Resolution #20

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: C.B.T.E. Program in Mathematics 7-12

(See attached)

Signed William C. Rock
(Date) 5/11/76

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
   a. Accepted. Effective Date Jan. 30, 1976
   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-President: Others as identified

Distribution Date: Signed
Date Received by the Senate:
COMPETENCY BASED TEACHER EDUCATION CERTIFICATION

PROGRAM IN MATHEMATICS 7 - 12

PROVISIONAL

PERMANENT

MAY 76
I. COVER SHEET

A. Date: February 1, 1976

B. Names of Colleges:
   1. State University College at Brockport

C. Names of Participating School Districts:
   
<table>
<thead>
<tr>
<th>Provisional Program</th>
<th>Permanent Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greece Central</td>
<td>1. Greece Central</td>
</tr>
</tbody>
</table>

D. Title of N.Y.S. Certificate:
   Mathematics, 7 - 12

E. Level of Certificate:
   Provisional
   Permanent

F. Degree(s):
   Provisional - B.S., B.A.
   Permanent - M.S. in Education
               M.A. in Mathematics

G. Anticipated date of Program Implementation:
   Provisional: September 1, 1973
   Permanent: September 1, 1978
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II. PROGRAM

A. Analysis and Statement

The programs described in this proposal are designed to lead to provisional and permanent teacher certification in mathematics, 7-12. The programs are competency-based and field oriented. The competency-based format provides an explicit statement of the performances required for certification and the field orientation emphasizes that the knowledge, skills and attitudes assessed will be directly related to classroom practices.

The knowledge, skills, and attitudes of the Programs were developed by applying the guidelines and recommendations set forth by the Board of Regents and the Association of Mathematics Teachers of New York State.

The knowledge, skills, and attitudes have been separated into three (3) areas as recommended by AMTHYS. The areas are:

1. Mathematics
2. Teaching - Learning Strategies
3. Humaneness in Mathematics Classrooms

The first numeral in the S-K A listing will identify the area.

The Regent's Ten Goal statements, which focus on the needs of pupils in the schools, are addressed in the teacher preparation competencies for both the Provisional and the Permanent Certification Programs.

1. Provisional Certification

The goal of SUC Brockport's Secondary Mathematics CBTE program is to produce a teacher of mathematics with a broad liberal arts base who is also competent in mathematics and in the teaching of mathematics. In addition to successful completion of specific competencies, each CBTE candidate must complete the requirements for a baccalaureate degree, a major in mathematics and the professional education sequence as determined by the college before being recommended for provisional certification.
The competent teacher at the provisional level must have a basic knowledge of algebra, analysis, geometry and probability and statistics. The mathematics major with a course in geometry will usually allow the candidate to acquire such competencies. The purpose of the algebra competencies is to understand the structure of finite operations such as addition while the analysis competencies cover the infinitary processes required to better understand the real numbers and other mathematical systems. The geometry competencies cover non-numerical structure and the concept of space relationships while the competencies in probability and statistics enable one to make decisions in the face of uncertainty and to organize data. Currently, the subject of geometry is in a state of change as the transformational approach is being tried. At present, a student must be familiar with geometry, both the traditional approach and the transformational. For Provisional Certification, one of these competencies is sufficient.

Mathematics content competencies will be assessed in specific upper level mathematics courses. (Courses identified by course number)

<table>
<thead>
<tr>
<th>Provisional Certification</th>
<th>BA (30 hrs. of Mathematics)</th>
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</thead>
<tbody>
<tr>
<td><strong>Algebra</strong></td>
<td></td>
</tr>
<tr>
<td>Lin. Alg. I</td>
<td>Calc. I</td>
</tr>
<tr>
<td>Mod. Alg. I</td>
<td>Calc. II</td>
</tr>
<tr>
<td>MTH 425</td>
<td>Calc. III</td>
</tr>
<tr>
<td></td>
<td>Introd. to Real Analysis I</td>
</tr>
<tr>
<td></td>
<td>MTH 457</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transformational Geom.</td>
</tr>
<tr>
<td></td>
<td>MTH 434</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>College Geom.</td>
</tr>
<tr>
<td></td>
<td>MTH 432</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>Prob. &amp; Stat.</td>
</tr>
<tr>
<td></td>
<td>MTH 445</td>
</tr>
</tbody>
</table>
Professional education competencies will be assessed generally in the context of a total classroom situation rather than through completion of a multitude of small discrete acts which demonstrate the S.K.A. necessary in teaching mathematics. A variety of courses to develop broad areas of S.K.A. is required for all students. The competencies to be assessed will encompass those S.K.A. developed within these broad areas, but concentrate on mathematics content and the teaching of mathematics.

Previsional Certification

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>EDI 322</td>
<td>EDI 308</td>
<td>EDI 309</td>
</tr>
</tbody>
</table>

2. Permanent Certification

This program is designed to prepare secondary mathematics teachers for permanent certification in the State of New York. A key factor in the proposed program is recognition of, and responsiveness to, the fact of variations of role expectations for the secondary mathematics teacher. Specific expectations differ from school to school and are influenced by such factors as administrator preference, organizational structure, community and parental aspirations, nature of the student body, and the perceptions of individual teachers. Such wide variations in expectations mandate a permanent certification program which, though rigorous, responds to the reality of those variations.

The candidate will be required to complete a core of competencies and a Master of Science in Education: Secondary Mathematics, a Master of Arts degree in Mathematics, or 30 graduate semester hours of course work equivalent to the course requirements of either degree.
A minimum of 45 hours of graduate and undergraduate mathematics is required for permanent certification in mathematics.

The competent teacher at the Permanent level will not only have the Mathematics competencies of the Provisional level but also both geometry competencies and additional work in probability and statistics. In addition, the teacher must have a knowledge of the computer as a modeling device and as a supplement to instruction in the mathematics classroom. Knowledge in computer science will enable the teacher to analyze the fundamental algorithms of arithmetic and algebra. Further, the teacher must have the skills necessary to understand and use mathematical models to emphasize the relationship of mathematics to other areas of study (humanities, physical and social sciences) and to societal problems. Finally, the teacher must have the ability to recognize relationships that exist among branches of mathematics and to be aware of the historical development of mathematics and to identify the concepts of higher mathematics that underlie and relate to the secondary school curriculum.

The Mathematical competencies will be assessed in the following courses.

**Undergraduate or Graduate Courses**

<table>
<thead>
<tr>
<th>Transformational Geometry (MTH 434/534)</th>
<th>OR</th>
<th>College Geometry (MTH 432/532)</th>
<th>OR</th>
<th>Prob. &amp; Stat. II (MTH 646/646)</th>
</tr>
</thead>
</table>

**Graduate Courses**

<table>
<thead>
<tr>
<th>Applications of Mathematics (MTH 618)</th>
<th>OR</th>
<th>Topics For Teachers Mathematical Modeling (MTH 619)</th>
<th>OR</th>
<th>Mathematics Synthesis (MTH 695)</th>
</tr>
</thead>
</table>

The student is also required to meet the competencies required in mathematics education.
Nine semester hours of required courses in mathematics education, which will be competency-based courses will be the permanent certification education competency core.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 622</td>
<td>EDI 686</td>
<td>EDI 792</td>
</tr>
</tbody>
</table>

The applicant will be required to meet the following criteria:

1. The applicant will possess a New York State provisional teaching certificate which meets current standards. (2) The applicant will satisfactorily complete the required competency core in Education.
2. The applicant will satisfactorily complete the required additional hours in Mathematics at the level established by the Mathematics Faculty for graduate students.

The preceding requirements can be satisfied in the following ways:

1. The applicant who selects a Master of Science in Education: Secondary Mathematics degree will take at least twelve (12) semester hours in mathematics. Acceptance into the degree program will be based upon current standards at the time of application. The determination of the hours would be made by the student with advisement in relation to the student's needs and interests. The Mathematics courses will be taught by the Mathematics Faculty and will be assessed according to their standards. (2) The applicant may select an M.A. in Mathematics. Acceptance into the degree program will be based on current standards as established by the Mathematics Faculty at the time of application. Such applicants who elect to take a Master's Degree in Mathematics will be expected to meet the academic assessment procedures designed and implemented by the Mathematics Faculty in addition to the permanent certification core of competencies in the Field of Education. (3) The
applicant may apply for certification only. This program is similar in many respects to the M.S. in Education degree. The similarities are: (a) The applicant will be required to complete the nine hour competency core. (b) The applicant will be required to complete twelve to eighteen hours in education. (c) The applicant will be required to complete twelve to eighteen hours in Mathematics. (d) The selection of appropriate courses will be made through the same advisement channels as exist for the matriculated graduate student. The point of departure lies in the fact that the applicant (a) will not be required to meet the current entrance requirements for the graduate degree, (b) will be required to complete thirty hours instead of the thirty-three hours noted in the degree program and (c) the applicant is not required to pass a comprehensive examination or follow institutional policies regarding degree requirements.

In each of the three possible routes to permanent certification, the competency-based core remains the same. The candidate will have the opportunity to demonstrate an acceptable level of performance on stipulated competencies in lieu of formal attendance and instructional involvement in the competency-based core.

We view permanent certification as the warrant that a person can teach well, not that he/she does teach well. The latter attestation is, we believe, a function of the tenuring process rather than the certifying process.
II.

B. Requirements for Entrance into the Teacher Education Program

1. **Provisional**
   
   A student must be of Junior status in good standing with the college (minimum of 2.0 index).

2. **Permanent**
   
   The requirements for entrance into the proposed secondary mathematics permanent certification program will be the possession of a baccalaureate degree and a New York State secondary mathematics provisional certificate. For acceptance into a master's degree program, the applicant must also meet the current degree requirements at the time of application.
MATHMATICAL COMPETENCIES FOR SECONDARY MATHEMATICS CERTIFICATION (SUMMARY)

Provisional Certification  BA or BS (Mathematics Major)

<table>
<thead>
<tr>
<th>Algebraic Structure</th>
<th>Analysis Concepts</th>
<th>Concepts of Probability and Statistics  (Basic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linear Algebra</td>
<td>Calculus I</td>
<td>Prob. &amp; Stat I</td>
</tr>
<tr>
<td>Modern Algebra I</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MTH 425</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Real Analysis I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MTH 457</td>
<td>MTH 445</td>
</tr>
</tbody>
</table>

AND

<table>
<thead>
<tr>
<th>Geometric Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Approach</td>
</tr>
<tr>
<td>College Geometry</td>
</tr>
<tr>
<td>MTH 432/532</td>
</tr>
</tbody>
</table>

Permanent Certification  MA Mathematics, MS Ed, Secondary Mathematics, or equivalent course work (including 45 hours of Mathematics at the Graduate and Undergraduate level.)

All of the above (including both geometries) and the following:*  

<table>
<thead>
<tr>
<th>Concepts of Probability and Statistics (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prob &amp; Stat II</td>
</tr>
<tr>
<td>MTH 446/546</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applications of Mathematics</th>
<th>Computer Related Concepts</th>
<th>Mathematical Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 618</td>
<td>Topics for Teachers</td>
<td>MTH 695</td>
</tr>
</tbody>
</table>

Competencies would normally be tested in the nine courses identified above by course number.

*The second geometry competency and/or the Advanced Probability and Statistics may be completed in undergraduate or graduate programs.
EDUCATIONAL COMPETENCIES FOR SECONDARY MATHEMATICS CERTIFICATION (SUMMARY)

**Provisional Certification - BA or BS Mathematics Major**

<table>
<thead>
<tr>
<th>Pre-Student Teaching</th>
<th>Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 322 Methods in Secondary Mathematics</td>
<td>EDI 308 Practicum in Secondary Education</td>
</tr>
<tr>
<td></td>
<td>EDI 309 Selected Problems in Secondary Education</td>
</tr>
</tbody>
</table>

**Permanent Certification - MA (Mathematics), MS Ed (Secondary Mathematics), or equivalent course work**


Competencies would normally be tested in the six courses identified above by course number. In addition students are required to complete PSH 384 Developmental Psychology and one of the college approved courses in Drug Education (HLS 370, HLS 451, HLS 301) for provisional certification.
E. Student Guidance

1. Provisional

Applicants for Provisional Certification in Secondary Mathematics will receive program advisement from both the Department of Mathematics and from the Department of Curriculum and Instruction. Prior to admission to the program, the student will be provided with appropriate college handbooks and with the details of the specific competencies, assessment procedures and assessment criteria of the program as well as information as to how these competencies can be attained. Advisement then takes the role of continuing re-evaluation of the student’s progress and recommendations for alternate directions within the general framework of the program, with more intensive advisement and counselling during the professional semester.

A mathematics major declaring an intent to pursue secondary mathematics certification will be assigned a mathematics certification advisor. This faculty member from the mathematics department will help the student plan a program of study to fulfill the requirements for the bachelor degree and the major as well as meeting the specific competencies in mathematics. This advisor will keep a record of mathematical competencies completed by the student and will advise the student as to appropriate evaluation procedures.

The Advisement Coordinator for the Department of Curriculum and Instruction will explain the certification requirements of the Program, and the options available within the Program requirements. The Advisement Coordinator will initially counsel the
candidate concerning the selection of appropriate course work prior to the professional semester. As soon as feasible, the applicant, with the guidance of the Advisement Coordinator, will select an Education Certification Advisor from among the Department of Curriculum and Instruction faculty members designated as Secondary Certification Program advisors in mathematics education.

The applicant, the Certification Advisors, and the Advisement Coordinator will at all times have an up-to-date record of the applicant's progress in the program.

2. Permanent

Applicants for permanent certification at SUC Brockport will receive counselling and program advisement. While these two functions are closely related, it is convenient to sort them for descriptive purposes.

Program advisement refers to the more formal and structured aspect of student guidance. When a student has been admitted to the SUC Brockport Secondary Mathematics Permanent Certification Program, an appointment with the Advisement Coordinator of the Department of Curriculum and Instruction will be made. The Advisement Coordinator will initially counsel the candidate concerning the selection of appropriate course work during the first semester of graduate work taken at SUC Brockport. As soon as feasible, the applicant, with the guidance of the Advisement Coordinator, will be assigned two Certification Advisors from among the SUC Brockport faculty members designated as Secondary Mathematics Permanent Certification Program Advisors, one from the Department of Curriculum and Instruction and one from the Mathematics Department.
The role of the Certification Advisors is to assist the applicant with career development planning and the selection and scheduling of appropriate academic learning experiences. If the applicant or the initial Certification Advisor feels that the applicant's career development would be more facilitated by a different Advisor, such changes would be made by the Advisement Coordinator. The applicant, the Certification Advisors, and the Advisement Coordinator will at all times have an up-to-date record of the applicant's progress in the program.

The Advisement Coordinator will be responsible for maintaining the records which provide the warrant to recommend permanent certification for the applicant. At least two faculty members who are familiar with the candidate's progress in the program are always available for guidance and counselling.
F. Program Evaluation and Management - PROVISIONAL

1. Procedures for Collecting and Reviewing Information about Student Performance
   a. A record of the student's performance in Methods of Secondary Mathematics will be kept by the college instructor and transmitted to the student's Program Advisor and Advisement Coordinator.
   b. A record of the student's performance in the Practicum in Secondary Education and Selected Problems of Secondary Education will be kept by the Clinical Professor -- upon the recommendations made by the public school teachers with whom the student has worked -- and transmitted to the student's Program Advisor and Advisement Coordinator at the end of the Practicum Experience.
   c. A record of the student's performance in the Mathematics Core will be kept by the mathematics instructors responsible for the Core courses and transmitted to the student's Program Advisor and Advisement Coordinator.

2. Procedures Designed to Facilitate Program Modification
   At the end of each college semester, representatives from all parties involved in the preparation of Mathematics teachers, 7-12, for provisional certification will be invited to evaluate the effectiveness of the present competencies and to recommend new ones to be added. Such personnel will include college Mathematics faculty members, college Mathematics Education faculty members, college clinical professors, public school teachers and supervisors, and college undergraduate mathematics certification students. On the basis of recommendations from such representatives, the program of competency-based education for Secondary Mathematics teachers may be modified by an ad hoc committee of the policy board.
3. Plan for Gathering Information about Applicability of the Required Skills, Knowledge, and Attitudes in the School Setting

Covered in F. 2.
F. Program Evaluation and Management - PERMANENT

1. Procedures for Collecting and Reviewing Information about Teacher Performance
   a. A record of the Teacher's performance in Secondary Math Education (EDI 622, 686, 792) will be kept by the Instructor and transmitted to the Teacher's Program Advisor and Advisement Coordinator.
   b. A record of the Teacher's performance in the Mathematics Core will be kept by the mathematics instructors responsible for the Core and transmitted to the Teacher's Program Advisor and Advisement Coordinator.

2. Procedures Designed to Facilitate Program Modification
   At the end of each college semester, representatives from all parties involved in the preparation of Mathematics teachers, 7-12, for permanent certification will be invited to evaluate the effectiveness of the present competencies and to recommend new ones to be added. Such personnel will include college Mathematics faculty members, college Mathematics Education faculty members, public school teachers and supervisors, and college graduate mathematics certification students. On the basis of recommendations from such representatives, the program of competency-based education for Secondary Mathematics teachers may be modified by an ad hoc committee of the policy board.

3. Plan for Gathering Information about Applicability of the Required Skills, Knowledge, and Attitudes in the School Setting
   Covered in F. 2.
III. INVOLVEMENT - PROVISIONAL

A. Rights and Responsibilities of the Parties at Interest for Program Implementation.

The parties of this project (the State University of New York, College at Brockport, the Greece Central School District and the Greece Teachers' Association) agree to conduct a Competency-Based Teacher Education Program. The parties herein referred to as the College, the School District, and the Teachers' Association enter into this program fully cognizant of and in accord with the following conditions:

1. All shall fulfill their obligations to the student trainees as their joint and separate responsibilities to train students in the art and science of teaching, to assess their progress, and to evaluate periodically the teacher education program herein described.

2. The college is primarily responsible for the overall education and training of their students, with the School District and the Teachers' Association joining in the professional education and training of said students. For provisional certification the School District and Teachers' Association are parties to the teacher education program development, performing certain supervisory and counseling functions during the field experiences of the students and sharing with the College the assessment of certain student performances described herein.

3. The members of this consortium -- the College, the School District, and the Teachers' Association -- will form a Policy Board to govern the program.
   a. Policy Board Function.

   The Policy Board will assess and evaluate the program as herein described and prescribe changes as they become necessary. The
Policy Board has elected the Dean of the Faculty of Education, State University of New York at Brockport, to act as its official designee to recommend applicants for provisional certification to the New York State Department of Education.

b. Policy Board Composition

The Policy Board shall consist of two representatives from the College, one representative from each School District, and three representatives from each Teachers' Association. These representatives vote within their respective agencies in matters pertaining to the Policy Board's functions outlined above. A majority vote within the agency dictates the direction of the agency unit. All agencies must agree to changes in governance policy.

4. Students' Rights and Responsibilities

a. The student is a legal enrollee of the College and as such must comply with the policies and regulations governing student activities and program requirements which are made explicit in college descriptions of program requirements.

b. The student, when engaged in field experiences at the Cooperating School District, is responsible for regulations formulated by the School District as well as those required by the College.

c. The student shall not be used regularly by the School Districts or their personnel as sources of paraprofessional or clerical help, nor shall he or she supplant regularly employed teachers of the School Districts.

5. Cooperating Teachers (School District Personnel)

Cooperating teachers volunteer to be assigned as field associates to work with teacher education candidates in guided experiences which are planned to account for the levels of readiness and needs of the teaching candidates. This assignment shall be in accord with the State University of
New York College at Brockport's policies and procedures.

6. The Schools and Colleges

In order to provide close liaison, coordination and continuous feedback as to program objectives, implementation, and assessment, a Site Committee will be formed in each school district where any component of the program is in operation. Such a committee will consist of representatives of the College, representatives of the Teachers' Association, and of the School District Administration. Decisions by the Site Committee are constrained by all directives from the State Education Department and the Policy Board. The role of the Site Committee is to provide decentralized and flexible decision making within general policy limits.

7. College Personnel

College personnel will serve the following functions:

a. Act as advisors and inform students of program objectives and expectations.

b. Serve as Clinical Professors on the Site Committees

c. Serve as Coordinators of Field Experiences and make the necessary arrangements for assigning students to school sites.

d. Make provisions for the cooperating teachers to receive necessary training related to the guidance, supervision, and evaluation of preservice students.

8. The School District and the College

These parties shall be responsible for orienting students and teachers to this competency-based program and for informing both participating and non-participating teachers about development, implementation, and progress of the programs. The School District and College shall do this only after having consulted with representatives from the
Teachers' Associations.

9. College

The Department of Curriculum and Instruction at the State University of New York College at Brockport will maintain a record-keeping system which will provide data on the progress of the students.

The following letters indicate the full cooperation and involvement in the development of the various aspects of the Competency-Based Teacher Education Program described herein.
III Involvement - PERMANENT

A. Rights and responsibilities of the parties at interest for program implementation.

The parties of this project (the State University of New York, College at Brockport, Greece Central School District and the Greece Teachers' Association) agree to serve on the Policy Board of a Competency-Based Teacher Education Program for Mathematics, 7-12 Permanent Certification. The parties herein referred to as the College, the School District, and the Teachers' Association enter into this program fully cognizant of and in accord with the following conditions:

1. The College is primarily responsible for the overall education, training and assessment of their students. Assessment of the competencies will be done in peer teaching situations, from video-tapes of the students classroom performance, from paper and pencil tests, projects, or (with the express permission of the local Teachers' Association and the administration of the school) by field observations of the student in the classroom by the clinical professor from the college.

2. The School District and the Teachers' Association join in planning and evaluating the professional education program in Mathematics, 7-12 permanent certification.

3. The members of this consortium - the College, the School District and the Teachers' Association - will form a Policy Board to govern the program.

a. Policy Board Function.

The Policy Board will assess and evaluate the program as herein described and prescribe changes as they become
necessary. The Policy Board has elected the Dean of the Faculty of Education, of the College to act as its official designee to recommend applicants for permanent certification to the New York State Department of Education.

b. Policy Board Composition.

The Policy Board shall consist of two representatives from the College, one representative from the administration of the Greece Central School District and three representatives from the Greece Teachers' Association. These representatives vote within their respective agencies in matters pertaining to the Policy Board's functions outlined above. A majority vote within the agency dictates the direction of the agency unit. Two thirds of the agencies must agree to changes in governance policy.


The candidate is a legal enrollee of the College and as such must comply with the policies and regulations governing student activities and program requirements which are made explicit in college descriptions of program requirements.

5. College Personnel

College Personnel will serve the following functions:

a. Act as advisors and inform students of program objectives and expectations.

b. Act as assessors of student achievement of competencies.

Only with the express permission of local administrators and Teachers' Association heads will field assessments be done in Policy Board schools.
6. College

The Department of Curriculum and Instruction at
the State University of New York College at Brockport will maintain
a record-keeping system which will provide data on the progress
of the students.

The following letters indicate the full cooperation and
involvement in the development of the various aspects of
the Competency-Based Teacher Education Program described
herein.