



Delaware Department of Education
 CTE & STEM Office
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DELAWARE CTE PROGRAM OF STUDY APPLICATION

LOCAL EDUCATION AGENCY INFORMATION		
Local Education Agency (LEA):		
School(s) where the Program of Study will be Located:		Program of Study Start Date:
LEA CTE Coordinator Name:	Phone:	E-Mail Address:
Career Cluster Title: Education & Training	Career Pathway Title: Teaching/Training	Program of Study Title: Early Childhood Teacher Academy - 3 Credit
CTE Program of Study Course Titles & Sequence:		
1. Human Growth and Development	4. Optional Dual Enrollment*	
2. Early Childhood as a Profession	5. Optional Dual Enrollment*	
3. Curriculum and Instruction in Early Childhood	6. Optional Dual Enrollment*	
* LEAs may offer one or more dual enrollment courses as value-added opportunities (see page 6).		
CTE Program of Study Request:		
<input checked="" type="checkbox"/> State-model CTE Program of Study		
<input type="checkbox"/> Local CTE Program of Study		
ASSURANCES & SIGNATURES		
CTE Program of Study approval and funding is contingent upon the following assurances:		
<ol style="list-style-type: none"> The LEA will comply with Delaware Administrative Code, 14 DE Admin. 525, Requirements for Career and Technical Education Programs and the Delaware State Plan for the Carl D. Perkins Career and Technical Education Act of 2006; The LEA will submit CTE program data as required by the Delaware Department of Education; All teachers are certified in the appropriate CTE area and participate in program specific professional learning; The LEA will convene and engage a program advisory committee for the purposes of program development, implementation, and continuous improvement; All students have equal access to the program of study as well as early career/early college options; Career and Technical Student Organizations are integral components of the program of study; The LEA will maintain safe facilities and equipment aligned with the program of study goals; and A process for continuous improvement has been established, which includes a model of evaluation and program improvement. 		
LEA CTE Coordinator Signature:		Date:
LEA Chief School Officer Signature:		Date:

PROGRAM ADVISORY COMMITTEE MEMBER INFORMATION

Complete the list of program advisory committee members. Program of study representatives should include, but are not limited to: CTE and academic teachers, CTE/curriculum district coordinators, school counselors, business and industry representatives, labor representatives, and post-secondary partners. Community stakeholders including parents and students can also be considered. *Attach additional information if applicable.*

Name:	Title:
Affiliation:	
Address:	
Phone:	E-Mail:
Area of Expertise:	
Representing: <input type="checkbox"/> Business/Industry <input type="checkbox"/> Secondary Education <input type="checkbox"/> Post-Secondary Education <input type="checkbox"/> Community/Other	

Name:	Title:
Affiliation:	
Address:	
Phone:	E-Mail:
Area of Expertise:	
Representing: <input type="checkbox"/> Business/Industry <input type="checkbox"/> Secondary Education <input type="checkbox"/> Post-Secondary Education <input type="checkbox"/> Community/Other	

Name:	Title:
Affiliation:	
Address:	

Phone:	E-Mail:
Area of Expertise:	
Representing: <input type="checkbox"/> Business/Industry <input type="checkbox"/> Secondary Education <input type="checkbox"/> Post-Secondary Education <input type="checkbox"/> Community/Other	
Separator	
Name:	Title:
Affiliation:	
Address:	
Phone:	E-Mail:
Area of Expertise:	
Representing: <input type="checkbox"/> Business/Industry <input type="checkbox"/> Secondary Education <input type="checkbox"/> Post-Secondary Education <input type="checkbox"/> Community/Other	
Separator	
Name:	Title:
Affiliation:	
Address:	
Phone:	E-Mail:
Area of Expertise:	
Representing: <input type="checkbox"/> Business/Industry <input type="checkbox"/> Secondary Education <input type="checkbox"/> Post-Secondary Education <input type="checkbox"/> Community/Other	

LABOR MARKET DEMAND

Certify that a labor market needs analysis has been completed for the proposed CTE program of study. Attach the [Labor Market Information \(LMI\) Review](#) document.

Access the [Labor Market Information \(LMI\) Review](#) document.

- The LEA certifies that regional, state, and local labor market data have been reviewed to assure a demand exists for the POS occupations and that the number of POS completers will not significantly exceed this demand. Department of Labor data are available and/or documented. Supporting evidence of supply and demand is submitted with this proposal.
- No data exist for POS due to a unique labor market demand. Supporting evidence of demand is submitted with this proposal. Evidence may include, but is not limited to: real-time labor market information, documentation of national, regional, state, or local labor trends, or letters from employers or workforce agencies documenting projected employment specific to the career pathway.

ACADEMIC AND TECHNICAL SKILL STANDARDS

List the academic, technical, and workplace skills and knowledge used to develop the program of study.

Title and source of academic standards:

[Common Core State Standards \(CCSS\)](#)

The Common Core State Standards (CCSS) are national standards that set clear college- and career-ready expectations for kindergarten through 12th grade in English language arts/literacy and Mathematics. The standards help to ensure that students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs and enter the workforce. The standards were developed by the nation's governors and education commissioners, through their representative organizations, the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO). Teachers, parents, school administrators, and experts from across the country provided input into the development of the standards. The implementation of the Common Core, including how the standards are taught, the curriculum developed, and the materials used to support teachers as they help students reach the standards, is led entirely at the state and local levels. For more information on CCSS, please visit the link above.

[Next Generation Science Standards \(NGSS\)](#)

The Next Generation Science Standards (NGSS) are national standards for science that lay out the disciplinary core ideas, science and engineering practices, as well as crosscutting concepts that students should master in preparation for college and careers. The standards were developed through a state-led effort that was managed by Achieve. The development of the NGSS involved the National Research Council (NRC), the National Science Teachers Association (NSTA), the American Association for the Advancement of Science (AAAS), and other critical partners such as K–12 teachers, state science and policy staff, higher education faculty, scientists, engineers, cognitive scientists, and business leaders. For more information on the NGSS, please visit the link above.

Title and source of technical skill standards:

[National Association for the Education of Young Children \(NAEYC\)](#)

High-quality early educators serve a vital role in ensuring all young children have equitable access to developmentally appropriate, high-quality early learning. NAEYC promotes a shared vision of excellence in the preparation of early childhood professionals through accreditation and other initiatives that are responsive to the needs of individual children and communities.

[National Board for Professional Teaching Standards](#)

The mission of the National Board for Professional Teaching Standards is to advance the quality of teaching and learning by: maintaining high and rigorous standards for what accomplished teachers should know and be able to do; providing a national voluntary system certifying teachers who meet these standards; and advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

Title and source of workplace or other skill standards, as applicable:

[Common Career Technical Core \(CCTC\)](#)

The Common Career Technical Core (CCTC) are national standards for Career & Technical Education (CTE) that help to inform the establishment of state standards and/or programs of study. The CCTC were developed by educators, school administrators, representatives from business and industry, faculty from higher education, as well as workforce and labor markets economists. The CCTC includes a set of standards for each of the sixteen (16) Career Clusters and the corresponding Career Pathways that help to define what students should know and be able to do after completing instruction in a program of study. For more information on the CCTC, please visit the link above.

Within the Early Childhood Teacher Academy program of study, the CCTC standards for the Human Services Cluster have been embedded in each course. The program has students apply the CCTC Human Services standards, specifically the Early Childhood Development and Services Career Pathway standards.

[Career Ready Practices \(CRP\)](#)

The Career Ready Practices (CRP) are a component of the CCTC framework and includes twelve (12) statements that address the knowledge, skills, and dispositions that are important to becoming career ready. The CRP describes the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education and should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a career pathway. For more information on the CRP, please visit the link above.

Within the Early Childhood Teacher Academy program of study, the CRP statements are embedded throughout the program to ensure students display the appropriate workplace and soft skills required to be successful in a career.

EARLY CAREER AND EARLY COLLEGE OPPORTUNITIES

Identify CTE program of study early career opportunities, industry-recognized certifications and licenses, options for early college credit, two- and four-year degree and certification program

alignment, and the technical skill attainment measures for the program of study. *Attach articulation/dual enrollment agreement(s).*

Describe early career opportunities (i.e. work-based learning experiences and industry-mentored projects):

The Early Childhood Teacher Academy program of study prepares students for careers in the early childhood setting. Observation opportunities in a variety of settings, as well as special needs and non-classroom settings, provide practical experiences while enriching the learning. Students participate in a long-term placement during their senior year which allows for in-depth experiences in an early childhood setting.

List industry-recognized certifications and/or licenses, as appropriate (include the partner organization and credential):

[Heartsaver First Aid/CPR/AED](#)

Rescuers learn the knowledge and psychomotor skills they need to recognize emergencies and give first aid. The first aid section covers general principles, medical emergencies, injuries, and environmental emergencies. The CPR section covers adult, child, and infant CPR and choking, and the AED covers theory and operation of the AED.

[Training for Early Care in Education \(TECE\)](#)

TECE is an overview of the core knowledge and skills required to work with groups of young children in an early care and education setting. The emphasis is on fundamental components and strategies for offering high quality learning experiences for young children in group settings. Completion of TECE I and TECE II provide 120 hours toward the [Child Development Associate](#) (CDA) credential.

Describe early college credit options (i.e. advanced placement, dual enrollment, transcribed and/or articulated credit, credit by exam, pre-apprenticeship, other) and options for two- and four-year degree and/or certification program alignment (attach articulation/dual enrollment agreement). The partner organization and hours of credit earned should be included, as applicable:

Students who successfully complete the Early Childhood Teacher Academy program of study will have the opportunity to enroll in one or more of the following optional dual enrollment courses:

Delaware State University:

- EDUC-207 Life Span Development (3 credits)
- EDUC-205 Child Growth and Development (3 credits)
- EDUC-206 Introduction to Early Childhood Education (3 credits)

Delaware Technical Community College:

- [ECE 111 Health, Nutrition, and Safety](#)
- [ECE 120 Contemporary Issues in Early Childhood](#)
- [PSY 121 General Psychology *](#)
- [PSY 125 Child Development](#)
- [EDC 260 Education Psychology](#)
- [PSY121 General Psychology \(3-credits\)*](#)

EDC260 Education Psychology (3 credits)

PSY125 Child Development (3 credits)

EDC120 Contemporary Issues in Early Childhood (3 credits)

* PSY121 is a pre-requisite for EDC260, PSY125, and EDC120

The Department of Education is currently negotiating additional dual enrollment options with Wilmington University.

List technical skill attainment measures for the program of study (i.e. industry recognized certification or license, advanced placement, dual enrollment, transcribed and/or articulated credit, dual enrollment, credit by exam):

- Certification/credentialing exam (specify):
- Licensing exam (specify):
- Nationally recognized exam (specify): Praxis Early Childhood Education
- Advanced standing (specify):
- Other (specify): Training for Early Care in Education (TECE)

POS OVERVIEW, COURSE DESCRIPTIONS, END-OF-COURSE, AND PROGRAM ASSESSMENTS

Provide a CTE program of study overview that broadly describes the program and student expectations. Identify end-of-program assessment(s) and opportunities for students to participate in early college and early career experiences. List each course title in the CTE program of study. Provide an overview of each course and define what students should know and be able to demonstrate upon completion of each level. Identify appropriate end-of-course assessment(s).

CTE Program of Study Overview:

The Early Childhood Teacher Academy program of study is a three (3) course Career and Technical Education (CTE) program that engages students in developing a realistic understanding of early childhood while exploring the importance and impact of teachers. Students will acquire the knowledge and skills needed to sustain their interest in the early childhood profession and cultivate the skills needed to be successful, thus creating a pipeline of high-quality students transitioning to the early childhood field. Students will understand the importance and uniqueness of early childhood and participate in classroom and field experiences. The program prepares students for a variety of careers in early childhood such as teacher, curriculum director, and administrator.

- **Human Growth and Development (HGD)** introduces students to human physical, cognitive, social, and emotional development beginning with conception and ending with adulthood. Theories supporting current thinking and research on human development are examined, as well as the processes and influences affecting the developing person. Further, students explore challenges to normal growth and development.
- **Early Childhood as a Profession (ECP)** explores the historical role of the teacher in the early childhood setting and how societal changes have impacted early childhood education. Students explore the responsibilities and opportunities of an effective teacher and consider the function of the teacher as a leader, while understanding the importance of the family. Students also identify

personal attributes and professional goals to establish a path to becoming an early childhood professional.

- **Curriculum and Instruction in Early Childhood (CIEC)** explores curriculum delivery models in response to the needs of the early learner. Emphasis is placed on the development of a variety of instructional materials that promote learning and a positive classroom environment. Students analyze the influence of technology and its impact on learning. Further, students develop lesson plans and assessments while practicing appropriate classroom management techniques to maximize the learning process for every student.

Value-added Dual Enrollment Opportunities (select and delete other options)

Delaware State University:

- **EDUC-207 Life Span Development** is designed to provide an introduction to the field of human development from conception through death. The course focuses on the processes of physical, cognitive, social, and emotional development, including personality development. Students will explore current research and theory, highlighting the nature and diversity of developmental change.
- **EDUC-205 Child Growth and Development** introduces students to a comprehensive study of child development, chronologically to include prenatal development, infancy, early childhood, middle childhood and pre-adolescence. Current theoretical foundations and research findings will be examined with an emphasis on the developmental milestones and significant changes for children through the growth process. Topical examination of developmental theories and domains will be introduced as means of studying first experiences, peer relationships, out-of-home care, and education, as well as factors influencing the development of the child through the pre-adolescent growth period. Principles of child growth and development will be applied through direct observation of children in school and care settings.
- **EDUC-206 Introduction to Early Childhood Education** is a discussion of goals, objectives, and principles of educating young children. Included are the historical, philosophical, psychological, and social foundations of Early Childhood Education. Various types of early childhood programs will be examined. Visitation to various early childhood settings will be required.

Delaware Technical Community College (DTCC):

- **PSY121 General Psychology** surveys the general principles underlying human behavior and mental processes. Students explore the nervous system, perception, learning, motivation, personality, and psychological disorders. Methods of assessment and research principles are explored. (Required)
- **EDC260 Educational Psychology** focuses on the developmental concerns of adolescents and how these issues may influence the adolescent learner in formal and informal learning situations. Academic motivation, interpersonal relationships, learning styles, and teacher expectations are studied. Students complete an observation in a secondary school setting.

- **PSY125 Child Development** examines basic concepts relevant to child development. Emphasis is placed upon physical, cognitive, emotional, and social development during childhood and the interrelationship of these factors. Students complete an observation in an early childhood or elementary school setting.
- **EDC120 Contemporary Issues in Early Childhood** covers various models, theories, and issues in early childhood education programs and discusses the impact of these items on children's learning and development. Multiple facets of professionalism are explored in this course. The course requires 10 hours of observation.

End-of-Program Assessment(s):

- Certification/credentialing exam (specify):
- Licensing exam (specify):
- Nationally recognized exam (specify): Praxis Early Childhood Education
- Other (specify): Training for Early Care in Education (TECE)

Course title:

Human Growth and Development

Course description (include prerequisites):

Human Growth and Development (HGD) introduces students to human physical, cognitive, social, and emotional development beginning with conception and ending with adulthood. Theories supporting current thinking and research on human development are examined, as well as the processes and influences affecting the developing person. Further, students explore challenges to normal growth and development.

Course knowledge and skills (what students will know and be able to do):

By the end of this course students will:

1. Explain the major theories of human development and apply those theories in the context of teaching and learning.
2. Describe the basic methods of research and observation related to children and use those results/observations to provide more effective instruction.
3. Distinguish between normal and abnormal development as it relates to each domain and describe how teachers use this information to inform instruction.
4. Identify positive and negative influences on the developmental domains, analyze the effects of those influences on a student's ability to learn, and demonstrate how an effective teacher utilizes this information to modify instruction.
5. Describe how the factors of nature vs nurture, the family as a system, and parenting styles influence development.

6. Describe genetic and environmental variables during conception and birth that affect the development of intellectual abilities, personality, and psychological development.
7. Analyze major learning theories related to cognitive development and demonstrate how to integrate those theories for effective instructional outcomes.
8. Describe language development during infancy and childhood and explain the implications for future learning.
9. Describe social and emotional development as it relates to emotion, temperament, self-esteem, identity, gender awareness, and peer socialization.

End-of-Course Assessment(s):

- Teacher designed assessment
- LEA designed assessment
- Certification/credentialing exam (specify):
- Licensing exam (specify):
- Nationally recognized exam (specify):
- Other (specify):

Course title:

Early Childhood as a Profession

Course description (include prerequisites):

Early Childhood as a Profession (ECP) explores the historical role of the teacher in the early childhood setting and how societal changes have impacted early childhood education. Students explore the responsibilities and opportunities of an effective teacher and consider the function of the teacher as a leader, while understanding the importance of the family. Students also identify personal attributes and professional goals to establish a path to becoming an early childhood professional.

Prerequisite: Human Growth and Development

Course knowledge and skills (what students will know and be able to do):

By the end of this course students will:

1. Demonstrate knowledge of and sensitivity towards cultural/linguistic diversity to collaborate with families and establish appropriate routines, materials, and environments.
2. Distinguish between healthy and unhealthy practices and implement educational activities that reflect developmentally appropriate practices to promote healthy lifestyles.
3. Integrate knowledge, skills, and practices required for safety to ensure a safe environment, including required reporting of suspected child abuse and neglect.

4. Model nutritional practices and implement activities that reflect awareness of special circumstances such as dietary restrictions to promote healthy habits.
5. Justify the importance of collaborative relationships between family and community in order to meet the needs of all children.
6. Defend the importance of frequent contact with parents and guardians to engage families as partners through a variety of communication strategies.
7. Generate a list of available community resources that assist families in meeting their needs.
8. Summarize the characteristics, responsibilities, and roles of an early childhood education professional to ensure career readiness, including historical perspectives and current trends.
9. Synthesize academic and practical knowledge to develop a personal philosophy of education grounded in research to support developmentally appropriate practice, individual learner's needs, appreciation of cultural and linguistic awareness, and professional behavior and responsibilities.

End-of-Course Assessment(s):

- Teacher designed assessment
- LEA designed assessment
- Certification/credentialing exam (specify):
- Licensing exam (specify):
- Nationally recognized exam (specify):
- Other (specify):

Course title:

Curriculum and Instruction in Early Childhood

Course description (include prerequisites):

Curriculum and Instruction in Early Childhood (CIEC) explores curriculum delivery models in response to the needs of the early learner. Emphasis is placed on the development of a variety of instructional materials that promote learning and a positive classroom environment. Students analyze the influence of technology and its impact on learning. Further, students develop lesson plans and assessments while practicing appropriate classroom management techniques to maximize the learning process for every student.

Prerequisites: Human Growth and Development and Early Childhood as a Profession

Course knowledge and skills (what students will know and be able to do):

By the end of this course students will:

1. Evaluate types and differing goals of early childhood programs and summarize their advantages and disadvantages.

2. Compare the components of quality early childhood programs in order to establish and maintain safe and developmentally appropriate practices such as early learning standards, licensing regulations, curriculum, accreditation, and evaluation.
3. Demonstrate knowledge of developmentally appropriate practices to create an intentional and engaging classroom that is responsive to the needs of all children.
4. Utilize knowledge of developmentally appropriate practices to design indoor and outdoor spaces of optimal learning.
5. Support the importance of the teacher's role in the facilitation of children's play and exploration to aid in constructing their knowledge.
6. Defend the use of technology in the early childhood setting and explain how its use can have both positive and negative effects on development.
7. Describe the steps in planning for instruction based on formative and summative data, prior learning, and student interest.
8. Prepare a standards-based lesson plan. Deliver, evaluate, and reteach lesson.

End-of-Course Assessment(s):

- Teacher designed assessment
- LEA designed assessment
- Certification/credentialing exam (specify):
- Licensing exam (specify):
- Nationally recognized exam (specify):
- Other (specify):

PROGRAM OF STUDY CURRICULUM

Identify the method of technical and academic curriculum development (adopted, adapted, or developed in accordance with guidance from the program advisory committee).

POS technical and academic curriculum will be:

- Adopted (specify source): State-model program of study
- Adapted (specify source):
- Developed locally (describe):
- Other (specify):

TEACHER CERTIFICATION

Provide valid teacher certification(s), candidate experience, pre-requisite and requisite licensure or certification requirement(s) for POS teachers.

POS teacher requirements include:

- Teacher certification(s) (list): Course One: Valid Delaware Teaching Credential, Family & Consumer Sciences, or STS in Teaching/Training (Early Childhood). Course Two and Three: Family & Consumer Sciences or STS in Teaching/Training (Early Childhood).

Candidate experience (describe): Candidate may have experience as an early childhood teacher, curriculum director, or administrator and be able to interaction with children and parents. Good organizational skills and strong leadership skills along with patience and physical stamina are required

Pre-requisite professional licensure or certification requirement(s) (list): Courses Two and Three: STS in Teaching/Training (Early Childhood) - Early Childhood Curriculum Coordinator License or Administrator License from the Delaware Services of Children, Youth, and their Families (DSCYF) Office of Child Care Licensing.

Requisite professional licensure or certification requirement(s) (list):

Professional Licensure or Certification Credit Equivalency: Current Childhood Curriculum Coordinator License or Childhood Administrator License from the Department of Services for Children, Youth and their Families (DSCYF) Office of Child Care Licensing = three (3) career-related credits.

Other (describe):

VALUE-ADDED OPPORTUNITIES

List extended early career and college credit opportunities available during the student’s senior year. Document transition services, cooperative learning experiences, additional dual enrollment, or other.

Opportunities for extended and accelerated learning include:

Cooperative education (describe):

Structured internship (describe):

Dual enrollment (list):

Advanced Placement (list):

Transition services (describe):

Other (describe):

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

Indicate the Career and Technical Student Organization (CTSO) affiliation by checking the appropriate box.

FCCLA Educators Rising

PROGRAM OF STUDY MATRIX

Complete the program of study matrix to demonstrate the alignment of academic and technical courses, culminating early career and/or early college experiences. Identify appropriate certification and licensure options, opportunities for obtaining early college credit (courses with articulated or dual enrollment credit agreements should be appropriately designated within the matrix), the post-secondary program sequence, and potential career options. *Attach the Program of Study Matrix.*

Access the [Program of Study Matrix](#).

DEPARTMENT OF EDUCATION PROGRAM OF STUDY APPROVAL		
The following section will be completed by staff from the Delaware Department of Education, CTE & STEM Office and reported to the LEA as part of the CTE program of study approval process.		
Date Delaware CTE Program of Study Application Received:		
Local Education Agency (LEA):	Program of Study Start Date:	
School(s):		
LEA CTE Coordinator Name:	Phone:	E-Mail Address:
Career Cluster & Code: Education & Training / 5	Career Pathway & Code: Teaching/Training / 5.03	Program of Study Title & Code: Early Childhood Teacher Academy / 5.03604
CTE Program of Study Course Titles, Course Codes, and Funding Levels:		
1. Human Growth and Development /5.03604011 / 1		
2. Early Childhood as a Profession / 5.03604022 / 1		
3. Curriculum and Instruction in Early Childhood / 5.03604033 / 2		
<u>Value-Added Options</u>		
Delaware State University:		
EDUC-207 Life Span Development / 5.03604043 / 2		
EDUC-205 Child Growth and Development / 5.03604053 / 2		
EDUC-206 Introduction to Early Childhood Education / 5.03604063 / 2		
Delaware Technical Community College:		
PSY121 General Psychology / 5.03604073 / 2		
EDC260 Education Psychology / 5.03604083 / 2		
PSY125 Child Development / 5.03604093 / 2		
EDC120 Contemporary Issues in Early Childhood / 5.03604103 / 2		
CTE Concentrator/Completer Course Titles:		
Concentrator Course: <u>Early Childhood as a Profession</u>		
Completer Course: <u>Curriculum and Instruction in Early Childhood</u>		
CTE Program of Study Request:		
<input checked="" type="checkbox"/> State-model CTE Program of Study		
<input type="checkbox"/> Local CTE Program of Study		
CTE Program of Study Attachments:		
<input checked="" type="checkbox"/> Labor Market Information (LMI) Review;		
<input checked="" type="checkbox"/> Articulation/Dual Enrollment Agreement(s); and		
<input checked="" type="checkbox"/> Program of Study Matrix.		
DDOE CTE & STEM Director Signature:		Date:
DDOE Chief Academic Officer Signature:		Date:

