above).

Course	Course Title	Description	Hours
Required Courses			
ENVE-520	Introduction to Environmental Education	This course will provide students with an introduction to the field of environmental education, including basic history and philosophy, methodologies, resources for educators, and current trends in the field.	3
ENVE-580	Instructional Strategies in Environmental Education	Specific teaching strategies associated with the field of environmental education programs will be addressed, with an emphasis on active, experiential learning. Portions of the course are taught in field settings. Students are responsible for arranging their own transportation to designated or assigned sites	3
Choose Two of the Following Electives			
ENVE-560	Investigating and Evaluating Environmental Issues	Specifically designed for teachers and other educators, course focuses on the identification and evaluation of specific environmental issues, leading to possible environmental/service action projects by their students, with attention to the potential outcomes of such projects on the physical environment, other humans, and other living things.	3
ENVE-585	Special Topics in Environmental Education	A consideration of special topics to acquaint the advanced student with significant problems and developments of current interest in environmental education.	1-3 (up to 6)

EDU-507 or GEOG 507	Geographic Concepts and Skills for Teachers	Designed for experienced social studies, earth science, and geoscience teachers. Provides up to date geographic content, information, and related geographic skills associated with geography core content for the P-12 classroom.	3
REC-434G	Environmental Interpretation	Environmental interpretation in leisure and educational settings. Includes interpretive design of exhibits and facilities. Emphasizes the development of presentation and program skills.	3

COURSE EXPERIENCES ADDRESSING KTPS STANDARDS: The table below delineates the alignment between program courses and the appropriate KTPS standards.

Kentucky Teacher Performance Standards (KTPS)		
	ENVE 520	ENVE 580
Standard 1. Learner development		X
Standard 2. Learning differences		X
Standard 3. Learning environments	X	
Standard 4. Content knowledge	X	
Standard 5. Application of content	X	
Standard 6. Assessment		X
Standard 7. Planning for instruction		X
Standard 8. Instructional strategies		X
Standard 9. Professional learning and ethical practice		X
Standard 10. Leadership and collaboration	X	X

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning environments. The teacher shall work with others to create environments that:

- a. Support individual and collaborative learning; and
- b. Encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4. Content knowledge. The teacher shall:

- c. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- d. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

- e. Take responsibility for student learning;
- f. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
- g. Advance the profession.

COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS:

The table below delineates the alignment between program courses and the appropriate SPA standards.

NAAEE Standards			
	ENVE 520	ENVE 580	ENVE 585 (in development)
STANDARD 1. Nature of Environmental Education and Environmental Literacy. Candidates demonstrate knowledge of the evolution, purposes, defining characteristics, and guiding principles of environmental education, as well as the fundamentals of environmental literacy. They understand that environmental education is an evolving field. This knowledge provides a solid foundation on which environmental educators can develop and continue to improve their own practice.	X		
STANDARD 2. Environmental Literacy of Candidates. Candidates demonstrate the knowledge, skills, and dispositions associated with environmental literacy. They use technology as a tool for collecting, analyzing and communicating information about the environment. [Note: Standard 2 relates to the degree to which the candidates are themselves environmentally literate]	X		
STANDARD 3. Learning Theories and Knowledge of Learners. Candidates demonstrate an understanding of theories of learning and human development, learning processes, and individual differences. They demonstrate respect for their students as unique individuals. Candidates apply this knowledge to create positive, effective and responsive learning environments for all students ³ in environmental education.	X		
STANDARD 4. Curriculum: Standards and Integration. Candidates demonstrate an understanding of how the unique features of environmental education can be used in the design and enrichment of standards-based curricula and school programs		X	
STANDARD 5. Instructional Planning and Practice. Candidates identify and differentiate among a variety of instructional strategies and tools, including instructional technology that enhance environmental learning. They plan and deliver instruction that promotes environmental literacy and creates stimulating and motivating climates for learning for diverse learners.		X	
STANDARD 6. Assessment. Candidates possess the knowledge, abilities, and commitment to make assessment integral to curriculum and instruction in environmental education, thereby fostering continuous intellectual, social, emotional, and physical development of each student. Candidates demonstrate an understanding of how assistive technologies can be used in assessment		X	
STANDARD 7. Professional Growth in Environmental Education. Candidates recognize the importance and benefits of belonging to a professional community, and understand that professional development is a life-long endeavor and an indispensable asset to becoming a contributing member of the environmental education profession. Candidates understand and accept the responsibilities associated with practicing environmental education	X	X	

PROGRAM FACULTY:

[illegible]

Please describe the PROGAM KEY ASSESSMENTS used to measure the areas below (varies by program):

(Key Assessment areas are used to gather data for program feedback and accreditation measures.)

Other Services Assessment Area #	Performance Assessment Areas - (Must address practices related to Diversity in all areas)	Type or Form of Assessments An assessment may be listed multiple times if the measures apply to the appropriate areas. Include the key or signature assessments only, does not need to be a list of all the assessments.	Timing of Assessment or Transition points Indicate the point in the program when the assessment is administered. (Beginning, Middle, End)
1	Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	GLOBE Diagram	Beginning
2	Professional Dispositions	PD Reflection	Beginning
3	Data and Research driven decision making	Environment Education Unit	Middle
4	Integration of Technology in the discipline	Cradle to Grave Infographic	End
5	Clinical Practice (integrated practices of diversity)	Environmental Education Video Lesson	Middle

*Q. Clinical Partnerships and Practice: Describe all clinical partnerships with P-12 schools that are currently active. **How do clinical partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation?** Explain and delineate between the programs if these partnerships and practices are different. (Reference CAEP Standard 2.)*

Students in this endorsement determine a project they would like to work on for their school/future place of employment. Students will talk to their principal to determine a project that is approved by both the school and WKU. Students have previously chosen to work on writing a grant and creating a school garden. Others have created Energy Teams for their school. Finally, another student created an ecosystem with fish tanks for an agriculture class. The Environmental Education Endorsement allows for students to collaborate with their schools by creating projects to enhance their school/school district.

*Q. Clinical Experiences – EPP Responsibility for Advanced Programs: **Explain how the EPP works with the districts to a) ensure that theory and practice are linked and b) how the EPP will share accountability for advanced program candidate outcomes.***

The Kentucky Environmental Education Council (KEEC) has created an Environmental Education Master Plan (2015) that includes goals for teaching more Environmental Education (EE) in K-12 schools. This is to help increase Kentuckians' knowledge, which is measured in the survey of Kentuckians' Environmental Knowledge, Attitudes, and Behaviors processed every five years. Students create a unit, using the NAAEE K-12 Standards, based on research-based environmental education strategies and teach it to their classrooms after getting feedback from the professor. Therefore, the unit connects students to NAAEE standards and the KEEC's desire to increase students' knowledge of the environment. Knowledge of the environment connects closely with KAS Science and Social Studies standards.

*Q. Clinical Experiences – Advanced Candidates: This area does not apply to Option 6 or the Initial Teacher programs. Explain how the **EPP works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced candidates demonstrate their developing effectiveness in creating environments that support all students' learning and development.** Include a description of the clinical experiences required of each advanced candidate. If the Clinical Experiences are specific and unique to the certificate program, then skip this section and provide the details in the Program Experiences Section III.*

The KEEC in creating the Master Plan every five years, hosts meetings around the state and invites both formal and nonformal educators to take part and make suggestions to the new Master Plan. The Master Plan provides reasons to include environmental education within Kentucky schools. The Environmental Education Endorsement for educators ensures that K-12 students are becoming more knowledgeable about the environment because their teachers will have the knowledge necessary to teach EE. There is a strong link between the Kentucky Association of Environmental Education (KAEE) and educators within the state. Teachers receive PD training in conjunction with the state conference and PD opportunities held by KAEE. Clinical experiences in this endorsement include teaching a unit and expanding content knowledge about the environment and teaching strategies appropriate for environmental education. The EE unit that is created follows NAAEE's Guidelines for Excellence and students must include activities appropriate for the diversity of their students by creating ways for differentiation to occur. Students within the endorsement are required to attend PD trainings in EE as well.

*Q. Program Curriculum: Each EPP must inform a potential candidate about the program's content, performance expectations and assessment processes. How does the **EPP communicate the following with every student: required coursework and electives, certification and/or degree and RANK result, admission requirements, exit requirements, Praxis II test disclaimer (If applicable).** If the EPP offers multiple program degrees/routes for this category and certification, you must include each variation.*

WKU uses Curriculum Contracts to communicate the following: required coursework and electives, certification and/or degree and Rank result, admission requirements, exit requirements, and Praxis II test disclaimer (If applicable). Curriculum Contracts are included for each program degrees/routes for this category and certification.

Q. Admission criteria for each program code in this category: This must include admission criteria such as GPA and other admission assessments and requirements. Reference the applicable program code(s) if the admission criteria vary across degree award level offerings.

Applicants for the Environmental Education endorsement must have or be eligible for a teaching certificate at the elementary level (IECE Birth to Primary or Elementary P-5), middle grades level (Grades 5-9), or secondary level (Grades 8-12, Grades 5-12, or Grades P-12). Students certified or eligible for certification in Special Education P-12 are also eligible for admission to the Environmental Education endorsement.

Q. Describe the Clinical/Professional Experiences for each instance in this program category: Include narrative to describe the clinical/professional experiences required in this program category which will generate evidence for CAEP Standard A.2.2.

Students must all teach a lesson from their created environmental education unit. Many of the students are teachers, so they teach the lesson and unit to their group of students. The students who are not becoming teachers teach children or adults they know for practice in having an audience watch them teach.

Q. Exit requirements for each instance in this program category: This must include exit assessments. (i.e.,: KTIP assessment, portfolio/work sample, GPA, and if the program requires passing or taking the Praxis II for program completion, list it here.) Reference CAEP 3.5 and 3.6

The students must pass the creation of their unit with a grade of an A (3.0) to be successful in this endorsement. The unit includes such items as using both the NAAEE Guidelines for Excellence K-12 standards, using the Kentucky Academic Standards appropriate for the unit and creating both formative and summative assessments. If students do not meet the standard for the unit, they will be able to revise after feedback is given to them. Into the future, there are plans for graduate students to show K-12 student growth within the unit as well.

Q. Kentucky P-12 Curriculum Requirements - The following information is gathered in accordance with Kentucky Senate Bill 1 - <http://www.lrc.ky.gov/record/09RS/SB1.htm> and the associated legislation tied to this bill. 1. How does the EPP ensure each candidate's knowledge/proficiency of the Kentucky Academic Standards (KAS)? 2. How does the EPP measure the depth of knowledge of each candidate?

Within the creating the unit, the student must use Kentucky Academic Standards that are appropriate for their unit. This unit could potentially be in an elementary, middle or high school classroom or be used to teach the public as a park ranger or 4-H leader. Because of the broad range of students who earn the environmental education endorsement, there is also a broad range of KAS used within the standards. KAS standards from social studies, science and language arts are incorporated into the environmental education endorsement.

The depth of knowledge of the candidates is measured through rubrics used throughout the required courses. Most of the assignments are applied knowledge, however some assignments must focus on learning centered on understanding environmental education.

Q. Briefly describe how candidates use the Kentucky P-12 curriculum framework and the Kentucky P-12 assessment system to guide instruction.

The environmental endorsement requires students to create a unit of their choice focused on an environmental education topic. The professor provides feedback on the written lessons within the unit. The educator must write a reflection based on the teaching of the unit. Students will analyze how well the P12 students learned the content within the environmental education unit. The unit uses Kentucky Academic Standards to frame the content of the lessons.

Q. Briefly describe how the program ensures advanced candidates apply the Kentucky P-12 Curriculum framework and the Kentucky P-12 school assessment system to guide instruction and assessment.

Students receiving an endorsement in environmental education must determine how ideas within environmental education overlap within their current teaching. Environmental education has a unique set of standards from the North American Association of Environmental Education, but these standards fit well into current Kentucky Academic Standards. Part of the learning within the endorsement is an understanding of what environmental education is and how it can be adopted into a wide variety of settings and content areas and grade levels. Creating the environmental education unit helps students better understand how to guide instruction by using appropriate environmental education teaching strategies and also assessing students in traditional and less traditional methods.

Q. Provide evidence (TPA/portfolio/other data) of candidates' use of the KAS framework in lesson plans (include lesson plan format if not using the current KTIP format).

The lesson plan format used within the unit is the KTIP format but students may use a modified version for a more inquiry-based lesson format depending on the topic being taught.

Q. Provide evidence (KTIP assessments/portfolio/other data) of candidates' skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards.

A future project in ENVE 580 will include sharing ideas of career possibilities associated with Environmental Education. The US Forest System has created great guides for early readers that share a career of someone who works in forestry, such as a scientist, forester or park ranger.

Q. Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward mastery of the Kentucky P-12 curriculum framework

Students earning the environmental education endorsement create several formative assessments and a summative assessment within the unit. The unit requires students to reference Kentucky Academic Standards that match their unit.

Q. Describe how the data from each assessment is used for the continuous improvement of this program.

The key assessments are used to determine what students are learning from the projects assigned in this endorsement. Student feedback and their ability to create meaningful projects help determine redesign in these courses.

Q. Advanced Teacher - Provide a narrative about each of the assessment areas assigned to this program. The Advanced assessments have five (5) or more areas to be addressed. Discuss the data analysis and explain how the assessment data supports/validates a candidate's ability through the progressions of this program.

Candidate knowledge is assessed in several ways for this endorsement. Many of the assignments help familiarize students with environmental education. An application of content knowledge is required when students create a diagram using their knowledge of natural cycles after taking a photo from an outdoor location of their choice (GLOBE diagram assignment).

Professional dispositions are assessed by student reflections from Environmental Education Professional Development they attend. Students must think about how the PD relates to the ideas presented in the Two Hats

reading about education, not advocacy, which is an important part of teaching environmental education. Environmental education promotes teaching people how to learn, not one point of view.

Data and research driven decision making are accomplished from analyzing information from the KERP survey about what Kentuckians do not know about the environment and determining ways to help their students (groups of people) learn by creating a lesson based on lack of understanding from the KERP.

Integration of technology comes from a variety of assignments. One assignment requires students to create an infographic of their choice showing the cradle to grave cycle of a common every day item.

Clinical practice is practiced by most of the students every day because many of the students are teachers. A video of teaching a lesson is required to show an example of their teaching abilities. The lessons are analyzed using KY Framework for Teaching.

Q. Summary Analysis for Programs - Provide a holistic summary and rationale for how all key assessment areas demonstrate the program's overall quality, and how each candidate has demonstrated adequate performance of the appropriate standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and supplements the analysis summary and improvement sections. If the EPP chooses to append EPP-designed reports, a narrative description/interpretation of the report(s) must be included.

The key assessments in the Environmental Education Endorsement follow the North American Association for Environmental Education (NAAEE) Guidelines for Excellence: Professional Development of Environmental Educators standards as well as the Kentucky Academic Standards. Therefore, the key assessments are used to make sure educators understand the environment, upon systems thinking and also have an understanding on research-based teaching strategies and good teaching. This program is collecting data to be accredited by NAAEE.

Q. Continuous Improvement Plan for this program category - Provide an explanation of how assessment data are/were used to improve this program.

The data for the program will be collected in the WKU E-PASS System, aggregated/disaggregated and provided back to the program for review each year. Each Program will complete an Annual Program Report (APR) as described in the QASP section 5.3 A and Appendix B.

Q. Quality Assurance System: Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements. The Quality Assurance System ensures continuous improvement by relying on a variety of measures, establishing performance benchmarks for those measures (with reference to external standards where possible), seeking the views of all relevant stakeholders, sharing evidence widely with both internal and external audiences, and using results to improve policies and practices in consultation with partners and stakeholders. The Quality Assurance System should contain the assessments, rubrics and analysis for the EPP wide assessments for the initial teacher programs and program assessments for the advanced programs. Define the EPP transition points and distinguish between the "Initial" and "Advanced" programs. Highlight any differences or exceptions at the program level (i.e. Occupation-based; Communication Disorders). Attach your full Quality Assurance System document using the "Attach Supporting Documents" module. Provide a summary of the EPP's Quality Assurance System and process for collecting and analyzing data for program improvement.

WKU has developed a comprehensive Quality Assurance Plan, which allows all programs to follow consistent and well-defined procedures in the development, implementation, and the interpretation of the assessments used to provide evidence of candidate performance and program quality. The document defines the following:

- EPP Steps to Establishing Validity
- Development, Piloting, and Refinement
- Assessment Use and Training
- Assessment Use and Training
- Types of Validity Evidence
- Results Analysis and Interpretation
- Uses Results to Improve Program Elements and Processes
- The WKU QASP Document provides additional details on these items.

All IP and AP programs at WKU follow the overall Quality Assurance Plans included in the program documentation.

CURRICULUM CONTRACT:

CURRICULUM CONTRACT
Environmental Education (KEV)
EPSB #390 WKU #132 Certification Only (Grades P-12)
This program does not lead to a degree

Candidate Contact Information:

Last Name	First Name	Middle Name/Initial	WKU ID Number
Street		Home Phone Number	Cell Phone Number
City	State	Zip Code	Email Address

Admission Requirements:

To be admitted into a WKU educator preparation program, candidates must meet all minimal criteria described under "Transition Point 1: Admission to Education Preparation Programs."

REQUIRED COURSES		6 Hours
ENVE-520	Introduction to Environmental Education	3
ENVE-580	Instructional Strategies in Environmental Education	3
Select Two of the Following		
ENVE-560	Investigating and Evaluating Environmental Issues	3
ENVE-585	Special Topics in Environmental Education	1-3 (up to 6)
EDU-507 or GEOG 507	Geographic Concepts and Skills for Teachers	3
REC-434G	Environmental Interpretation	3

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under "Transition Point 2: Admission to Final Experience."

Program Completion Requirements:

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under "Transition Point 3: Program Exit."
2. Note that additional requirements (described below) must be met in order to be recommended for certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Advanced Preparation Program

<i>Transition Point 1: Admission to Education Preparation Program</i>				
<i>Data Reviewed</i>	<i>Minimal Criteria</i>	<i>Review Cycle</i>	<i>Reviewed By</i>	<i>Approved By</i>
<ul style="list-style-type: none"> ● GPA ● Application for admission ● Existing Teaching Certificate or Statement of Eligibility (SOE) 	<ul style="list-style-type: none"> ● 2.75 GPA or 3.0 in last 30 hours ● Completed Application including the following: <ul style="list-style-type: none"> ● KY Code of Ethics ● Professional Dispositions ● 4Cs – Collaboration, Communication Skills, Critical Thinking, and Creativity ● Evidence of current teaching certificate or SOE 	Each Month	Department Faculty	Professional Education Council
<i>Transition Point 2: Admission to Final Experience</i>				
<i>Data Reviewed</i>	<i>Minimal Criteria</i>	<i>Review Cycle</i>	<i>Reviewed By</i>	
<ul style="list-style-type: none"> ● Dispositions ● Key Assessments ● GPA 	<ul style="list-style-type: none"> ● 3.0 (Proficient) or higher on all Key Assessments ● 3.0 or higher overall GPA 	Each Semester	Department Faculty	Department Faculty
<i>Transition Point 3: Program Exit</i>				
<i>Data Reviewed</i>	<i>Minimal Criteria</i>	<i>Review Cycle</i>	<i>Reviewed By</i>	
<ul style="list-style-type: none"> ● GPA ● Final Project 	<ul style="list-style-type: none"> ● 3.0 or higher overall GPA ● 3.0 (Proficient) or higher score 	Each Semester	Department Faculty	Graduate Studies/Certification Officer

To be recommended for initial certification, an applicant must document:

Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II exam(s) or other assessments required for each desired certification area.

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the Division of Division of Educator Preparation, Assessment, and Internship at toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate Name (printed):**Education Advisor's Signature/Date:**

Signature _____ Date _____

Candidate Signature/Date:**Specialization Advisor's Signature/Date (if needed):**

Signature _____ Date _____

Signature _____

*****END OF CURRICULUM CONTRACT*****