TO: PRESIDENT ALBERT W. BROWN
FROM: THE FACULTY SENATE
RE: I. Formal Resolution (Act of Determination)  
II. Recommendation (Urging the Fitness of)  
III. Other (Notice, Request, Report, etc.)

SUBJECT: Proposed Modification Master of Science in Education and Certificate of Advanced Study in Educational Administration

(See attached)

Signed: [Signature]
Date Sent: 2/3/75
(For the Senate)

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
   a. Accepted. Effective Date ________________
   b. Deferred for discussion with the Faculty Senate on ________________
   c. Unacceptable for the reasons contained in the attached explanation

II, III. a. Received and acknowledged
       b. Comment:

DISTRIBUTION: Vice-Presidents: [Signature] (Others as identified)

Distribution Date: ________________

Signed: [Signature]
(Pr[President of the College)

Date Received by the Senate: 3/17/75
7/28/75
Proposed Modification
Master of Science in Education
and
Certificate of Advanced Study
in
Educational Administration
(Community College/Higher Education Mid-Management Option)

Prepared by
Dr. Charles Jenkins, Associate Professor
Department of Educational Administration
State University College
Brockport, New York

September 17, 1974
I. Current Program and Historical Background.

The Department of Educational Administration currently offers a thirty semester hour program leading to a Master of Science in Education degree and a sixty semester hour program leading to a Certificate of Advanced Study and a New York State School Administrator and Supervisor Certificate. The latter program may include a Master of Science degree at the completion of thirty semester hours of approved courses or may be completed by taking thirty or thirty-six hours of approved work beyond a previously attained Master's degree.

These programs are specifically designed to prepare administrators and supervisors for New York State public schools and for the required certificate for positions requiring titles such as deputy/associate/assistant superintendent, school business administrator, principal, supervisor, director, coordinator, or assistant principal.

Recognizing both an interest and need for the preparation of mid-management personnel in higher education—particularly in community colleges—the Department started to offer courses in community college/higher education administration and organization in 1969. A proposal for a Master of Science in Higher Education was approved by the senate and president and forwarded to Albany in 1970, but was rejected as not within the college mission. A new proposal for a Certificate of Advanced Study in Community College Administration was approved by the Senate in 1972; action was deferred by the president because of staff considerations and because of the moratorium on new graduate programs.

The Department, meanwhile, allowed students interested in pursuing work in post-secondary educational administration to substitute selected
courses in community college oriented EDA courses in place of some public school EDA courses and as electives at the discretion of the advisor. This was with the understanding that the courses in community college administration could not be used toward the hours needed for the School Administrator and Supervisor Certificate required by the state for elementary and secondary school administrators.

In 1973 the Department had approved and employed an additional faculty member whose education and experience qualified him to teach courses in higher education and to design the community college administration courses into a Department option.

This document describes the community college/higher education mid-management program which is being recommended by the Department as an option within the existing Master of Science in Education and Certificate of Advanced Study programs. If approved by the Senate and the President as an option, the Department requests that the modification take effect immediately.

II. Justification of Proposed Option
A. Purpose of option

The community college/higher education mid-management option in the Department of Educational Administration is designed to prepare mid-management administrative personnel for community junior colleges and other post-secondary institutions. Such positions are those below the Dean's level and those which customarily do not require the Doctorate. Depending upon the student's undergraduate major (or Master's major for CAS matriculants) and the type of previous work experience, the following positions are those for which graduates of the option could apply:
General Administration
Assistant to the President
Administrative Assistant/Manager
Alumni Director
Public Relations Director
Information Specialist
Writer
Community Services Director/Coordinator
Institutional Research Associate
Etc.

Business/Personnel Services
Business Manager
Controller
Director/Asst. Director of Personnel
Director/Asst. Director of Purchasing
Affirmative Action/Equal Opportunity Director
Accountant
Director of Development/Fund Raising
Bookstore Manager
Etc.

Instruction
Department Chairman (Community Colleges)
Asst./Assoc. Dean of Instruction/Curriculum
Curriculum Coordinator
Director of Special Programs
Director/Asst. Director of Continuing Education
Media Coordinator
Etc.

Student Services
Asst./Assoc. Dean of Students
Admissions Director/Officer/Counselor
Career Planning Counselor
High School Relations Coordinator
Foreign Student Advisor/Director
Director of College Advisement
Financial Aid Director/Coordinator
Veteran's Affairs Director/Officer/Coordinator
Director of Placement
Director of Student Employment
Registrar/Asst. Registrar
Residence Director/Asst. Director
Student Activities Director
College Center Director/Manager
Housing/Food Service Manager/Director
Manager of Campus Pub
Etc.
The option includes an internship in a community junior college, a college or university, or the equivalent at both the Master's and Certificate of Advanced Study levels. The internship is designed to give the student field experience in administration under the leadership of a practicing administrator and the guidance of a clinical professor.

The content is designed to provide the minimum competencies in understanding the history, role, and functions of higher education, the administration and organization of higher education, personnel management and evaluation, the college student, and educational research. In addition, opportunity is given the student to choose elective and/or specialized courses to increase his knowledge and skills in specialized areas of administration.

B. Need for the Option

In times of a tight job market, especially in higher education, a legitimate question arises as to whether such a program option is justifiable in terms of the market for qualified community college/higher education mid-management personnel. It appears, however, that there are sufficient openings in such positions to merit a specialized program to provide both pre-service and in-service education.

A survey conducted Spring, 1974, of the chief executives of two-year colleges in the Northeastern United States indicated that in the twenty-three two-year colleges responding (approximately half from New York State), there would be openings in mid-management positions as follows:

1974: 57 or 2.47 per college
1973: 52 or 2.25 per college
1972: 54 or 2.34 per college
1980: 63 or 2.74 per college
The survey also indicated that there was an average administrative turnover of ten per cent per year in those colleges responding. If only two openings per year occurred in the 260 two-year colleges in the ten Northeastern states surveyed, over 500 administrative openings would exist each year. Since there were in these colleges 5709 administrative personnel as of 1972-74 (1974 Junior College Directory, AACJC), this estimate seems reasonable. Nationally, there were 19,947 administrators in two-year colleges in 1973-74. These figures do not include the many mid-management positions available in other sectors of higher education.

In an effort to determine the openings actually available, the summer edition of the Chronicle of Higher Education was sampled to identify what job openings were advertised for which a graduate of the proposed option might qualify. The following numbers of available openings were identified: July 8—130; August 5—96; and September 3—52. Since only a fraction of the available positions are advertised in the Chronicle, it would seem that placement of graduates is possible.

Additionally, a graduate holding a degree or certification from such a specialized program may be preferred over an applicant without the specialized education. The survey of two-year college presidents previously quoted, also asked for a ranking of the preferred education of mid-management staff. The composite response, indicated the following rank order:

I. Masters Degree in Community College Administration with Internship
II. Certificate of Advanced Study in Community College Administration
III. Masters Degree in Community College Administration no Internship
IV. Certificate of Advanced Study: academic and administrative
V. Masters Degree in academic area only.
Most of the openings advertised in the Chronicle indicated a preference for education and/or experience in higher education administration.

C. Student Interest

Past and current experience indicates that there will be adequate students to support the option. In the last academic year, twenty-one students were approved by the Department for graduation (twenty MS and one CAS) with appropriate community college administration specialization substitutions for public school administration program requirements and electives. At present there are fifteen MS and seven CAS matriculated students in the Department who wish to move into the community college/higher education mid-management option as soon as it is approved and eleven MS and six CAS non-matriculated students awaiting option approval to complete matriculation. Unofficial enrollments in the community college emphasis courses offered this semester are as follows:

- EDA 571 — The Community Junior College: 31
- EDA 670 — Org. & Admin. of Higher Education: 15 (at Auburn CC)
- EDA 672 — Role of the Comm. Coll. Teacher: 20 (at Monroe CC)
- EDA 673 — Governance & Finance of the C. C.: 23
- EDA 674 — Student in the College Environment: 10 (at CCFL)

In addition ten students have requested internship arrangements in a community college/higher education setting.

The characteristics of students interested in the program indicate that it serves groups of students which are usually not served by the Department. Following are the major groups of students attracted to the higher education emphasis courses:

1. Those recently graduated with a Bachelor's or Master's degree who do not meet the certificate requirements and/or who do not
want to teach in public schools, but who wish to go into higher education as a career.

2. Those in occupations outside higher education (including public schools) who wish to "retrain" and move into higher education as a new career.

3. Those currently in higher education in administrative or teaching capacities who wish to improve their administrative skills or move into administrative positions.

Approximately 25-30 students are expected to be matriculated in either the MS or CAS community college/higher education mid-management option each year, with 15 to 20 graduates. If the current pattern is maintained, about one-quarter of the matriculated students will be full-time.

Those students currently entering the program have done so principally by word-of-mouth from other students, since no planned recruitment has been taking place. In light of the numbers of students being attracted to the community college emphasis courses, it is assumed that an organized recruitment campaign will enable the program to maintain or even exceed its planned enrollment level. In recruiting, special efforts will be made to attract members of minority groups and women into the option, since great emphasis is being made to develop post-secondary administrators from these groups.

III. Description of Proposed Modification

A. Curriculum

The curriculum for the proposed option is as follows: (The current program in Educational Administration is attached as Appendix A.)
### MS and CAS: Community College/Higher Education Option

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDH 571</td>
<td>The Community Junior College</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDH 673</td>
<td>Organization and Administration of Higher Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDM 696</td>
<td>Personnel Administration</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDM 674</td>
<td>The Student in the College Environment</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDF 671</td>
<td>History of Higher Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDF 603</td>
<td>Educational Measurement &amp; Evaluation</td>
<td>3</td>
<td>3</td>
</tr>
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</table>

or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 691</td>
<td>Techniques of Educational Research</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>*EDH 750</td>
<td>Community College Administrative Internship I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>*EDS 898</td>
<td>Community College Administrative Internship II</td>
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<td>3</td>
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</table>

**Courses Selected from the Following:**

<table>
<thead>
<tr>
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<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
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<td>EDH 669</td>
<td>Curriculum in Community College</td>
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</table>

or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 672</td>
<td>Role of the Community College Teacher</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDF 675</td>
<td>Institutional Research in the Comm. Coll.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDF 681</td>
<td>Selected Topics in Comm. Coll. Admin.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDF 673</td>
<td>Governance and Finance of Comm. Coll.</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Two Courses Selected from the Following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 871</td>
<td>Legal Basis of Education</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>EDA 872</td>
<td>School Plant Planning</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDA 873</td>
<td>Readings in Educational Admin.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDA 876</td>
<td>Readings in Improv. of Instruction</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 878</td>
<td>Educational Administration Theory</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

or an approved EDA or EDH course

**Electives**

Electives should be chosen to reflect the administrative area in which the candidate wishes to specialize. At least half must be taken from areas outside EDA or EDH.

<table>
<thead>
<tr>
<th>Electives</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td>21**</td>
</tr>
</tbody>
</table>

The above programs may be modified to meet the unique needs and background of the candidate upon advisement and approval of the Department Chairman.

* May be waived with substitute courses if student is already in an appropriate administrative position in post-secondary education.

**If candidate possesses Master's degree in an area other than Educational Administration, it may be used to meet the elective requirement in the CAS with advisor approval.
B. Modifications from existing program and rationale

On the Master of Science level the following modifications are recommended:

1. Substituting "Organization and Administration of Higher Education" for "Organization and Administration of the Public Schools."

   Since option graduates will be working in higher education, the knowledge of how higher education is administered and organized is basic.

2. Substituting three community college/higher education EDH courses ("The Community Junior College," "The Student in the College Environment," and a selected EDH course) for "Basic Principles of Educational Supervision," "Elementary/Secondary School Administration," and "Secondary or Elementary School Curriculum." The courses oriented toward higher education are more practical and relevant for the option students.

3. Substituting "History of Higher Education" and "Community College Internship 1" for six hours of elective. Although this limits the elective hours in the MS option, many students in the MS option program will enter jobs immediately upon graduation, whereas most students in the regular administration program will not achieve certification to enter an administrative job until completing the CAS. Because of the different characteristics of the students expected in the higher education option, a more structured program is called for. Also, since most of the option students will not have had experience in administration in higher education, an internship is appropriate for the MS level.
4. Reducing the number of elective hours from twelve to six to reflect the change in Item 3 above.

On the Certificate of Advanced Study level the following modifications are recommended:

1. Substituting an additional community college/higher education EDH course for three hours of internship. Since three hours of internship have been moved into the MS level, one needs only three additional hours at the CAS level.

2. Reducing from twelve to nine hours the required EDA/EDH courses above those taken at the MS level. This will balance the number of EDA/EDH courses taken by the CAS option student with the number of EDA courses taken by the CAS public school student.

On both levels the community college/higher education mid-management option courses will be given an "EDH" prefix to clarify to those evaluating transcripts that they are not applicable to the New York State School Administrator and Supervisor Certificate.

C. Choice of Electives

For those students entering the program with little or no prior graduate work, an effort will be made to select electives which will fit the particular area of administration which interests the student. Several courses in guidance and counseling, urban administration, sociology, economics, computer science, recreation, and curriculum and instruction are particularly appropriate.

D. Course Descriptions

All courses listed in this proposal have been approved and are currently being offered by the Department on a regular basis. No new courses are
proposed at this time for the option. Course descriptions for all EDH courses are attached as Appendix B.

E. Internships

The internships will be an integral part of the option since they will provide field centered experience in post-secondary mid-management administration. Arrangements have been made in area post-secondary institutions for various types of internship experiences. A list of past and present internships is attached as Appendix C. It is anticipated that as the program becomes established and recognized an adequate number of continuing internship openings will be available, some of them paid.

IV. Admission and Degree Requirements

Admission and requirements for graduation in both the MS and CAS community college/higher education option mid-management will be the same as those for the MS and CAS program in Educational Administration.

V. Faculty Resources

No additional faculty is projected for the program at present. The Department of Educational Administration has one full-time faculty member who coordinates and instructs the higher education emphasis EDH courses. In addition, the Department maintains three quarter-lines, one or two of which are used each semester to employ part-time professors in community college/higher education courses. These are practicing administrators in community colleges and higher education, including presidents, vice-presidents, and deans; all have Doctorates in Higher Education and/or Educational Administration. Most of the courses taught by part-time professors are offered in area community colleges.
In addition, most members of the Department have had experience and/or education in the administration of higher education and are well qualified to instruct the EDS courses if necessary.

VI. Program Evaluation

The quality and content of the option will be reviewed continually. All students will be encouraged to make regular evaluative comments regarding the program on an informal basis, and will also file formal course evaluations at the conclusion of each course. (See Appendix D for a sample course evaluation form.) All participants in the program will meet periodically on both a formal and informal basis in which ample opportunity will be given for constructive criticism of the program option. Such discussions will involve graduates of the program as well as those currently enrolled.

In addition, once sufficient numbers of graduates have been placed, a formal follow-up procedure will be initiated to assure that the curriculum and course content adequately prepares the graduate for his position. When indicated, appropriate course or content changes will be made.

VII. Duplication

Within the SUNY system only the University Centers at Buffalo and Albany offer a program specifically designed to prepare administrative personnel for higher education. Buffalo offers only the PhD or EdD in Higher Education; no Master's degree is offered. Its program emphasis is principally to prepare individuals to become presidents or top-level administrators (Deans, Vice-Presidents) or to become university teachers in the discipline of higher education. Albany offered a higher education option in its Educational Administration program, however, it is also
designed to qualify individuals for chief administrative positions. The Department of Counseling Education at Albany offers both the Master's and Doctor's degrees in College Student Personnel Services, which does prepare students for administrative positions at the mid-management level in student service areas.

Locally, the University of Rochester's Department of Guidance and Student Personnel offers specialization in college student personnel work. This program, however, emphasizes guidance and counseling skills rather than emphasizing administrative and supervisory skills.

Within Brockport the Department of Counselor Education offers a college student personnel option at the Master's level. Like the program at the University of Rochester, this option emphasizes guidance and counseling. Discussions have been held with the Chairman of the Department and higher education students from both departments use courses in the other as electives toward their MS degree. No conflict exists, since each option has a different thrust.
### APPENDIX A

**PROGRAM LEADING TO M.S. IN EDUCATION ADMINISTRATION AND SUPERVISION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>EDA 654</td>
<td>Organization and Administration of Public Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDA 656</td>
<td>Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 678</td>
<td>Basic Principles of Educational Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDA 651</td>
<td>Elementary School Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>EDA 655 Secondary School Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDI 602</td>
<td>Seminar in Elementary School Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>EDI 604 Secondary School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDI 603</td>
<td>Educational Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>EDR 685 Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (core II)**

The twelve semester hours of electives must include six semester hours from a department or departments other than Educational Administration. Electives chosen by the candidate in the Department of Educational Administration must carry a number below 700. (See list of course offerings on page 10).

The Department strongly urges all candidates to take EDA 654, 656 and 678 as their first courses in Educational Administration.
### POST M.S. STUDY

#### ADMINISTRATION AND SUPERVISION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 871</td>
<td>Legal Basis of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA 874</td>
<td>Educational Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDA 896</td>
<td>Administrative Internship I</td>
<td>3</td>
</tr>
<tr>
<td>EDA 897</td>
<td>Administrative Internship II</td>
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</table>

All candidates must choose two courses from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 891</td>
<td>Advanced Seminar in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 895</td>
<td>Advanced Seminar in Educational Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDA 876</td>
<td>Readings in the Improvement of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDA 877</td>
<td>Leadership Training for School Administrators</td>
<td>3</td>
</tr>
<tr>
<td>EDA 873</td>
<td>Readings in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 872</td>
<td>School Plant Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDA 878</td>
<td>Educational Administration Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives (core II) 12

The candidate must choose at least six semester hours of graduate work outside the Department of Educational Administration. It is strongly recommended that each candidate take some work in Advanced Educational Psychology, Human Learning, and Educational Foundations.
APPENDIX B

COURSE DESCRIPTIONS

EDH 571 The Community Junior College
An introduction to the community junior college and its role in American education. Particular emphasis will be placed upon curriculum, students, instruction, administrative organization, philosophy and functions, and student personnel services.
3 semester hours

EDH 669 Curriculum in the Community College
An examination of the two year college curriculum with special emphasis upon curriculum design and development, objective writing and evaluation.
3 semester hours

EDH 670 Organization and Administration of Higher Education
Examination of organization and administration of higher education. Course explores history, growth, and functions of higher education; articulation and coordination between secondary education and higher education; administration of student personnel services, financial aids, admissions, placement services, and professional staff.
3 semester hours

EDH 672 The Role of the Community College Teacher
A study of the responsibilities and functions of the teacher in the community college, including teaching methodology, student evaluation, curriculum and course planning, objective writing, role in institutional governance, and student guidance and advising.
3 semester hours

EDH 673 Governance and Finance in the Community College
An analysis of the roles of government, boards of trustees, administrators, faculty and students in the governance and financial control of community colleges. Includes a survey of the budget function, budget management and construction, and long term policy and financial planning.
3 semester hours.
EDH 674  **The Student in the College Environment**

An analysis of the student in higher education: his perceptions, attitudes, and achievement and the impact of college upon him. Special emphasis will be given to the community college student.

3 semester hours.

EDH 675  **Institutional Research in the Community College**

An examination of the methodology of institutional research in the community college as it pertains to instructor and instructional evaluation, institutional self-study, management information systems, demographic and community surveys, short and long range master planning, facilities planning and management, and student accounting.

3 semester hours.

EDH 797  **Community College Administrative Internship I**

Student assigned to a community college in order to develop field experience in community college administration. Staff member arranges assignments and supervises student during this experience. Student will participate in a series of seminars and conferences with his supervisor and will submit a written critique of his experiences.

Prerequisite: Matriculated status.

3 semester hours.

EDH 898  **Community College Administrative Internship II**

Continuation of Community College Internship I. Student assigned to a community college in order to further develop experience in community college administration. Staff member arranges assignment and supervises student during this experience. Student will participate in seminars and conferences with his supervisor and will submit a written critique of his experiences.

Prerequisite: Matriculated CAS status.

3 semester hours.

EDA 871  **Legal Basis of Education**

Study of laws, judicial decisions, and constitutional provisions relating to education. Included: legal responsibilities of teachers, school officials, local officials, and role of state as they relate to practical problems of public school administration.

3 semester hours.
Course Descriptions (Continued)

EDA 872  School Plant Planning
Overview of information needed in developing effective school facilities based on population estimates, site selection, and educational specification. To include working with architect, and legal and financial problems associated with capital outlay, designs, materials, and construction.
3 semester hours.

EDA 873  Readings in Educational Administration
Limited to students working toward certificate in administration. Under guidance of staff member, students outline program of reading on some administrative topic or problem, confer with instructor from time to time, and prepare comprehensive critical report of findings.
3 semester hours.

EDA 876  Readings in the Improvement of Instruction
Limited to students working toward certificate in supervision, curriculum, instruction. Periodic conferences with instructor expected; preparation of comprehensive critical report of findings.
3 semester hours.

EDA 878  Educational Administration Theory
An analysis of organizational and administrative theories as they relate to the role of the school administrator. Special attention given to the nature of organizations, relationships between individuals and organizations, and the function of the administrator in educational organization.
3 semester hours.
APPENDIX C

Interns in Community College/Higher Education 1973-74

Spring 1974

3 hours
- Participated in developing the R.A.C. Area Continuing Education Questionnaire.
- Worked at CCNE and SMCB in assisting with the development of continuing education courses and program administration.

Tom Dimitry: Rochester Area Colleges.
3 hours
- Aided the development of the RAC Area Continuing Education Questionnaire, prepared a systems design of a computer program to analyze results, and tested program in one county; Also other RAC administrative tasks.

Maureen O'Neill: Office of Student Affairs, Monroe Community College.
3 hours
- Observed and participated in all aspects of Student Affairs at MCC: Admissions, counseling, student activities, advisement. Carried out projects as assigned by supervisor.

Office of Teacher Certification and Office of Academic Advisement, S.U.C. Brockport
3 hours
- Aided in the evaluation and processing of applications for teacher certification. Assisted with orientation planning and activities. Designed and executed evaluation questionnaires for transfer student orientation.

John Socha: Office of Student Activities, Community College of the Finger Lakes
3 hours
- As Director of Student Activities, administered all activities of office including Student Government activities, designing a faculty advisement program, and advising on design of student space in new facility.

Summer 1974

John Casement: Office of Public Relations, Monroe Community College
3 hours
- Assisted Director of Public Relations in developing public relations brochure, evaluating orientation, developing questionnaires for use by P. R. Office.
Interns (Continued)

Toni Dimitry: Rochester Area Colleges
            Continued work with RAC Continuing Education
            questionnaire and administration.
            3 hours

Craig Gallagher: Office of Student Activities, Geneseo Community College
            Assisted in administration of student activities,
            prepared an intramural schedule and brochure, organized
            and managed several activities.
            3 hours

Marya Gottori: Admissions Office, Geneseo Community College and
            S.D.C. Brockport
            Assisted in admissions counseling, college recruitment,
            some office administration, attended and reported on
            week-long conference for new admissions officers.
            3 hours

Ray Iannello: Office of Continuing Education, Geneseo Community College.
            Served as Assistant Director of Continuing Education
            including setting up new courses, reorganizing office
            procedure, designing a new registration procedure,
            and other administrative duties as assigned.
            6 hours

John Patterson: Office of Student Activities, Community College of the
            Finger Lakes.
            Assisted with summer student activity management and
            planning, aided in designing and implementing the
            freshman orientation program.
            3 hours

Fall 1974

INTERNS ASSIGNED TO DATE

Norm Austin: Office of Placement and Financial Aids
             Monroe Community College

Charlene Boccard: Office of Registration and Records
                 Monroe Community College

Ray Coley: Office of Student Affairs
           State University College at Brockport

Gary Mastradonato: Office of Personnel
                   Monroe Community College

John Patterson: Office of Student Activities
               Community College of the Finger Lakes

Guy Sievert: Office of Financial Aids
            Onondaga Community College

Marilyn Simmons: Admissions Office
                 Monroe Community College

John Socha: Office of Student Activities
          Community College of the Finger Lakes

Michael Banker: Office of Continuing Education
APPENDIX D

COURSE EVALUATION

Course

Semester

1. The content of the course is valuable to me as part of my program.
   Yes ___________ No (Why not?)

2. The following course areas were most useful:

3. The following course areas were least useful:

4. If I were designing the course, I would make the following changes:

5. Other comments.
APPENDIX E

FULL TIME FACULTY
AMPLIFIED RESUME: Charles G. Jenkins

1. EXPERIENCE

1973 to Present

STATE UNIVERSITY COLLEGE AT BROCKPORT, NEW YORK
Associate Professor, Department of Educational Administration
Coordinate and revise program for training mid-management administrators for community junior colleges.

Instruct courses in community college administration, community college teaching, community college curriculum, community college institutional research, and the college student.

Supervise field experiences for community college administrative interns.

Coordinate development for a proposed inter-departmental post-masters program leading to the Certificate of Advanced Study in Community College Teaching.

Serve the department as Alternate Faculty Senator, representative to the college committee of departmental graduate chairmen, as coordinator of the community college program, and as coordinator of department matriculation.

1967 - 73

HIGHLAND COMMUNITY COLLEGE, FREEPORT, ILLINOIS
Dean of Instruction
Administer the instructional program of the college, screen and interview teaching candidates, develop the instructional budget, coordinate curriculum design and development.

Develop and compose college master plan under State guidelines and requirements.

Assist in design, development, and equipping of a new campus.

Serve as Secretary of the Highland Community College Foundation, one of the first Foundations developed in a public community college.

Aid in the preparation of a Status Study and a Self Study and assist in the activities connected with candidacy and final full accreditation by the North Central Association.

Serve as speaker at various regional, State and national conferences.
1966 - 67  
**Acting Chief Executive**  
Work with newly formed Board of Trustees in transition of Freeport Community College to Highland Community College including development of policy, selection of president, preparation of total college budget, negotiation of new faculty salary schedule and contract, selection of architect, and hiring of new staff.

1966 - 67  
**FRIEPORT COMMUNITY COLLEGE, FREEPORT, ILLINOIS**  
Acting Dean of the College  
Serve under superintendents of schools as chief administrative officer at the college.  
Appear before Board of Education and prepare Board agendas on behalf of college.

1963 - 67  
**Chairman, Division of Humanities**  
Coordinate program and staff of Humanities Division incorporating Departments of Art, English, Literature, Modern Languages, Music, Philosophy, Speech and Theatre.  
Teach courses in English Composition and Literature, Journalism, Speech, Theatre, Radio and Television.  
Direct College Plays (1963 - 65)  
Advise college newspaper and yearbook (1963 - 65)

1962 - 63  
**UNIVERSITY OF NEBRASKA, LINCOLN, NEBRASKA**  
Instructor of English  
Teach courses in English Composition and Linguistics.

1959 - 62  
**NORFOLK JUNIOR COLLEGE, NORFOLK, NEBRASKA**  
Instructor of English/Speech  
Teach courses in English Composition and Literature, Journalism, Speech, Theatre, Radio and Television.  
Direct College Plays  
Advise College yearbook  
Advise College "Wired" radio station  
Produce weekly radio program for school district.
EDUCATION

1958  Bachelor of Arts in Education
      Kearney State College, Kearney, Nebraska
      English/Speech major, graduated Magna Cum Laude

1959  Master of Arts
      Stanford University, Stanford, California
      English.

1973  Doctor of Education
      Northern Illinois University, DeKalb, Illinois
      Community College Instruction and Supervision

1959 - 65  Additional Education
            Harvard Summer School, 8 hrs. English
            University of Texas, 4 hrs. Junior College Administration
            University of Nebraska, 36 hrs. English/Speech

PROFESSIONAL MEMBERSHIPS

American Association of Community Junior Colleges
American Association of Higher Education
Association of Professors of Higher Education
Council of Universities and Colleges, AACJC
National Education Association
Phi Delta Kappa

PROFESSIONAL WRITINGS


1970  "Reading Achievement Levels and Scholastic Performance of Highland Community College Freshmen", NIU Abstracts of Graduate Studies.

1970  "Comparative Rank of Instructional Criteria by the Highland Community College Academic Community", NIU Abstracts of Graduate Studies.
PROFESSIONAL WRITINGS (Cont.)

1970  "Evaluation of Community College Instruction", ERIC Reports.

1971  "What About Technology", Highland Highlights.

1971  "Junior Colleges, The Private Sector", in Perspectives on the Community College, Raines and Ogilvie.


Present  The Other Extreme: The Superior Student in the Community College, Manuscript in preparation.
RESUME

April 15, 1974

Dr. William C. Rock
103 Gary Drive
Brockport, New York 14420
716/637-4977

I. Education
A. State University Center at Albany — 6/56—BA; 3/58—MA
B. Teachers College, Columbia University — 6/61—Ed.D

II. Honorary Fraternities, Listings, and Awards
A. Pi Gamma Mu (History)
B. Kappa Delta Pi (Education)
C. Phi Delta Kappa (Education)
D. Who’s Who in American Education
E. Educator in the News, October 30, 1967 issue of Education News
F. Our Original Sin, 1969 college literary magazine dedicated to Bill Rock
G. Received a Presidential commendation for implementation of the Emergency School Assistance Program II—October 1971
H. Received Secretary’s Special Citation (HEW) for implementation of the $1.5 billion Emergency School Aid Act —January 1973.

III. Past Teaching and Administrative Experience
A. Teacher, Coeymans School, Coeymans, N.Y.—9/56—6/57
B. Teacher, Guilderland Central High School, Guilderland, N.Y.—9/57—6/58
C. Teacher, Melverne Junior High School—9/58—6/60
D. Research Assistant, Institute of Administrative Research, Teachers College, Columbia University—9/60—2/61
F. Administrative Assistant to the District Principal, Sewanhaka—7/61—6/62
G. Administrative Assistant to the Superintendent of Schools, Rochester, New York—8/62—6/63
H. Administrative Director for Planning and Research, Rochester, New York—7/63—6/66
I. Coordinator of Planning and Research, Rochester, New York—7/66—6/68
J. Served as management consultant to the Emergency School Assistance Program II on a continuous basis from May 1971 to September 1971. Developed a comprehensive management system designed to target funds in areas of greatest need on an objective basis in accordance with established civil rights case law.
IV. Major Professional Activities

A. Vice-President and then President of the Northeastern Educational Research Association—1969-71

B. Past member of the governing Council of the Eastern Regional Institute in Education—Title IV lab serving New York State and Pennsylvania—four years

C. Past member of Faculty Senate—Chairman of Graduate Policies Committee—State University College at Brockport

D. Past member of Board of Directors—Educational Research Association of New York State—four years

E. Past member of the Board of Directors of the Genesee Valley School Development Association—three years

F. Have made presentations at annual meetings of the National School Boards Association, the American Educational Research Association, American Association of School Administrators, NYS Elementary School Principals Association, NYS Psychological Association, NYS ASCD, three chapters of Phi Delta Kappa, and Educational Research Association of New York State (five presentations)

G. NYS Citizens Committee for the Public Schools—workshop consultant for two years

H. Currently serving as President of the Brockport Chapter of United University Professions

I. President-elect of the Faculty Senate of the State University College at Brockport (term begins July 1, 1974)

V. Publications

A. Served as educational columnist for the Rochester Times Union (cir. 173,000) as follows:

"NewWaytoPayforSchools," 3/9/70.
"They'reLearningHowtoLearn," 4/6/70.
"LowCost,InnovativeEducation," 4/20/70.
"HonorAchievementinSchools," 5/4/70.
"AdultsCanGotoCollegeToo," 5/18/70.
"BetterSchoolBudgetingNeeded," 6/1/70.
"TheCommitmentoftheYoung," 6/15/70.
"LocalControlImprovesSchools," 6/29/70.
"FilmFinancingforIntegration," 7/13/70.
"OvercomingStudentDistrust," 8/10/70.
"SexEducationintheSchools," 8/24/70.
"Anti-Strike Laws Ineffective," 9/21/70.
"Walt Disney School Cuts Costs," 10/5/70.
"Cheaper Way to Build Schools," 10/19/70.
"Blacks' Studies Courses Aid Teachers," 11/2/70.
"City Homes for City School Staff," 11/16/70.
"No More Aid to Private Schools," 11/30/70.
"Better Education Curbs Violence," 12/14/70.
"Better Budgeting for Schools," 12/28/70.
"How to Aid Parochial Schools," 1/11/71.
"Inner City Children Learn Reading," 4/19/71.
"Adults Teach Children a Bad Lesson," 6/28/71.
"Infant Education Prevents Retardation," 7/12/71.
"Better Teaching of Reading," 8/9/71.
"Good School Management Pays Off," 9/7/71.
"Better Schools Key Election Issue," 10/18/71.
"New TV Series Improves Reading," 11/15/71.
"City's Block Schools Are Illegal," 12/14/71.

B. Article with Andrew D. Virgilio. "Major Breakthrough in Teacher Education Achieved." Journal of Teacher Education. XIX, 3 (Fall 1971), 274-76.


G. Various summaries of completed research appear in State Education Department publications and convocation abstracts.
VI. Other Pertinent Information

A. Excellent health with no absence for illness in fifteen years.
B. Married, four children
C. Served as chief negotiator in contract talks for the Gates-Chili Board of Education and also as chief negotiator for the Batavia Teachers Association in 1969-71.
D. Served as fact finder in salary dispute between the LeRoy Teachers Association and the LeRoy Board of Education in 1970.
E. Served as conference coordinator for a major conference on Middle Management's role in Collective Negotiations held in Brockport for area school districts in the spring of 1970.
F. Age - 39
G. Travel - three European tours
H. Hobbies - poetry, antiques, fishing, skiing

VII. Present Position

A. Full Professor of Educational Administration - State University College at Brockport - 1968
B. School Finance, School Law, and Personnel are major areas of specialization.
C. Consultant on policy development to the Deputy Assistant Secretary for Education - HEW
D. Consultant to desegregation center at Kent State University
E. President-elect of the Faculty Senate
RESUME

RONALD JAMES DAYES

50 Chapell Street
Brockport, New York 14420

637-6206 (716) (Home)

Personal Data:

Born: September 18, 1933
Eatontown, Long Island, New York

Height: 6'2"

Weight: 185 lbs.

Married: four children: ages 15, 13, 11, 8

Education:

Bachelor of Science Degree in Education from State University
College of Arts and Sciences, Brockport, New York 1956.

Master of Science Degree with major in Counselor Education
from St. John's University, Jamaica, New York, 1960.

Doctor of Education Degree with major in School Administration
and Supervision from St. John's University, 1967.

Completed over one hundred (100) graduate hours in public administration,
research, counseling, curriculum development, instructional
supervision and personnel administration, 1956-1967.

Post doctoral studies: Business applications of computer technology to
educational administration
-Management Consultant Course, International Business Machines
-Computer Utilization in Administration (seminar)
State University of New York, Stonybrook, Spring, 1967.
Sponsored by the National Training Laboratories For Applied
-Program for Organizational Development Training Consultants, Bethel, Maine,
National Training Laboratories - NTA, Summer, 1970.
Professional Experience:


Member of Superintendent's District Administrative Council, Island Trees Public Schools, 1966-67.

Vice-Principal - Island Trees Junior High School, 1966-67.

Director of the College Placement Bureau - State University College of Arts and Sciences, Brockport, New York, 1967-68, with joint appointment to University Graduate Division (teaching): Measurement and Evaluation, State University College, Brockport, New York, 1967-68.

Associate Dean for Student Affairs - State University College, Brockport, New York. Supervised college counseling program, foreign student program and student housing program, 1968-70.

Visiting Lecturer, State University of New York, Albany, New York, for Student Personnel Administration degree candidates, Summer 1969.

Present Position - Associate Professor, Department of Educational Administration, Brockport College. Assigned to redesign the curriculum in the area of Supervision for the Department of Administration, 1970-71.

Develop field research workshops, institutes and seminars for the Department of Administration and Counselor Education, Brockport, 1970-71.

Supervise field-research internship projects for graduate interns (at C.E.C.H.S. and other locations), majoring in Counseling and Administration, Brockport, 1970-71.

Director of Brockport's Summer Institute in Educational Supervision, 1971-71.
Currently Teaching and Supervising the Development of Projects:

Human Relations - Leadership Laboratory for School-Community Change Agents in the Continuing Education Division, Brockport College.

College-Community Administrative Problem Solving Center, sponsored by the Division of Continuing Education, SUNY Brockport.

Organizational Development of the Rochester Community Schools Council - an inner-city community leadership group that works within the Rochester Schools and reports to the District Superintendent.

A plan for a regional Desegregation Institute, Brockport, New Haven, Harvard University, Hartford Conn., (application for federal grant) with emphasis on the in-service training of school personnel.


An organizational model to create a Center for Educational Leadership at Brockport College by combining a number of existing programs.

Permanent New York State Certification in the following categories:

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<td>Superintendent</td>
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Appointments, Elections and Honors:

Research paper, Student-to-Student Tutoring... selected for presentation to the 1967 meeting of the Educational Research Association of New York State.

Board Member: Youth Direction Council of Island Trees - Levittown, Long Island, New York. Supervised the organization and administration of a family service agency supported by federal and state funds serving an area of approximately 50,000 population, 1965-67.

Documented need, assisted with the development of plans, and the supervision of building a multi-million dollar addition to the Island Trees Junior High School, 1965-67.
Appointments, Elections and Honors cont'd

Elected official: Island Trees Teacher's Association for seven years during which a number of teacher interest proposals became district policy: (e.g.) index salary schedule, health insurance, in-service course credit, and the development of district grievance policy, 1959-66.

Elected and returned by membership as official of Teacher's Association Negotiating Team (Island Trees) and later served as the administration's representative, 1959-61.

Elected by the St. John's University Graduate School of Education faculty to charter membership in Phi Delta Kappa, 1956.

Advisory Council Member:
"Project Opportunity" - City of Rochester, New York - Chamber of Commerce sponsored industrial recruiting project for college seniors. (2000 participating students - 100 employers), 1967-68.

Elected to represent the State University College administrative staff to the Committee of Eight (representing all departments) for reorganization of the Brockport College Faculty Senate, 1968.

Elected to Brockport Faculty Senate - served on Undergraduate Policies Committee, 1969-70. Returned to Senate, 1972.

Coordinator, for Brockport State College's first program for disadvantaged youth, "Summer Start," 1968-69.

Elected by the combined faculties of the Department of Counseling Education and Educational Administration to Chairmanship of the Task Force on Educational Leadership, 1971.

Recent Consultations and Lectures

The Genesee Valley Congress of Parents and Teachers. Responsible for development of a training program in leadership skills, (February - May, 1971).

Golden Arrow Lines, Inc. for human relations training of employees (May - August, 1971).

Recent Consultations and Lectures, cont'd.

Mayville, New York Public Schools for team building and school management, (October, 1971).

Brockport Desegregation Institute for human relations training (Summer, 1969).


Rochester Catholic Schools Principal's Association, organizational development and leadership training (since April, 1971).

Northern Tier Campus Ministry Board seventeen (17) regional collegiate institutions for leadership training. (November, 1971).

"Reading Mobilization Year", a federal project, Rochester City School District for human relations training, (Summer, 1970).

Rochester City School District, Elementary Grade Reorganizations, Human Relations workshop for staff, parents and support personnel, (Spring, 1971).

Professional Memberships:

National Association of Secondary Administrators
National Education Association
National Association of Student Personnel Administrators
American Personnel and Guidance Association
Rochester Downtown Ecumenical Ministry
Cooperative Association for the Development of Educational Administration
Phi Delta Kappa
American Association of School Administrators
New York State Personnel and Guidance Association
New York State Teacher's Association
Association for School, College and University Staffing

Professional Writing:

Student-to-Student Tutoring in Selected English Language Skills ..., Dissertation Abstracts, Volume XXVIII, Number II, 1968.

-6-

Professional Writing cont'd


Locally published essays and unpublished monographs on the following topics:

Special Education
Superintendency
Teacher Recruitment
Extra-curricular Activities Programs
"Case Study of Johnny: A Junior High School Student"
"Bramble-The Unsatisfactory Teacher"

Edited the Teacher's Association Newsletter (1962-64), numerous district guides, and parent information publications for the Island Trees Schools from 1959-67 (e.g.):

Orientation Handbook
Study Skills Booklet
Pupil Personnel Services Guide
Teacher's Guides
District Policy
Handbooks

References:

St. John's University, Placement Bureau, Jamaica, New York.

Dr. Lionel Metivier, Chairman, Department of Educational Administration and Supporting Services, State University College, Brockport, New York. (716) 395-2661 or 2640.
Resume

HERMAN L. KIRKPATRICK
60 Centennial Avenue
Brockport, New York 14420

Area Code: 716
Tel: 637-3417
Office: 395-2680

Personal: Born, Opyeke, Illinois, August 25, 1919
Married Catherine Gaston, July 17, 1942
Children - Daughter, Mrs. Charles E. Larsen

Education: Indiana University, Ed.D., Educational Administration, Major; Social Studies, Minor
Southern Illinois University, M.S. in Education, Educational Administration, Major; Social Studies, Minor
Southern Illinois University, B.S. in Education, Political Science, Major; Economics, Minor


Present Employment: STATE UNIVERSITY COLLEGE, Brockport, New York. Professor of Educational Administration. Teach courses in Educational Law, Public School Administration, and Secondary School Administration. Serve as advisor to several graduate students doing research in Educational Administration. Chairman, Graduate Policies Committee, Division of Education; member of the Committee of Athletic Control; member of Task Force E (Curriculum Revision Committee); member of the Educational Facilities Committee.

Professional Experience: U.S. OFFICE OF EDUCATION, Washington, D.C. Education Program Specialist. Program manager for the Prospective Teacher Fellowship Program and the Institutional Assistance Grant Program. Responsible for allocating fellowships and making grants to institutions of higher education engaged in preparing elementary and secondary school teachers. Fellowships and grants designed to strengthen graduate teacher education totaled approximately $17,500,000 in financial aid to the Nation's colleges and universities.

1964 ST. LAWRENCE UNIVERSITY, Canton, New York. Director of Graduate Studies and Summer Session. Responsible for the administration of graduate programs in school administration, guidance and
counseling, classroom teaching and school psychology. Developed and presented to the administration for adoption plans for a Master of Arts in Teaching degree and a degree in student personnel work in higher education. Administered a seven-weeks program in summer session for approximately 400 students--scheduling, staffing and planning. NDEA and NSF institutes conducted during the summer.

1960

Dean of Men. Responsible for the personnel work involved in administering 500 male students--counseling, housing, scholarship problems. Close cooperation with the President, Dean of the College, and Comptroller.

1955

Chairman, Education Department. Four full-time members during the academic year and twelve during the summer session. Handled the administrative duties of the department, advising students, scheduling undergraduate and graduate classes, and supervising a student teaching program and teacher placement office.

1953

Professor, Associate Professor, Assistant Professor. Taught courses in professional education at both the undergraduate and graduate levels. Included were classes in principles of secondary education, school administration, educational law, and school finance.

1952

INDIANA UNIVERSITY, Bloomington, Indiana. Graduate Assistant.

1950

SOUTHERN ILLINOIS UNIVERSITY, Carbondale, Illinois. Graduate Assistant.

1947

FAIRFIELD COMMUNITY HIGH SCHOOL, Fairfield, Illinois. Vice Principal and Dean of Boys, in addition to teaching social studies.

1940


Professional Organizations:

Herman L. Kirkpatrick


Visiting Lecturer: Jordanhill College of Education, Glasgow, Scotland, January to June, 1971.

Civil Activities: Charter member and member of Board of Directors of Brockport Rotary Club. Member of Western Monroe County Historical Society.

References: Dr. Albert W. Brown, President State University College at Brockport Brockport, New York 14420

Dr. Andrew Virgilio, Dean Faculty of Education State University College at Brockport Brockport, New York 14420

Dr. Armand Burke, Vice President for Instruction and Curriculum State University College at Brockport Brockport, New York 14420

Dr. Richard L. Fredmore, Dean Graduate School Duke University Durham, North Carolina

Dr. August W. Eberle, Chairman Division of Higher Education Indiana University Bloomington, Indiana

Dr. William Axtell, Chairman Department of Education St. Lawrence University Canton, New York 13617
George J. Rentsch  
Professor - Educational Administration  
New York State University College at Brockport  
Brockport, New York 14420  

-V I T A-

I. EXPERIENCE

July '72 - present  - State University College at Brockport, New York. Professor, Department of Educational Administration and Co-Director of Rockefeller Brothers Planning Grant to establish Regional Cooperative Development Centers.

Sept. '68 - June '72 - City School District of Rochester, New York  
Assistant Superintendent for Instruction. Responsible for total system curriculum development and articulation grades K-12, staff development, new program design and development.

Coordinator of Instruction. Responsible to Assistant Superintendent for Instruction with special assignment to secondary school program and personnel coordination.

Sept. '63 - June '66  - City School District of Rochester, New York  
Administrative Director of Secondary Schools  
Responsible for administrative organization, community relations, and student discipline in all secondary schools.

Sept. '60 - Aug. '63  - City School District of Rochester, New York  
Vice Principal of Madison Junior-Senior High School

July '58 - Aug. '60  - City School District of Rochester, New York  
Administrative Assistant to the Superintendent  
A special assignment to coordinate the equipping of a new $12,000,000 high school.

Sept. '54 - June '58  - City School District of Rochester, New York  
Supervisor of Industrial Arts.

Sept. '50 - June '54  - City School District of Rochester, New York  
Teacher of Drafting, Benjamin Franklin High School

Sept. '49 - Aug. '50  - McDowell County School System, Welch, West Virginia. Teacher of Drafting - McDowell County Vocational School
OTHER EXPERIENCES

1956 - 1958 - University of Rochester. Part-time Instructor - "Education for the Handicapped"


1953 - 1954 - Rochester Products Division of General Motors, Rochester, New York. Draftsman (summers only)

1946 - 1949 - Detroit Steel Products Co., Buffalo, New York Draftsman (part-time while attending school)

II. EDUCATION


Ed. M. 1954 - University of Rochester, Rochester, New York Education - Administration/Supervision

B.S. (Ed.) 1949 - State University College at Buffalo, New York Industrial Arts Education

III. PUBLICATIONS


IV. HONORS, AWARDS

Distinguished Alumnus Award from State University College, Buffalo, New York 1971.

Times-Union Salute to Citizen of the Week Spring 1964

V. PROFESSIONAL AFFILIATIONS

American Association of School Administrators

National Association for Supervision and Curriculum Development

New York State Association for Supervision and Curriculum Development
   Member Publications Committee 1970 - present
   Member Committee on Professionalism 1974

Genesee Valley Association for Supervision and Curriculum Development
   Vice President 1973-1974
   Program Chairman 1972-1973

Phi Delta Kappa
   President Local Chapter 1968-1969

National Education Association

New York State United Teachers

United University Professors
APPENDIX F

PART TIME FACULTY
Name: Alexander A. Cameron

Education:
- Ph.D. University of Michigan 1965
- M.A. Colgate University 1953
- A.B. Colgate University 1947

Specialization: Higher Education - Administration

Professional Experiences:
- 1973 - 1977 Executive Director, Rochester Area Colleges
- 1966-1973 Vice President for Administration, Professor of Education, State University College at Brockport
- 1965-1966 Assistant to the Chancellor, State University of New York
- 1965 Office of Economic Opportunity Contractor, Graflex Corporation
- 1961-1965 Dean of Students, University of Rochester
- 1955-1961 Co-ordinator of Student Personnel Services, Lawrence University
- 1950-1955 Assistant to the Dean of the College, Colgate University

Professional memberships:
- Association of Academic Affairs Administrators
- Association for Higher Education
- National Association of Student Personnel Administrators
- New York State Deans and Guidance Personnel
- Advisory Council for Financial Aid Agents of the State of New York
- Consultant on Educational Affairs - Higher Education Executive Associates

Publications and Research

1) "Three-Three-Three" - Academic Calendar Revision, State Education Department, New York, 1962.

2) "Is Student Personnel Work Obsolete" - Bulletin of the Association of College Unions, October 1968.

3) An Analysis of Interests, Educational Preparation and Vocational Background of Student Personnel Loses.

4) Speeches for Chancellor of State University of New York
Name: Ralph P. Cennarino

Education: Ed.D., University of Colorado 1970
M.A., New York University 1956
B.Ed., SUC at Oneonta 1946

Specialization: Higher Education - Administration

Professional Experience:
1972-1986
1967-1972 Assistant Vice-President of Operations, SUCB
Dean of Operations, SUC at Brockport
1966-1969 Associate Dean of Operations, SUC at Brockport
1963-1966 Associate Dean of the College
1962-1963 Assistant to Associate Dean of the College
1961-1962 Chief School Administrator, Montgomery
1960-1961 Administrative Assistant, Montgomery
1959-1960 High School Principal, Montgomery

Professional Organizations:
American Association for Higher Education
American Association of School Administrators
American Personnel and Guidance Association
Phi Delta Kappa
Honorary Life Member of P.T.A.

Publications and Research

2) "A Survey of the Literature Concerning Policies and Practices in Faculty Evaluation in Institutions of Higher Learning." Paper written in May of 1969 part of which was presented to the Junior College Presidents of Colorado.

ADDENDA

MODIFICATION IN M.S.-CAS MASTER OF SCIENCE IN EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Proposal revisions and/or clarifications requested by Graduate Policies Committee.

A. Section III-A. (Revision)

EDF 671 History of Higher Education
or
HST 622 History of American Higher Education

And revise elective statement to reflect "B" following.

B. Section III-C. Choice of Electives (Revision and clarification)

Students entering the program with less than 90 hours of their undergraduate hours in the liberal arts will be required to take six hours of the M.S. elective work and a minimum of fifteen hours of their elective C.A.S. work in appropriate graduate courses outside the Faculty of Education.

Students entering the program with more than 90 hours of their undergraduate work in the liberal arts will take a minimum of three elective hours in their M.S. work and nine elective hours in their C.A.S. work in appropriate graduate courses outside the Faculty of Education.

An effort will be made in either case to select electives which will fit the particular area of administration which interests the student.

Courses listed below are typical of those which might be chosen as electives.

Counselor Education

EDC 501 Self in Society
EDC 512 Interpersonal Relations
EDC 604 Career Development Concepts
EDC 605 Measurement and Evaluation Concepts

Curriculum and Instruction

EDI 503/504 Curriculum Practices in Career Education I & II
EDI 563 Programmed Learning
EDI 565 Theories of Instruction
EDI 566 Television in Education
EDI 661 Educational Communication Concepts

Educational Research

Most courses
Social and Humanistic Foundations of Education

EDF 522 Philosophy of Education
EDF 511 Social Background of Education
EDF 616 History and Philosophy of Education
EDF 618 Urban Affairs and Education
EDF 609 Theories of Social Change and Education

Fine Arts

FA 518 Arts in Contemporary Society

Philosophy

PHL 526 Philosophy of Education
PHL 536 Philosophy of Language
PHL 613 Problems of Epistemology

Speech Communication

SPH 519 Problems in Freedom of Speech
SPH 521 Public Communication and Social Order
SPH 571 General Semantics
SPH 572 Theories of Small Group Interaction
SPH 573 Theories of Communication
SPH 579 Conflict Resolution Through Communication
SPH 685 Speech Communication Programs in Higher Education
SPH 697 Projects in Developing Speech Communication Curriculum

Health Science

HHS 518 Human Sexuality
HHS 521 Community Organization
HHS 602 Philosophy and Principles of Health Education
HHS 685 Problems in the Administration of Health Education
HHS 687 Curriculum Design in Health Education

Natural Sciences

NAS 600 On Understanding Scientific Research

Geography

GGR 513 Urban Geography
GGR 524 Geographic Analysis of Urban Problems

Mathematics

Statistics Courses
Psychology
PSY 510 Learning
PSY 526 Theories of Learning
PSY 531 Psychology of Prejudice
PSY 532 Psychology of Social Issues
PSY 662 Issues in Educational Psychology
PSY 715 Advanced Educational Developmental Psychology
PSY 724 Seminar in Social Psychology

Physical Education
PEH 607 Curriculum Design in Physical Education
PEH 608 Measurement & Evaluation in Physical Education
PEH 620 Supervision in Physical Education
PEH 666 Contemporary Trends in Physical Education

Recreation and Leisure
REC 509 Management of Leisure Services
REC 510 Leisure Organizations

Anthropology
ANT 512 Issues in Cultural Anthropology
ANT 574 Culture and Personality
ANT 582 Urban Anthropology
ANT 583 Occupational Subcultures in the U.S.

Economics
ECN 519 Managerial Concepts
ECN 521 Public Finance and Fiscal Policy
ECN 532 Regional Economics
ECN 533 Urban Economics
ECN 552 Economics of Education
ECN 617 Economics for Educational Administration

History
HST 521 The American Mind
HST 525 Development of American Culture Since 1865
HST 528 Seminar on American Character
HST 611 Readings in 20th Century America

Political Science
PLS 512 Public Administration
PLS 514 Political Theory and Public Administration
PLS 621 Seminar in Public Law
PLS 682 Administrative Theory
Sociology

SOC 505 Sociological Knowledge
SOC 513 Social Change
SOC 516 Sociology of Complex Organizations
SOC 518 Occupations and Professions
SOC 523 Attitude Formation and Change
SOC 531 Human Relations in Small Groups
SOC 535 Seminar in Collective Behavior
SOC 563 Seminar in Urban Sociology
SOC 581 Sociology of Suburbia
SOC 594 Sociology of Education

C. III-E. Internships (Addendum)

A student must have completed a minimum of 15 hours in his M.S. program or 45 hours in his C.A.S. program before being admitted to the Internship. In addition, an interview and favorable recommendation must be obtained from the Department Program Coordinator and the proposed internship supervisor before the internship may begin.

Since the internship is the major cumulative experience in the program, it may only be waived if the student is already in an administrative position similar to that he intends to pursue. Waiver may only be granted through petition to the Department as a whole. Additional course work will be substituted if a waiver is granted.

D. IV. Admission and Degree Requirements (Clarification)

The Certificate of Advanced Study is regarded as a 60 hour program beyond the baccalaureate degree including the Master's degree. A student may enter the C.A.S. program with or without having completed the Master's. If he possesses no prior Master's degree, he shall be awarded the M.S. upon completion of the required 30 hours. If he possesses a Master's degree upon entry into the C.A.S. program, courses taken for the Master's degree may be applied toward the 60 hours if appropriate. Ordinarily, at least 30 hours of the C.A.S. should be taken at Brockport, and in any case, no less than 24 hours.

E. IV. Admission and Degree Requirements (Revision)

A Bachelor's Degree from an accredited institution will be a minimum requirement for all applicants. Prior to being considered for matriculation, an applicant must submit a completed Department application, transcripts of all college work completed, and a minimum of two references specifically addressed to the potential of the candidate as a mid-management administrator in post-secondary education and to the candidate's ability to pursue graduate study. In addition, the student has the option of submitting any or none of the following as part of his application for diagnostic purposes by the Department and Program Coordinator in reviewing the application for matriculation and in developing a program of study.
1. GRE Scores
2. Miller Analogy Scores
3. Biographical narrative or resume
4. Newspaper articles
5. Other relevant information

In addition, the candidate must be recommended to the Department for matriculation by the Department Program Coordinator after an intensive personal interview.

General criteria for admission into the program will include:

1. The potential to successfully pursue graduate work as indicated by a minimum undergraduate G.P.A. of 2.5 or a G.R.E. score of at least the 50th percentile, or prior graduate work with a minimum G.P.A. of 3.00.
2. A clear motivation and desire to enter the field of higher education mid-management as a career as indicated by recommendations, interview, and application materials.
3. An attitude toward administration and interpersonal relations which is basically humanitarian in approach and reflects a true concern by the student for all segments of the academic community as evidenced by recommendations and interview.

In some cases, an applicant may be required to successfully complete up to twelve hours of graduate work in the program as a non-matriculated student prior to being recommended for matriculation.

Degree requirements for the program option shall be the same as those of the institution and the Department of Educational Administration.

F. VII. Duplication (Addendum)

Exploration will be made during the initial full year of the program option into the feasibility of establishing inter-departmental courses relating to post-secondary mid-management and into the potential transfer of certain courses, e.g., "Curriculum in the Community College," into more appropriate departments if qualified staff is available.