Resolution #Routing #1974-75

TO: PRESIDENT ALBERT W. BROWN
FROM: THE FACULTY SENATE

RE: I. Formal Resolution (Act of Determination)
    X II. Recommendation (Urging the fitness of)
    III. Other (Notice, Request, Report, etc.)

SUBJECT: C.B.T.E. Educational Administration (see attached)

Meeting on March 24, 1975

Resolution #18
1974-1975

Signed Aria Zulakani Date Sent 3/26/75
(For file 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: 
Others as identified: 

Distribution Date: 

Signed (President of the College)

Date Received by the Senate: 5/6/75

May 1, 1975
March 18, 1975

To the Faculty Senate:

Enclosed is a copy of a revised program leading to Permanent Certification as a School Administrator and Supervisor, and also leading to the degree of Master of Science in Education and to a certificate of Advanced Studies in Educational Administration.

Your attention is called to the attached addenda, which represent changes that have come about after working with the Graduate Policies Committee.

While you have the basic program proposal only, the complete document with all Appendices can be found at the following locations as announced at the last Faculty Senate meeting.

Library
Faculty Senate Office
Secretary’s Office in the Biology Department Lennon Hall
Office of the Dean of Faculty of Education Room 203 Faculty Office Building
Chairman of Department of Educational Administration Room 101 Faculty Office Building
Secretary of Department of Ed. Administration Room 106 Faculty Office Building

George J. Rentsch
Chairman
Department of Ed. Admin.
STATE UNIVERSITY COLLEGE
BROCKPORT, NEW YORK

Department of Educational Administration

Addenda to

Competency Based Education Program
leading to
Permanent Certification
as a
SCHOOL ADMINISTRATOR AND SUPERVISOR
AND ALSO LEADING TO THE DEGREE OF
MASTER OF SCIENCE IN EDUCATION
AND TO A
CERTIFICATE OF ADVANCED STUDIES
IN EDUCATIONAL ADMINISTRATION

A. Program Document
1. add attached table of contents
2. omit preface
3. substitute attached revision of page 4
4. Page 5, paragraph one - revise the last sentence as follows:
   "Prior to recommendation for certification, a candidate must
demonstrate the attainment of 80 per cent of the competencies
in at least sixteen of the competency areas."
5. Page 31 - add the attached pages 31 a, b and c at the end of
paragraph two.

B. Appendix B
1. Omit paragraph one, and "for these reasons", of paragraph two.
2. Page 52 - competencies 1.1.10 and 1.1.11 omit the first
paragraph under assessment procedures.

C. Appendix C
1. Page C1, add footnote
   Bray, Douglas, Donald Grant and Richard J. Campbell, Formative
2. Page C2, item 4 omit "staff"
3. Page C3, add footnote

D. Appendix D
1. Page D2, goal number 7 add "psychology" to paragraph under
   objectives.
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SECTION II (Continued)

B. Requirements for Entrance Into Program

The primary emphasis in this program is on the knowledges, skills, and attitudes to be acquired during the time the student is engaged in the program. Exit requirements, therefore, are stressed rather than entrance requirements except for the following:

1. A Bachelor's Degree from an accredited institution is a minimum requirement for all applicants.

2. Prior to being considered for admission, an applicant must submit the following:
   a) A completed Department application and transcripts showing all college work completed.
   b) Any necessary scores to support the following minimum requirements for matriculation:
      An undergraduate grade-point-average of at least 2.5, OR
      A Graduate Record Examination Aptitude Score of at least 1000 (Composite) OR
      A Miller Analogies raw score of at least 12, OR
      At least twelve hours of graduate work with a grade-point-average of 3.0, or higher,
   c) A recommendation by a member of the Department who has interviewed the candidate, OR
      Two letters of recommendation from employers familiar with the candidate's work and administrative potential.

3. If the applicant wishes to obtain New York State Certification as a School Administrator-Supervisor, he must have completed three years of successful teaching experience. Provisional teaching certification is therefore necessary only for those seeking State Certification.
CHOICE OF ELECTIVES

The courses listed below are typical of those which are presently available and which might be recommended as electives. During the next academic year joint meetings with other departments will be held and an attempt will be made to relate these courses to specific administration competency areas.

Counselor Education

EDC 501 Self in Society
EDC 512 Interpersonal Relations
EDC 524 Career Development Concepts
EDC 505 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 568 Television in Education
EDI 661 Educational Communication Concepts

Educational Research

Most courses

Sociology

SOC 506 Sociology of Knowledge
SOC 515 Social Change
SOC 516 Sociology of Complex Organizations
SOC 518 Occupations and Professions
SOC 523 Attitude Formation and Change
SOC 524 Human Relations in Small Groups
SOC 553 Seminar in Collective Behavior
SOC 553 Seminar in Urban Sociology
SOC 561 Sociology of Suburbia
SOC 591 Sociology of Education
Social and Humanistic Foundations of Education

EDP 522 Philosophy of Education
EDP 511 Social Background of Education
EDP 516 History and Philosophy of Education
EDP 618 Urban Affairs and Education
EDP 689 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 Problem 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 605 Speech Communication Programs in Higher Education
SPH 697 Projects in Developing Speech Communication Curriculum

Health Science

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

Natural Sciences

NAS 680 On Understanding Scientific Research

Geography

GGR 513 Urban Geography
GGR 524 Geographic Analysis of Urban Problems

Mathematics

Statistics Courses
Psychology

PHS 510 Learning
PHS 526 Theories of Learning
PHS 531 Psychology of Prejudice
PHS 532 Psychology of Social Issues
PHS 669 Issues in Educational Psychology
PHS 715 Advanced Educational Developmental Psychology
PHS 724 Seminar in Social Psychology

Physical Education

PHR 607 Curriculum Design in Physical Education
PHR 609 Measurement & Evaluation in Physical Education
PHR 620 Supervision in Physical Education
PHR 665 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 533 Regional Economics
ECN 535 Urban Economics
ECN 552 Economics of Education
ECN 617 Economics for Educational Administration

History

HST 521 The American Mind
HST 523 Development of American Culture Since 1865
HST 529 Seminar on American Character
HST 611 Readings in 20th Century America

Political Science

FLS 512 Public Administration
FLS 514 Political Theory and Public Administration
FLS 621 Seminar in Public Law
FLS 682 Administrative Theory
STATE UNIVERSITY COLLEGE
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CERTIFICATE OF ADVANCED STUDIES
IN EDUCATIONAL ADMINISTRATION

Developed in cooperation
with administrators from
school districts and professional
associations in the Rochester
Metropolitan Area

February 1, 1975

Anticipated date of program implementation: September 1976
Anticipated date of program completion by initial entrants: June 1978*
June 1980**

Dr. Albert W. Brown
President

* For entrants with master’s degrees
** For entrants without previous graduate study
- Preface -

It is acknowledged at the outset that insufficient research evidence exists in order to describe in a definitive way what constitutes competency in administration. At best the collective judgment of college and school district staff have been combined to arrive at statements about administrative and supervisory competency which will require continuing and extensive research to validate.

It is also acknowledged that competence is a quality of being which enables the holder to deal successfully with situations he confronts. It is more than having done something at some time. For this reason, competence cannot be assessed accurately. Performance can be observed and measured. However, it is only an assumption that the person who is observed performing some administrative act at some time is competent as an administrator.

Finally, it is acknowledged that competency is being used in a relative rather than an absolute sense. It is expected that an initial level of competence would be increased through experiences in a variety of settings. Thus it is consistent and, indeed necessary, to assess the person in several different ways throughout the preparation program.

Despite the concerns expressed above, several benefits have resulted from the experience of having college and school district staff review present offerings, examine roles and competencies, and recommend changes in program design. As a direct result of this experience, a closer college-field relationship has been established, minor program duplications have been identified and eliminated, and a greater degree of program specificity has been attained. The entire effort has been and continues to be, a valuable inservice experience for all participants.
SECTION II          PROGRAM

A. Analysis and statement of position

The program described in this proposal is designed to lead to
permanent certification as a New York State School Administrator and
Supervisor. The program is competency based and field oriented. The
competency based format provides an explicit statement of the performances
required for certification and the field orientation reflects the need to
relate the assessment of knowledge, skills and attitudes more directly
to administrative practices in the schools.

As schools and school systems have become larger and more complex,
there has been an increase in the number and kind of administrators and
supervisors employed. Yet the holder of any of these administrative or
supervisory positions, regardless of title, whether line or staff, needs
specific leadership skills to move a group of diverse persons toward the
attainment of both institutional and individual goals.

An analysis of the State Education Department's Goals Statement for
Elementary, Secondary and Continuing Education indicates the extent of
the changes required in schools to provide the setting and the programs
which will recognize the worth and uniqueness of each student. At the
same time, social and economic pressures are also forcing changes in
schools and school programs. Some of these changes may compliment efforts
toward individualization. Others, however, may pull in quite the opposite
direction.

Regardless of pressures, whether conflicting or supporting, it is
accepted that the leadership style, the educational know-how and the
organization of the school and school system are of special significance
in bringing about educational excellence--excellence necessary to attain
the broad goals for schools in the State of New York. Such excellence
can be described as that which occurs when learning is more individualized,
when each pupil develops his potential to an appropriate level, when teaching
is more professionalized, when curriculum is more relevant with more
available options for teachers and students, and when evaluation is based
on performance in relation to clearly understood purposes. The school
administrator and/or supervisor leads in planning, organizing and guiding
the team, the department, the project, the school or the school system to
assure the development of patterns of teaching and learning which will
bring about instructional excellence.

The cooperatively developed program included in this proposal is
designed to provide the cognitive knowledges, the affective skills and
the humane understanding attitudes of an effective educational leader and
manager. The development of such a person requires opportunities in the
preparation program for the candidate to become self-actualizing. Operation-
ally, this means that many and varied opportunities must be provided for
the candidate to arrange his own path to the attainment of competencies
and to devise his own means for documenting his competencies. This
emphasis on individualization of the preparation program coupled with the
insistence on rigorous performance standards dictate an active, careful
and persistent guidance and monitoring procedure.

The preparation program provides a knowledge base and essential
related skills. In addition, each candidate must demonstrate his ability
to communicate to staff, parents, learners and other administrators the

* Whenever a male pronoun is used, its female counterpart is understood and may
  be substituted.
SECTION II (Continued)

... rationale for his decisions. A professional school administrator-supervisor is a person who engages in behaviors that are deliberate, based upon a communicable rationale and monitored as to their purported effect. In addition, the professional school administrator-supervisor constantly seeks and engages in activities and experiences which will increase his personal competencies. And most importantly, the professional school administrator-supervisor will always have as a primary goal, improved learning for all students and for each student.
SECTION II (Continued)

B. Requirements for Entrance Into Program

The primary emphasis in this program is on the knowledges, skills, and attitudes to be acquired during the time the student is engaged in the program. Exit requirements, therefore, are stressed rather than entrance requirements except for the following:

1. A Bachelor's Degree from an accredited institution is a minimum requirement for all applicants.

2. Three years of successful teaching experience upon completion of the program is required if the applicant wishes to obtain New York State Certification as a school administrator-supervisor.

3. Prior to being considered for admission, an applicant must submit a completed Department application and transcripts showing all college work completed.

4. In addition, the applicant must submit any necessary scores and letters of recommendation to support the following minimum requirements for matriculation:
   - An undergraduate grade-point-average of at least 2.5,
     OR
   - A Graduate Record Examination Aptitude Score of at least 1000 (Composite)
     OR
   - A Miller Analogies raw score of at least 42,
     OR
   - At least twelve hours of graduate work with a grade-point-average of 3.0, or higher,
     AND
   - A recommendation by a member of the Department who has interviewed the candidate,
     OR
   - Two letters of recommendation from employers familiar with the candidate's work and administrative potential.
SECTION II (Continued)

C. Expected Skills, Knowledges, and Attitudes

Appendix A lists the specific skills, knowledges and attitudes which have been identified as necessary competencies of the school administrator/supervisor. These competencies, considered as exit requirements of the program, are to be demonstrated by the candidate before he will be recommended for certification. The specific skills, knowledges, and attitudes have been organized into eighteen broad competency areas necessary to fulfill the personnel, program and general management responsibilities of the administrator-supervisor. Prior to recommendation for certification, a candidate must demonstrate proficiency at the 80% level in at least 16 of the competency areas.

1. Brief Description of Competency Areas

1.0.0 Personnel Management

1.1.0 - Staff Recruitment and Selection

to assure the employment of staff competent to facilitate the work of the schools.

1.2.0 - Staff Analysis

to assess the current strengths and weaknesses of staff.

1.3.0 - Staff Development

to provide for the continuous growth and development of staff.

2.0.0 Program Management

2.1.0 - Instructional Leadership

to identify and coordinate available resources in order to achieve institutional goals.

2.2.0 - Program Development

to organize the development of materials, content and instructional strategies in keeping with new knowledge.
SECTION II (Continued)

2.3.0 - Program Appraisal

to assess the effectiveness of existing programs and to plan and implement new programs based on relevant information.

2.4.0 - Instructional Resources Management

to make available resources which will provide optimum learning for students.

2.5.0 - Auxiliary Service Administration

to coordinate personnel, programs and services of individuals, departments, and agencies that extend and support the instructional program.

2.6.0 - Pupil Personnel Administration

to develop organizational policies, practices and procedures directed toward individual student growth and toward an acceptable learning climate.

3.0.0 General Management

3.1.0 - Organizational Theory

to understand the complexity and interrelationships of organizations, institutions and individuals.

3.2.0 - Communications

to assure the adequacy and accuracy of information flow within the organization and between the organization and outside groups.

3.3.0 - Policy Development

to recommend and/or implement major policy decisions.

3.4.0 - Plant Planning and Management

to assure the adequacy and optimum utilization of educational facilities.

3.5.0 - Public School Finance

to utilize fiscal resources to benefit students while still recognizing the community's ability to finance the schools.
SECTION II (Continued)

3.6.0 - Legal Aspects of Education

to organize and operate an instructional program in keeping with local, state and national statutes and decisions of the courts.

3.7.0 - Contract Administration

to work within a framework of contractual obligations for the mutual benefit of students, staff and community.

3.8.0 - Community Relations

to relate to all segments of the community to identify areas of concern and to alleviate these concerns.

3.9.0 - Human Relations

to interact effectively with a variety of persons and groups having diverse interests and needs.

2. Internship Competencies

Each of the eighteen competency areas includes competencies which can be demonstrated in a variety of ways. However, the ultimate aim of any program for the preparation of school administrators is to have the candidate demonstrate his skills in a real situation. Therefore, a program designating several competency areas will be prepared for each candidate. These competency areas will be selected to assist the candidate to meet his special needs. They will represent areas which need to be further developed and demonstrated by the candidate during the internship, a period of sustained effort under the direct supervision of a cooperating school administrator. This program of competency areas will be determined after the readiness of the candidate for the internship has been reviewed by an internship panel. It will reflect their recommendations, will be developed by the student and his advisor and will be acceptable to the field staff with whom the candidate will undertake his internship.
SECTION II (Continued)

Prior to undertaking the internship the candidate must ordinarily have demonstrated to the Department of Educational Administration possession of eighty percent of the required competencies in at least fourteen of the competency areas at the knowledge and comprehension level. (See page 10)
D. Assessment

The program will employ two distinct but related aspects of student assessment:

1. Student Competency Assessment - the monitoring of each student's attainment of specific competencies.

2. Student Program Assessment - the monitoring of each student's progress through the program from initial experiences through the internship to certification.

1. Student Competency Assessment

Some of the competencies listed in Appendix A are knowledge competencies. The student would be asked to demonstrate his possession of this knowledge only once for assessment purposes. This assessment will ordinarily take place immediately after the completion of a designated learning experience. Other competencies, however, are skill competencies. These undoubtedly have a knowledge base which could be measured, but they also require demonstration in an active way in order to assess the level of skill development. Such competencies might, therefore, be measured several times throughout the program, i.e., after initial learning experiences, in simulations, as part of the internship, and as part of a final certification assessment.

The framework of this assessment procedure includes a concept of multiple levels of performance. Three levels of performance have been identified in a hypothesized relationship to administrative competence. Although appearing to be hierarchical, the levels are, in reality, overlapping with numerous common characteristics. There is no attempt to imply that one technique is superior to another. Nor should the levels be construed as sequential dictates or as a program prescription. Rather the levels are simply offered as a convenient way of organizing assessment.
SECTION II (Continued)

components within the program.

The following outlines the focus assessment and appropriate instrumentation for the three levels. Appendix B describes the assessments by competency area, includes conditions under which assessment is conducted and also gives the criteria for success.

General Definition of Performance Contributing to Administrative Competence

<table>
<thead>
<tr>
<th>Level I (Knowledge)</th>
<th>Demonstrates possession of information and knowledge, e.g., facts, principles, concepts, theories, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a.) pencil &amp; paper tests</td>
</tr>
<tr>
<td></td>
<td>b.) oral examinations</td>
</tr>
<tr>
<td></td>
<td>c.) reports</td>
</tr>
<tr>
<td>Level II (Comprehension)</td>
<td>Demonstrates ability to apply knowledge while working with individuals or small groups in a class or field setting.</td>
</tr>
<tr>
<td></td>
<td>a.) written &amp; oral reports</td>
</tr>
<tr>
<td></td>
<td>b.) discussion</td>
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<tr>
<td></td>
<td>c.) simulation</td>
</tr>
<tr>
<td></td>
<td>d.) products</td>
</tr>
<tr>
<td></td>
<td>e.) case studies</td>
</tr>
<tr>
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<td>f.) analyses</td>
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<td>g.) rating scales</td>
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<tr>
<td></td>
<td>h.) checklists</td>
</tr>
<tr>
<td></td>
<td>i.) plans</td>
</tr>
</tbody>
</table>

2. Student Program Assessment

In addition to the assessment of students by competency areas described above, other data will be assembled and used to determine the progress of the student toward certification as a school administrator and supervisor. (Specific data to be assembled are listed under section I, Student Guidance.) Three distinct but related phases of assessment of student progress toward certification will be employed.
SECTION II (Continued)

Phase I - Knowledge and Comprehension Assessment

Prior to a student’s participation in the internship phase of the program, he must demonstrate to a pre-internship panel acceptable competence in administrative knowledge and comprehension (Levels I & II pg. 10).

The student will indicate to his advisor that he believes he is ready for the internship. Following the approval of the advisor, a departmental pre-internship panel (including field staff when appropriate) will review the student’s competency attainment record. If, in the judgment of this panel the student is ready for an internship, a suitable internship will be arranged and will be designed in such a way as to provide specific experiences for the student which will enable him to strengthen existing competencies and/or acquire new competencies. (See Internship Competencies Pg. 7). Any student who, believing he is ready for the internship, is rejected by the pre-internship panel shall be given the reasons for this rejection. A student who believes he has been judged unfairly has the right of appeal to the Department and also has a grievance procedure available to him.

Phase II - Internship Assessment

During the internship the student will engage in experiences designed to develop specific competencies at an application level (Level III). Assessment of the student’s progress during this phase will be by the cooperating field administrators and the college internship supervisor. Criteria for acceptable competence at Phase II shall be:
SECTION II (Continued)

1. The attainment at Level III of those competencies prescribed for the internship by the pre-internship assessment panel.

2. The completion of all items on a written contract to the satisfaction of the cooperating field staff and the college internship supervisor.

Phase III - Certification Assessment

The third step in the student program assessment will occur after the completion of the entire program. It will take place during a concentrated period of time (2-3 days) and will be undertaken by a Certification Assessment Panel consisting of two practicing school administrators and two college staff members from the Department of Educational Administration.

The assessment procedure during this phase will consist of group and individual performances on a series of clearly identified tasks. Candidates for certification will engage in simulation, case studies and group discussions. They will write and/or interpret reports, develop plans, organize programs and procedures and will engage in other appropriate activities which can serve as vehicles through which the candidate will be able to demonstrate knowledge, skills and attitudes. It is hoped that this phase of program assessment will take place in an Assessment Laboratory (See Appendix C). However, the organization and implementation of such a center requires greater personnel and financial resources than can be identified at this time. After observing the candidate engage in the series of tasks and after reviewing materials organized by the candidate the panel of assessors will agree by consensus (or by majority vote if consensus is unattainable).
as to the individual's competence or lack of competence. Data from
the assessment process will be used as feedback for continued growth
of the candidate or as a means of counseling the candidate toward
other goals.

The Certification Assessment Panel at this phase shall:

(1) recommend the student to the Department of Educational
    Administration for certification as a school administrator
    and supervisor

or

(2) recommend additional experiences designed to overcome
    apparent deficiencies in the student's background and
    training. After a student has engaged in these additional
    experiences, he may request permission to participate in
    the certification assessment again.

or

(3) recommend that the student not be considered for certification.

The following summary chart describes graphically, the relationship
of program assessment procedures to student certification.
SUMMARY CHART OF
STUDENT ASSESSMENT
PROCEDURES

Program of Competencies to be attained → Learning Experiences (Courses, Seminars, Institutes, Conferences, Readings, Modules, etc.) → Assessment of Student Competence at levels I & II by Professor

- Insufficient Progress -

- Not ready for Internship -

- Rec. to State Education Department for certification -
  - Rec. no certification -
  - Rec. to college for certification -

- Un satisfactory level of competence -

- Assessment of student's readiness for certification by certification assessment panel → Satisfactory level of competence

- Assessment of Student Progress through Program by Student & Advisor

- Satisfactory Progress

- Assessment of Student's readiness for Field Internship by Departmental Panel & rep. field personnel

- Ready for Internship

- Internship Program designed by student, advisor, internship supervisor and appropriate field staff

- Assessment of student competence at Level III by Internship Panel
SECTION II (Continued)

E. Student Guidance

Upon acceptance into the program each student will be assigned an advisor who will work with the student throughout the entire program. Individual student data will be assembled by the Department of Educational Administration. These data will be reviewed and monitored by the advisor as he meets with the candidate. Data will be used by the student, his advisor, the Department, by the Internship Assessment Panel, and by the Certification Assessment Panel in making student program decisions.

Data assembled in this fashion will include:

1. Standard biographical data
2. Student self-appraisal inventories
3. Competencies pursued by the student
4. Competencies attained by the student
5. Field reports on student observations, activities and projects
6. Anecdotal material supporting competency attainment during the internship
SECTION II (Continued)

F. Program Evaluation and Management

1. Procedures for gathering information on program effectiveness

A formal program evaluation will be undertaken annually by the Administration Program Policy Board (see Section III below). This annual evaluation will make use of data obtained through such procedures as:

a. discussion sessions held by the Administration Program Policy Board with students, cooperating district administrators and college professors.

b. evaluation reports from students in training

c. department report of students enrolled, competencies pursued, competencies attained.

d. progress logs submitted by students engaged in the internship.

e. progress reports on the activities in which interns are engaged and on the evaluation of student performance. These reports will be submitted by cooperating school district administrators who assist in the direction of interns and by college professors responsible for the internship phase of the training program.

f. reports submitted by Certification Assessment Panel and by pre-internship panels.

2. Procedures Designed to Facilitate Program Modification

The Administration Program Policy Board described in Section III below shall be directly responsible for monitoring the effectiveness of the program and for recommending any necessary changes.
SECTION II (Continued)

3. Plans for gathering information about applicability of required
   skills, knowledge and attitudes in the school setting.

   This plan will consist of obtaining information from graduates,
   from superintendents who have employed graduates as administrators
   and from area administrators. The responsibility for data collection
   will rest with the Department of Educational Administration. Such
   information as the following will be obtained from these groups:

   a. A yearly follow up report of graduates of the administrative
      certification program. The report will ascertain:
      1) The current position of the graduate.
      2) The nature and extent of the graduate's administrative
         responsibilities.
      3) If the graduate is engaged in administrative tasks,
         a) the knowledge, skills, and attitudes essential to
            the successful conduct of those responsibilities and
         b) the graduate's perception of the adequacy and applica-
            bility of the knowledge, skills and attitudes developed
            through the administrative certification program.

   b. An annual survey of superintendents whose school districts
      have employed recent graduates of the program as school
      administrators. This survey will ascertain:
      1) The relative degree of success of the graduate as a school
         administrator.
      2) The knowledge, skills and attitudes, lacking in the graduate,
         but essential to effective school administration.
c. An annual survey of area administrators. They will be asked to react to the program competency list (Appendix A) indicating whether or not they believe:

1) The competencies are still appropriate for school administrators and supervisors.

2) Other competencies, not presently included in the program, should be added to the program design.

Information obtained from these three sources will be reviewed annually by the Administration Program Policy Board and will be used in recommending program modifications.
SECTION III INVolvement

A. Representatives involved in program design and development

The Department of Educational Administration at the State University College at Brockport has a long history of cooperation with field personnel in program development, in inservice offerings and in staff appointments.

Prior to the directive from the State Education Department to develop competency based certification programs in cooperation with others, this department had organized a committee to begin a review of the present program. The following served on this committee:

Mr. Sam Gianante, District Principal, Elba Central Schools
Dr. William Leonard, Educational Planner, Board of Cooperative Services - Monroe County No. 2
Mr. Robert Alford, Assistant Superintendent for Instruction, Gates-Chili Central School District
Dr. George Billicic, Assistant Professor of Continuing Education, State University College at Brockport
Dr. Lionel Metivier, Professor of Educational Administration, State University College at Brockport
Dr. George Rentsch, Professor of Educational Administration, State University College at Brockport

A set of Departmental goals and program objectives to govern any new program effort resulted from the early work of this committee. (See Appendix D). After receipt of the State Education Department directive to develop competency based certification programs this committee was broadened to secure additional field representation and
SECTION III (Continued)

the program design was modified to insure a competency-based format.

Representatives from the following agencies have participated in planning the proposed program:

1. The College

All members of the Department of Educational Administration participated throughout all phases of program development. They served a leadership function in hosting conferences, chairing meetings, submitting summary reports, drafting initial position statements and competencies, and in preparing the program draft. The graduate policies committee of the Faculty Senate at State University College at Brockport was involved in the program development process. The presentation of these documents indicates that the Faculty Senate has examined and endorsed their contents.

2. School Districts

In response to a general mailing to all area superintendents, thirty-one district administrators participated in an initial program development session. (See Appendix E) This group of persons has continued to interact with the Department of Educational Administration throughout the program development stage. The total group provided input for program development. They also served as reactors to material developed by the Department of Educational Administration. The initial program competency list, developed as a result of program development sessions, was reviewed by this total group. As a result of this review, a revised competency list was developed indicating required and optional competencies under
 SECTION III  (Continued)
eighteen major competency categories. A smaller subcommittee
worked with members of the Department of Educational Adminis-
modation to design, revise and edit, and develop the proposed
program. The names of this planning committee are included in
Appendix F.

3. Professional Association Personnel
Several of the persons included in category 2 above were also
members of administrative negotiating units and/or members of
professional administrative associations. While not specifically
designated as representatives, persons involved in initial program
planning were members of such groups as:

- The Administrative Unit of the Rochester United Teachers
  AFL/CIO
- The Genesee County Elementary and Secondary Principal's
  Association
- The Genesee Valley Association for Supervision and Curriculum
  Development
- The Monroe County Chief School Officer's Association
- The Monroe County Principal's Association
SECTION III (Continued)

B. Agreed upon responsibilities of the parties at interest

1. General Responsibilities

The parties to the development of this program, the State University College at Brockport, selected school administrators of the Rochester area, and selected professional associations of school administrators and supervisors enter into this program fully cognizant of and in accord with the following conditions:

a. Each shall perform its duties to prepare students in the art and science of administration, to evaluate student's progress and to evaluate the certification program described herein.

b. The college is primarily responsible for the education and training of its students. Area school districts, through their administrators participating in this program, and area organizations of administrators through their representatives perform certain supervisory and counseling functions in the field experience of students. Persons from these latter two groups share equally with the college the assessment of student performances undertaken as part of the field internship.

c. All three parts of this consortium, the college, the school districts, and the administrative associations will form an Administrative Program Policy Board for the implementation and review of this program.

2. Specific Responsibilities

When the competency based administrative certification program is
SECTION III (Continued)

in operation, these agencies will perform the following specific functions:

a. The college will be solely responsible for:
   1. developing instructional materials
   2. providing program counseling which shall include concise descriptions of program requirements
   3. monitoring student progress
   4. maintaining student records

b. The school districts through field program assistants and/or associates will be solely responsible for:
   1. providing opportunities for students to engage in practical field experiences during the internship phase of the program.
   2. providing initial and/or observational field experiences for students who are in the beginning stages of the program.

c. The College, the school districts, and the professional associations will be jointly responsible for:
   1. providing appropriate learning experiences.
   2. evaluating student competency attainment.
   3. designating representatives to serve on assessment panels, on program services committees and on the Program Policy Board.
   4. evaluating the student's eligibility for recommendation by the college for certification as a school and/or school district administrator and supervisor in the State of New York. (It is understood that the final authority for certification is held by the State Education Department and that
SECTION III (Continued)
certification is dependent upon the recommendation of
the college, the sole recommending agency.

3. Administration Program Policy Board

a. Functions

1. To assess and evaluate the program, monitoring its effectiveness and recommending changes as they become necessary.

2. To identify and recommend practicing administrators to participate on student assessment panels.

b. Composition

The Administrative Program Policy Board shall consist of two representatives of the college, three area school administrator-supervisors (including B.O.C.E.S.), and two representatives of area associations of school administrators (Genesee Valley Association for Supervision and Curriculum Development, Rochester's Administrative Unit of the United Teachers, Monroe County Principal's Association, Genesee County Elementary and Secondary Principal's Association, Monroe County Chief School Officers Association, etc.) Service on the Program Policy Board shall be voluntary and without remuneration from the college.

4. Student Rights and Responsibilities

a. The student is an enrollee of the college. He must, therefore, comply with all policies and regulations governing student activities and program requirements.

b. The student, when engaged in field experiences in cooperating school districts, is responsible to the school district as well as to the college. The college shall provide supervisory
SECTION III (Continued)

C. Indications of agency/institution support and/or reservations

Appendix 3 includes specific letters from representatives of the agencies and institutions which have participated in the design of this program and/or which have expressed a willingness to cooperate in program implementation. These letters clearly express support for the nature of the program. It is believed that the reservations described therein will not seriously affect the nature of the program but will serve as needs to which attention will be given during initial program implementation and evaluation.
A. Instructional Program

1. Description

The program described in this proposal represents a major step forward in relating educational experiences to the competencies needed for educational leadership. It builds on past programs, has been developed in accordance with New York State Education Department mandates, and reflects the input and suggestions of a widely diverse group of persons from nearby school districts. The program should not be considered a completed product, but rather a program in a continuing process of becoming. The program design of ten years from now, or five years from now and even of two years is likely to be different from that which is described in this proposal after college and school district staff work with it and students experience it.

1.1 Nature and Sequence of Learning Experiences

The 175 competencies identified as necessary for school administration which were grouped into eighteen competency areas have been further combined into nine discrete instructional blocks and an internship as follows.

<table>
<thead>
<tr>
<th>INSTRUCTIONAL BLOCK</th>
<th>COMPETENCY AREAS INCLUDED*</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Organization &amp; Administration of Public Instruction</td>
<td>1. Organizational Theory (3.1.0)</td>
</tr>
<tr>
<td></td>
<td>2. Community Relations (3.0.0)</td>
</tr>
<tr>
<td>II. Personnel Administration</td>
<td>3. Policy Development (3.3.0)</td>
</tr>
<tr>
<td></td>
<td>4. Contract Administration (3.7.0)</td>
</tr>
<tr>
<td></td>
<td>5. Staff, Recruitment and Selection (1.1.0)</td>
</tr>
<tr>
<td></td>
<td>(emphasis on development of general attitudes)</td>
</tr>
</tbody>
</table>

* Initial competency in the designated areas will be attained in the indicated instructional block; however, instruction in the block may include other areas as well.
SECTION IV (Continued)

III SUPERVISION

IV UNIT ADMINISTRATION

6. Staff Analysis (1.2.0)
7. Staff Development (1.3.0)

8. Instructional Leadership (2.1.0)
9. Staff Recruitment and Selection (1.1.0)
(Emphasis on job analysis, description and staff organization)

10. Instructional Resources Management (2.4.0)
(Emphasis on organizing resources for instructional use)

11. Plant Planning and Management (3.4.3)
(Emphasis on organizing and managing the physical facility)

12. Pupil Personnel Administration (2.6.0)

V PROGRAM DEVELOPMENT

VI PROGRAM APPRAISAL

13. Program Development (2.2.0)

14. Program Appraisal (2.3.0)

VII LEGAL ASPECTS OF EDUCATION

15. Legal Aspects of Education (3.6.0)

VIII EDUCATIONAL FINANCE

16. Public School Finance (3.5.0)

IX LEADERSHIP TRAINING

17. Human Relations (3.9.0)

18. Communication (3.8.0)

X PRACTICING INTERNSHIP

Appropriate competency areas identified by the student, his advisor, the internship supervisor and cooperating field staff
(See page 7)

Additional Competency Based Experiences

In addition to the nine required competency-based learning blocks and the internship listed above, other opportunities will be available to meet the special interests and/or needs of students. These opportunities will enable the student to strengthen previously attained competencies, to acquire competencies unique to specific administrative positions, and to acquire previously unattained competencies in a new setting. Appendix II describes the nature of these additional learning experiences.
SECTION IV (Continued)

Upon acceptance into the program, the candidate will be expected to enroll in and attain the competencies assigned to the following initial administrative program instructional blocks.

I. Organization and Administration of Public Instruction
II. Personnel Administration
III. Supervision
IV. School Building Administration
V. Program Development
VI. Program Appraisal

Upon attainment of a Master's degree and after satisfactorily acquiring the competencies assigned to the above instructional blocks, the candidate will be expected to enroll in and attain the competencies assigned to the following program instructional blocks.

VII. Legal Aspects of Education
VIII. Educational Finance
IX. Leadership Training
X. Practicing Field Internship

Upon attainment of at least 80% of the competencies in at least fourteen of the competency areas (see page 8) the student will be eligible to undertake a field centered internship. *

Satisfactory attainment of the specific competencies undertaken during the internship, and the satisfactory completion of the requirements for a Certificate of Advanced Studies (see page 32) will entitle the candidate to participate in the Certification Assessment (see page 12), the last program step to be undertaken.

* See page 11 for pre-internship assessment procedure
before being recommended for New York State Certification as a School Administrator and Supervisor.

1.2 Provisions to deviate from instruction and sequences

It is expected that the experiences of most candidates will have been limited to teaching and related activities. For this reason, it is expected that almost all candidates will have to participate in learning experiences specifically designed to develop administrative knowledges, skills, and/or attitudes.

There is, however, considerable flexibility within the program itself to permit deviations based on prior experience and/or study. Depending on the student's needs, the program provides a minimum of 21 and a maximum of 33 hours of electives. Working with his/her advisor, the student will identify and schedule learning experiences that are in line with his/her specific needs. In addition, the inclusion of a significant number of elective hours in the sixty hour program makes it possible for a student holding a Master's degree in another field to complete the Certificate of Advanced Study by taking a minimum of thirty hours or a maximum of thirty-nine hours of additional work.

Moreover, a student's present position or previous experience may have provided him/her with some of the competencies found in a learning block. Such a student may petition the instructor for an assessment. If the assessment shows that the student possesses some of the competencies in the learning block, the student will
SECTION IV (Continued)

devote his/her time to completing the remaining competencies in
the learning block and to engaging in appropriate independent
study. Upon completion of the competencies in the learning block,
the student will be credited with the appropriate number of semester
hours of credit.

2.0 Short Range Objectives

During the year immediately ahead the Department will concentrate
its efforts on program design and program implementation.

A. Program Design Objectives

1. To review and revise if necessary the assignment of competencies
to designated learning blocks.

2. To review and revise if necessary detailed descriptions and
outlines for each learning block.

3. To identify, design, and/or develop exercises, simulations, case
studies and other appropriate instructional materials which will
assist candidates in acquiring specific competencies.

4. To identify and test learning experiences which will assist
candidates in acquiring specific competencies.

5. To design an appropriate record keeping system to record and
monitor the individual student's progress through the program.

B. Program Implementation Objectives

1. To pilot individual competency assessment procedures.

2. To pilot the use of an assessment laboratory for certification.

3. To identify by name and institution those persons to participate
on program boards and panels.

4. To include greater campus awareness and involvement in program
implementation.
SECTION IV (Continued)

3.0 Campus Involvement

In addition to extensive involvement with the field and within the Division of Education, the program has been reviewed through normal academic channels. The Graduate Policies Committee was consulted throughout the program development process, and modifications were made based upon suggestions from that committee. The completed product was fully reviewed and approved by the Graduate Policies Committee prior to submission to the Faculty Senate. The Graduate Policies Committee includes representatives from all major divisions of the college. After approval by the Faculty Senate, the program was approved by the President following review by the Administrative Council.

Discussions will be held on a continuing basis with representatives of other departments to assure that appropriate elective offerings are available to students enrolled in the program. Since the program serves students in a large metropolitan area, electives in the various social sciences including the fields of political science, sociology, and economics are of particular importance. In addition, appropriate electives from other areas in the field of education and the discipline of psychology may be required to meet student needs. While a great many elective offerings are already available, the Department will continue to work with other departments to secure offerings that best meet the needs of students engaged in the program.
SECTION IV (Continued)

B. Miscellaneous

1.0 Credit Hours

1.1 Credit hours will be assigned to learning experiences as follows:

<table>
<thead>
<tr>
<th>Competency Based Learning Experience</th>
<th>Masters Degree</th>
<th>C.A.S.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 694 Organization &amp; Administration of Public Instruction</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDA 696 Personnel Administration</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDA 670 Basic Principles of Educational Supervision</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDA 651/EDA 655 (Elementary/Secondary) School Organization &amp; Administration**</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDA XXX Program Development</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDA XXX Program Appraisal</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDA 871 Legal Aspects of Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDA 874 Educational Finance</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDA 877 Leadership Training</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDA 896/897 Internship</td>
<td>10</td>
<td>27 - 39</td>
</tr>
</tbody>
</table>

Total Competency Based Hours

Electives outside education

Electives

Total Graduate Hours

1.2 Accommodations for prior achievement and/or "additional time" needs.

See Section 1.2 under A - Instructional Program (pg. 29) for a description of ways in which students may be given credit for prior experience.

Competencies have been organized in learning blocks which can

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* Certificate of Advanced Studies

** Since some candidates aspire to administrative positions in Elementary Schools while others look forward to positions in Secondary Schools, candidates will choose an instructional block emphasizing one of these two areas. Specific competencies to be acquired will, however, be similar in both blocks, only the setting and the degree of emphasis will vary.

*** Candidates for the Certificate of Advanced Studies who already hold New York State Certification as a School Administrator and Supervisor or candidates who already hold administrative positions may upon application have some or all of the internship hours waived. Upon granting of waivers, candidates will be expected to pursue other appropriate learning experiences.
SECTION IV (Continued)

normally be completed in a semester. Any student requiring additional
time to complete the competencies may have up to one additional semester.
If time is needed beyond this extension, it will be necessary for the
student to re-register for the appropriate learning block.

1.3 Distribution of Credit hours

<table>
<thead>
<tr>
<th></th>
<th>Masters Degree</th>
<th>C.A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts/Sciences</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Professional Ed.</td>
<td>18</td>
<td>27 - 39</td>
</tr>
<tr>
<td>Optional</td>
<td>6</td>
<td>27 - 15</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>60</td>
</tr>
</tbody>
</table>

2.0 Process for Recommending Certification

See pages 12 - 13

3.0 Relationship of Certification Program to Campus School

None