Resolution #24
1975-1976

TO: PRESIDENT ALBERT W. BROWN
FROM: THE FACULTY SENATE
Meeting on May 17, 1976

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

SUBJECT: C.B.T.E. Program in French 7-12

(See attached)

Signed ____________________________ Date Sent 5/18/76
(For the Senate) William C. Rock

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

RE: 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: ______________
Section A - Required Basic Information

1. Cover sheet
   Date Proposal submitted: April 5, 1976
   Name of College: SBC/Brockport
   Name of participating public school district: Holley School District
   Title of certificate: French 7-12
   Level of certificate: Provisional
   Degree toward which this program will lead: B.A.
   Anticipated date of program implementation: January 1, 1977
   Anticipated date of program completion by initial entrants: May 1, 1978
2. Table of contents

Section E - Program

1. Conceptualization of the professional ............................................. 3
2. Requirements for entrance into professional education program .......................... 5
3-4 List of the skills, knowledge, attitudes, Assessment .................................. 7
5. Student Guidance .................................................................................. 19
6. Program Evaluation and Management ...................................................... 23

Section C - Involvement of Pertinent Agencies ........................................... 29
Section 3 - Program

1. A conceptualization of the professional who will be prepared by the program. The successful candidate will be recommended on the basis of competency for French 7-12, a position which requires general background knowledge as well as specific competencies for teaching various levels of French to pupils ranging in age from approximately twelve to eighteen.

   General background knowledge will be of particular value to the candidate’s carrying out the ten Goals Statements of the Board of Regents:

1. **Mastery of the Basic Skills of Communication and Reasoning Essential to Live a Full and Productive Life.**

2. **Ability to Sustain Lifetime Learning in Order to Adapt to the New Demands, Opportunities and Values of a Changing World.**

3. **Ability to Maintain One’s Mental, Physical and Emotional Health.**

4. **Understanding of Human Relations - Respect for and Ability to Relate to Other People in Our Own and Other Nations, Including Those of Different Sex, Origins, Cultures, and Aspirations.**

5. **Competence in the Processes of Developing Values - Particularly the Formation of Spiritual, Ethical, Religious, and Moral Values Which Are Essential to Individual Dignity and a Humane Civilization.**

6. **Knowledge of the Humanities, Social Sciences and Natural Sciences at a Level Required to Participate in an Ever More Complex World.**

7. **Occupational Competence Necessary to Secure Employment Compatible with Ability and Aspiration and to Perform**
WORK IN A MANNER THAT IS GRATIFYING TO THE INDIVIDUAL
AND TO THOSE SERVED.

8. KNOWLEDGE AND APPRECIATION OF OUR CULTURE AND CAPABILITY
FOR CREATIVITY, RECREATION AND SELF-REALIZATION.

9. UNDERSTANDING OF THE PROCESSES OF EFFECTIVE CITIZENSHIP
IN ORDER TO PARTICIPATE IN AND CONTRIBUTE TO THE GOVERN-
MENT OF OUR SOCIETY.

10. KNOWLEDGE OF THE ENVIRONMENT AND THE RELATIONSHIP BETWEEN
ONE'S OWN ACTS AND THE QUALITY OF THE ENVIRONMENT.

Too, the general background knowledge reveals connections of language with
humanities, philosophy, philology, literature, psychology, linguistics,
anthropology, history; and other disciplines.

As for specific competencies in French 7-12, they fall into three
categories: knowledge of French (oral and written command of the language;
acquaintance with French culture, civilization, and literature); skill as
a teacher (management in the classroom; awareness of needs of pupils varying
in being monolingual or bilingual and having other differences; knowledge
of how to solve problems of articulation; ability to use machines such as
type-writers, ditto machines, tape recorders, and so on; effective lesson
plans; teaching techniques; use of appropriate materials and tests); and
attitudes as a teacher (enthusiasm, respect for students, colleagues, community;
commitment to the humanistic value of foreign languages and cultures as well as to their
practical role in local, urban, national, and international problems; and
professionalism and its requirements of active membership in various associa-
tions and emphasis on constant upgrading).

The candidate's attention should be called to the required evidence
of "compliance with state law regarding the teaching of the ill effects of
alcohol and drugs (Education Law, Sec. 804, 804a, and 805)" and "procedures
which are used to verify that persons seeking certification have not been
convicted for offenses that would affect their teaching effectiveness."
2. Requirements for entrance into the professional education program.

In competency-based certification the requirement is the candidate’s ability to perform objective competencies at specific levels. Even though no exact length of time and no specific courses in French or professional education are required, certain courses at Brockport will facilitate the candidate’s achievement of specific competencies. For example, the major in French which requires Phonetics, Modern Usage, Civilization, Literature to 1800, Literature after 1800, Conversation, Advanced Style and Composition, History of the French Language, three courses on 400-level in literature, one elective on 300 or 400-level covers many of the competencies required in the knowledge of French.

In fact, most candidates for certification in French 7-12 will be students enrolled in courses on the Brockport campus where they will take professional education courses and courses in French.

Before enrolling in Methods in Secondary French (Education 326), candidates must demonstrate French competencies because at this time in their career they are completing their major in French and thus the test for French competencies may be considered to be an exit requirement for French but an entrance requirement for Methods. Prior to enrolling in Methods, the candidate must: 1) visit French classes at the Holley Junior-Senior High School, the cooperating school district, in order to understand more clearly the role of the teacher and its demand for language competence, cultural insight and awareness, literary acquaintance, management skills, and professional attitudes; 2) must have some experiential work such as working in the foreign language labs, tutoring in the Skills Center, helping with bilingual-bicultural education, participating in some manner in beginning and intermediate French classes on the Brockport campus, leadership in French clubs or conversation hours, office practice with typewriters and other machines, experience with media machines such as projectors, study abroad, counselor in French summer camp, experience in firm with French business interests, or other field-centered activity; and 3) must take a test with performance objectives prepared by the French staff at SUNY/Brockport in consultation with the French staff of the Holley High School District.
The test will be modeled on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students and will include the following competencies: listening comprehension, speaking, reading, writing, applied linguistics, French civilization, French literature (survey), and professional preparation. Before being admitted to Methods, the candidate must make at least a C grade on all parts of the test except that of professional preparation. The grade of C indicates that the candidate has at least the minimal acceptable subject-matter competence in all levels and aspects of French to be taught in grades 7-12.

Should the test reveal that the candidate lacks competencies in French, the candidate will receive counseling and further instruction and may repeat the test or parts of the test until a grade of C is made. Admission to Education 326, Methods in Secondary French, is the real entrance into the professional education program. At the end of Education 326, the candidate will be given a post-test on professional preparation on which a grade of at least C is required.

At this time, the candidate must be able to perform at an acceptable level (C grade) all competencies related to French, professional competence, and attitudes in order to be recommended by the Department of Foreign Languages, the Department of Curriculum and Instruction, and the Coordinator of Student Teaching to the cooperating school district for the practicum in French. It is understood that the cooperating district can refuse to accept into the practicum a candidate who does not meet the jointly accepted competencies.
3-4. Skill, Knowledge, Attitude, and Assessment

**Skill, Knowledge, Attitude**

<table>
<thead>
<tr>
<th>Assessment Procedure</th>
<th>Assessment Conditions</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening Comprehension of French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Comprehension of single sentence</td>
<td>1.1 Candidate will listen to taped test and write answers in test book.</td>
<td>1.1 SUC/Brockport Language Lab (part of test required for entering Methods)</td>
</tr>
<tr>
<td>1.2 Comprehension of short, connected dialogue or paragraph</td>
<td>1.2 Candidate will select correct response from choices in test book.</td>
<td>1.2 SUC/Brockport Language Lab (part of test required for entering Methods)</td>
</tr>
<tr>
<td>1.3 Comprehension of two-part conversation</td>
<td>1.3 Candidate will select correct response from choices in test book.</td>
<td>1.3 SUC/Brockport Language Lab (part of test required for entering Methods)</td>
</tr>
</tbody>
</table>

French 7-12
Brockport
Provisional
5. **Student Guidance.** Guidance in a competency-based program requires record keeping of the competencies to be met and the time at which they were met. At Brockport, the competencies (knowledge, skills, behaviors) for French 7-12 stated in measurable terms with criteria for assessment along with a statement of the ten Goals Statements of the Board of Regents, information about the teaching of the ill effects of alcohol and drugs, and procedures which are used to verify that persons seeking certification have not been convicted for offenses that would affect their teaching effectiveness are available to the public. Copies of the program are available from the Department of Foreign Languages, the Department of Curriculum and Instruction, the Office of the Coordinator of Student Teaching, and the Office of Teacher Certification.

Several orientation sessions will be held for students wishing to enter the program. A report on student progress will be made for each candidate on the following type of form:
## REPORT ON TEST TAKEN FOR ENTRANCE INTO EDUCATION 326,
### METHODS IN SECONDARY FRENCH AT SUC/BROCKPORT

<table>
<thead>
<tr>
<th>Name of Candidate</th>
<th>Assessors (French Staff at SUC/Brockport)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Address</td>
<td></td>
</tr>
<tr>
<td>or Brockport Address</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>Permanent Address</td>
<td></td>
</tr>
<tr>
<td>Permanent Telephone</td>
<td></td>
</tr>
<tr>
<td>Social Security Number</td>
<td></td>
</tr>
<tr>
<td>Date of Test</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency</th>
<th>Passed</th>
<th>Must be Repeated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Linguistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Civilization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodology (need not be passed before entrance into methods)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copy 1 to Dept. of Foreign Languages
Copy 2 to Candidate
Copy 3 to Head of French Program at Holley High School
Copy 4 to Director of Student Teaching
Copy 5 to Department of Curriculum and Instruction
REPORT ON POSTTEST TAKEN AT END OF EDUCATION 326,
METHODS IN SECONDARY FRENCH SUN/BROCKPORT

Name of Candidate
____________________________________________________________________
Campus or Brockport
Address
____________________________________________________________________
Telephone
____________________________________________________________________
Permanent Address
____________________________________________________________________
Permanent Telephone
____________________________________________________________________
Social Security
____________________________________________________________________
Date of Test
____________________________________________________________________

Assessor
____________________________________________________________________
Instructor in Methods
________
signature

Competency
Methodology

Passed

Must be Repeated
________

copy 1 to Department of Foreign Languages
copy 2 to Candidate
copy 3 to Head of French Program at Holley High School
copy 4 to Director of Student Teaching
copy 5 to Department of Curriculum and Instruction
FORM FOR ACCEPTANCE INTO THE PRACTICUM FOR FRENCH 7-12

SUNY/Brockport

Name of Candidate __________________________
Campus or Brockport address __________________________
Telephone __________________________
Permanent Address __________________________
Permanent Telephone __________________________
Social Security __________________________
Date of Acceptance __________________________

Competencies for Practicum
Knowledge of Subject __________________________
Methodology __________________________
Attitude __________________________

Approved __________________________
Not Approved __________________________

Assessors
Instructor in Methods signature
Head, French Staff Holley High School signature

copy 1 to Department of Foreign Languages
copy 2 to Candidate
copy 3 to Head, French Program at Holley High School
copy 4 to Director of Student Teaching
copy 5 to Department of Curriculum and Instruction
Final forms such as the Report on the Practicum will be those used by the office of the Coordinator of Practice Teachers and will be filled out by the proper persons.

Information for guidance in the certification program will be published in the student newspaper, college catalog, Academic Information Guide, Handbook of the Department of Foreign Languages, Handbook of Teacher Certification, publications and advertisements of Continuing Education, materials sent to community colleges and high schools, Major Newsletter of the Department of Foreign Languages, and in other places such as bulletin boards. The Majors Association, Elected Student Representatives, and advisers will also be most important in helping inform candidates about the competencies and requires for provisional certification in French 7-12 at SUC/Brockport.

6. Program Evaluation and Management
   a. Procedures by which information about program effectiveness (i.e. students' and graduates' meeting performance expectations) will be collected and reviewed.

   Performance objectives will be used to measure the effectiveness of the student teachers in the practicum. The student teachers will be evaluated on subject-matter competence, professional competence, and professional attitudes both by their supervisor and their pupils who will be asked to fill out a rating sheet similar to those taken from Anthony Papalia, "An Assessment of Attitudes and Behaviors of Foreign Language Teachers," Foreign Language Annals, 7, No. 2 (December 1973), 231-236.
**Teacher Description Instrument—Cognitive Merit**

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure</td>
<td>Presentations were logically arranged.</td>
</tr>
<tr>
<td>and</td>
<td>Having a plan.</td>
</tr>
<tr>
<td>Clarity</td>
<td>Spent time on important and relevant materials.</td>
</tr>
<tr>
<td></td>
<td>Expressed grammatical concepts at level understood by students.</td>
</tr>
<tr>
<td>Content</td>
<td>Well informed on the material presented.</td>
</tr>
<tr>
<td>Mastery</td>
<td>Knew more about the subject than was in the textbook.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Clearly described grading procedures.</td>
</tr>
<tr>
<td></td>
<td>In concept, tests were representative of assigned materials.</td>
</tr>
</tbody>
</table>

**Teacher Description Instrument—Affective Merit**

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouragement</td>
<td>He used constructive criticism.</td>
</tr>
<tr>
<td></td>
<td>He encouraged students to improve their work.</td>
</tr>
<tr>
<td></td>
<td>He encouraged class members to work as a team.</td>
</tr>
<tr>
<td>Rapport</td>
<td>He was courteous.</td>
</tr>
<tr>
<td></td>
<td>He was friendly.</td>
</tr>
<tr>
<td></td>
<td>Encouraged students to ask questions.</td>
</tr>
<tr>
<td></td>
<td>Welcomed different viewpoints.</td>
</tr>
<tr>
<td></td>
<td>His actions made students feel good.</td>
</tr>
<tr>
<td>Ind. Assistance</td>
<td>He was willing to give individual assistance.</td>
</tr>
<tr>
<td></td>
<td>He took time to help students after class.</td>
</tr>
<tr>
<td></td>
<td>He provided time for questions and discussion.</td>
</tr>
<tr>
<td>Behaviors</td>
<td>Item Description</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Motivation</td>
<td>Encouraged students to think for themselves.</td>
</tr>
<tr>
<td></td>
<td>Tried to get students beyond the limits of the class.</td>
</tr>
<tr>
<td></td>
<td>Presented problems as a challenge to the class.</td>
</tr>
<tr>
<td>Instructional</td>
<td>Used illustrations based on practical experience.</td>
</tr>
<tr>
<td>Skill</td>
<td>For subject area in a lively way.</td>
</tr>
<tr>
<td></td>
<td>Required students to consult reference materials.</td>
</tr>
<tr>
<td></td>
<td>Coordinated language laboratory work with class work.</td>
</tr>
<tr>
<td></td>
<td>Repeated materials students did not understand.</td>
</tr>
<tr>
<td>Teaching Aids</td>
<td>Used teaching aids.</td>
</tr>
<tr>
<td></td>
<td>Gave helpful demonstrations of grammatical points.</td>
</tr>
<tr>
<td></td>
<td>Supplemented text from other sources.</td>
</tr>
<tr>
<td></td>
<td>Was enthusiastic about the subject.</td>
</tr>
<tr>
<td></td>
<td>Just rehashed the text.</td>
</tr>
<tr>
<td>Text Adherence</td>
<td>Assigned a list of burdensome and busy work.</td>
</tr>
<tr>
<td>Overload</td>
<td>Assigned very difficult readings.</td>
</tr>
<tr>
<td></td>
<td>Asked for more than students could do.</td>
</tr>
</tbody>
</table>
The filled-out sheets will be kept in the files of the Department of Foreign Languages so that the French faculty may immediately begin to evaluate the rationale, prerequisites, objectives, assessment, learning alternatives, and post assessment used in the program.

When the practice teachers have graduated and have a position, every effort will be made to contact their principals and supervisors so that information about on-the-job performance may be obtained for use in evaluating the program. All information received will be used by the Department of Foreign Languages for making the program more effective. As time goes on, the graduates of the program should become known for accountability, articulation, achievement, leadership, officers of associations, directors of workshops, and other accomplishments if the program is effective.

b. Describe the plan for gathering information about the applicability of required skills, knowledge, and attitudes to a school setting. In order to have information on the applicability of the required skills, knowledge, and attitudes to a school setting, a questionnaire will be sent to the practice teachers in the program and to teachers who have been in the program. This questionnaire should address itself to each competency which the student is required to meet in the program. The questionnaire will follow this model:

SUNY/BROCKPORT DEPARTMENT OF FOREIGN LANGUAGES

QUESTIONNAIRE OF THE APPLICABILITY OF CERTAIN REQUIRED SKILLS, KNOWLEDGE, AND ATTITUDES IN FRENCH 7-12 TO A SCHOOL SETTING

In your teaching, how useful have been the required competencies which you met before you were recommended for Provisional Certification in French 7-12 at SUNY/Brockport. Please return the questionnaire in the envelope provided to the Chairman of the Department of Foreign Languages, SUNY/Brockport, New York 14420. You should not sign your name.
1. Listening Comprehension

<table>
<thead>
<tr>
<th>Always Useful</th>
<th>Often Useful</th>
<th>Almost Useful</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Comprehension of single sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Comprehension of short, connected dialogue or paragraph</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Comprehension of two-part conversation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Comprehension of three-part conversation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Dictation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Speaking

<table>
<thead>
<tr>
<th>Always Useful</th>
<th>Often Useful</th>
<th>Almost Useful</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Repeating sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Reading selection</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(The form will contain all the competencies required in the program)

A second questionnaire will be sent to high school teachers who were not in the Brockport certification program in order to get their evaluation of the competencies Brockport has met up in its program.
EVALUATION OF THE APPLICABILITY OF CERTAIN REQUIRED SKILLS, KNOWLEDGE, AND ATTITUDES IN FRENCH 7-12 TO A SCHOOL SETTING

In order to help the Department of Foreign Languages at SUNY Brockport evaluate the competencies required in its new competency-based certification program in French 7-12, would you please indicate your opinion of the competencies by filling out the enclosed questionnaire and returning it in the envelope provided. We shall appreciate your help very much.

1. Listening Comprehension

   1.1 Comprehension of single sentence
   1.2 Comprehension of short, connected dialogue or paragraph
   1.3 Comprehension of two-part conversation
   1.4 Comprehension of three-part conversation

   and so on ...

From your own experience as a teacher of French 7-12, what are the most important competencies? Could you please list several in order of importance.
c. Describe procedures designed to facilitate program modification as a result of information gained about program effectiveness and applicability. When the Department of Foreign Languages has information on program effectiveness (from section a) and applicability (from section b), the information can be fed back into the program in order to change, update, and modify the competencies.

Section C - Involvement of Pertinent Agencies

During the month of March 1976, Dr. Martha O’Nan, Chairman of the Department of Foreign Languages at the State University College at Brockport has been in contact by telephone, letters, and visits with the following administrators of the Holley Central Schools, Holley, N.Y.: Dr. Charles H. Strong, District Principal, Mr. Russell Rees, Junior/Senior High Principal, Mr. Judith Folley, President of the Holley Central School Teachers Association, and Mr. R. Alfred Bergeron, Head of the French Program of the Holley Junior/Senior High School. Mr. Bergeron holds the M.A. from New York University.

Since for several years, Mr. Bergeron has been so successful in helping many of our practice teachers develop into effective teachers, our department requested that his school district cooperate with SUC/Brockport in setting up a Policy Board composed of Mr. Russell Rees (Junior-Senior High Principal), Mr. R. Alfred Bergeron (Head of French in Junior-Senior High School), and Dr. Martha O’Nan (Professor of French and Chairman of the Department of Foreign Languages at SUC/Brockport) for the purpose of preparing a competency based French 7-12 program.

Another important reason for the selection of Holley is the excellent facilities in the new Junior-Senior High School building which was just occupied this January. The floor plan indicates the size and many of the opportunities available at the school. Floor plan here.
In the cooperative effort between the Holley Central School District and SUNY/Brockport, recognition is given to the responsibilities for CBSE as outlined in the State Education Department directive of November 1973, "Teacher Education Program Proposal." Responsibilities of particular importance to the French 7-12 program are listed for various officials.

The superintendent of schools will have the overall responsibility for the school district's involvement in implementing the program, be represented or attend the meetings of the consortium, and make recommendations about the program. The school principal will assume responsibility for the program implementation within the high school building, insure that the practice teacher is given wide exposure to the total of the school, and give advice and suggestions at all times about the program. The cooperating teacher will play a crucial role in the work of the practice teacher, provide regular feedback to the practice teacher as to performance, maintain the necessary records as to the practice teacher's ability to use the skills, knowledge and attitudes as specified in the program, meet periodically with the collegiate representative who will go to Holley at a time convenient to the cooperating teacher, be involved in the evaluation of the student's performance during the field experience, and participate in the evaluation of the program's effectiveness. The representative of the professional staff and the Department of Foreign Languages of SUNY/Brockport will participate in the consortium deliberations, keep staff at Brockport informed on program effectiveness and progress of the practice teachers, participate in the evaluation of the program, and make recommendations about program modifications and improvements. The role of the collegiate staff and Department of Curriculum and Instruction will be to prepare the student well, have a representative at the meetings of the consortium, insure that students are aware of the skills, knowledge and attitudes expected of them and the assessment standard and criteria used, maintain contact with persons in the high school involved, insure that the needed instruction is available, maintain an effective guidance and management system for the program, assume final responsibility for admission to the higher education institution, admission to the field experience, granting of the degree and recommendation for state certification, seek the advice and assistance of representatives of school districts and the districts' professional staff, participate in the evaluation of the program's effectiveness and insure that the program maintains the standards established and that the program will be modified if necessary to meet these standards.
To complete the proposal, copies of letters which confirm involvement of pertinent agencies and their general agreement on the proposed program are reproduced.