

Graduate Council Policy and Procedures Subcommittee
January 24, 2008
8:30 a.m., MH 243

AGENDA

- 1) Welcome and call to order
- 2) Graduate Programs Requiring External Exams
- 3) Graduate Faculty Qualifications
- 4) Announcements and adjournment
- 5) Next meeting: February 7, 2008, MH 243

From: Lance Tomei
To: Bishop, Patricia
CC: Culp, Anne; Hayes, Grant; Hynes, Michael; Robinson, Sandra
Date: 1/11/2008 10:54 AM
Subject: Graduate Programs Requiring External Exams

Patricia,

Grant asked that I provide you a list of our graduate programs that require external examinations for graduation. All of our graduate-level, state-approved initial teacher preparation programs have this requirement. State Board of Education Rule 6A-5.066, Section (1)(c)2.e. requires that we endorse as program completers "only candidates who . . . earn passing scores on all portions of the Florida Teacher Certification Examination (FTCE) required in Section 1012.56, Florida Statutes." Our graduate programs affected by this S.B.E. Rule provision include:

- M.A. in Art Education (except Community College Teaching Track)
- M.A. in Counselor Education (School Counseling Track)
- M.A. in Elementary Education
- M.A. in English Language Arts Education (except Community College Teaching Track)
- M.A. in Mathematics Education (included Middle School Mathematics Track; does not include Community College Teaching Track)
- M.A. in Music Education (except Community College Teaching Track) [program will be deactivated when last enrolled student graduates)
- M.A. in Science Education (includes all tracks except Community College Teaching Track)
- M.A. in Social Science Education
- M.Ed. in Instructional Technology/Media, Educational Media Track
- M.Ed. in Reading Education
- Ed.S. in School Psychology

Except Ed

A similar provision has recently been added to S.B.E. Rule 6A-5.081 that imposes a like requirement on graduates from state-approved programs leading to certification in Educational Leadership, beginning with all students admitted to such programs in August 2008 or later. They will be required to pass the Florida Educational Leadership Examination (FELE) as a program completion requirement. This will affect the following programs:

- M.Ed. in Educational Leadership
- Ed.S. in Educational Leadership
- Ed.D. in Educational Leadership (only those students seeking initial certification--we are currently developing a proposal to establish tracks in this doctoral program to efficiently distinguish manage the different student populations, which will also help IR in compiling the BOG teacher education file each semester)

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"UCF Stands for Opportunity...and College of Education graduates help others prepare for life's opportunities."

Counselor Ed - to satisfy 8 core requirements, is grad reqt.

CSD - Praxis, is grad reqt

PT - Board Exam - not grad reqt

MA Excep Ed - yes -

EdMedia MEd Yes - no passing grad required (not grad reqt)

6A-5.066 Approval of Educator Preparation Programs.

The Florida Legislature and State Board of Education recognize multiple pathways for demonstrating the standards required to qualify for a Professional Florida Educator's Certificate. This rule sets forth the requirements and implementation of the approval process for each type of educator preparation program offered by a Florida postsecondary institution or public school district. Each institution offering any program prescribed in this section shall report to the Department annually the number of participants enrolled in each program and the number of program completers.

(1) Initial Teacher Preparation Programs.

(a) General Criteria. The Department of Education is authorized pursuant to Section 1004.04, F.S., to approve initial teacher preparation programs and to grant extensions of approvals in accordance with the provisions of this rule. Initial Teacher Preparation Programs include all programs that prepare instructional personnel and result in qualification for an initial Professional Florida Educator's Certificate in the program area(s). Each approval or extension shall be for the period of time determined by the Department of Education but shall not exceed seven (7) years.

1. An institution eligible to offer one or more approved programs shall be a Florida public or nonpublic institution that requests approval of an initial educator preparation program, has legal authority to grant appropriate baccalaureate or post-baccalaureate degrees for an area of certification specified in Chapter 6A-4, F.A.C., and meets accreditation requirements as prescribed in subsection 6A-4.003(1), F.A.C. A newly-created state institution that meets approval requirements described in Rule 6A-4.003, F.A.C., shall be considered as having met the accreditation requirement.

2. Each institution shall designate to a college, school, department, or division, the responsibility for coordinating the planning and administering of all initial teacher preparation programs offered by the institutions, shall provide for the endorsement of transcripts for candidates who complete the program, and shall be responsible for travel, food, and lodging expenses for members of the site visit evaluation team, as necessary.

(b) Uniform Core Curricula. A uniform core curriculum is established pursuant to Section 1004.04, F.S., which must be provided by each institution with an approved program and shall include:

1. The competencies contained in the Florida Educator Accomplished Practices at the preprofessional level as prescribed in Rule 6A-5.065, F.A.C.,

2. The Competencies and Skills for Teacher Certification as prescribed in Rule 6A-4.0021, F.A.C., and

3. Scientifically-based reading instructional methods appropriate to the candidate's subject area(s) as follows:

a. Candidates in pre-kindergarten-primary, elementary and exceptional student education shall be prepared in reading competencies one (1) through five (5) of the State Board approved reading endorsement, or

b. Candidates in middle grades, secondary, and K-12 special area certification programs shall be prepared in state-approved competencies (one) 1 and (two) 2 of the State Board approved reading endorsement;

4. Additional content and instructional practices listed in Sections 1004.04(2), (3), and (5), F.S.

(c) Initial State Program Approval. Each institution seeking initial approval of an initial teacher preparation program shall submit a request in writing from the chief executive officer to the Commissioner specifying the certification areas and levels for which approval is sought and providing evidence of all of the following:

1. The institution has adopted a program philosophy and objectives which directly respond to needs assessed and projected for educators both in the institution's local service area(s) and the state as a whole.

2. The institution has established a comprehensive program that meets the following requirements:

a. Admits only candidates who meet admission requirements described in Section 1004.04(4), F.S. Candidates in graduate level programs may demonstrate mastery of general knowledge for admission purposes by presenting a composite quantitative-verbal score of one thousand (1000) on the Graduate Record Exam (GRE);

b. Provides instruction in and assesses each candidate's performance in demonstrating the competencies of the Uniform Core Curricula described in paragraph (1)(b) of this rule, so that candidates will be prepared to teach students from diverse cultures and of varying exceptionalities and performance levels, all in a variety of settings, including high-need schools. The program description must include in which courses the Uniform Core Curricula competencies will be taught and assessed.

c. Prepares all candidates to continually assess student progress in a variety of ways and to base instructional practice on analysis of student data;

d. Provides for field experiences in K-12 classroom settings as described in Section 1004.04(6), F.S., throughout the program,

including a culminating experience of no less than ten (10) weeks in duration;

e. Endorses as program completers only candidates who demonstrate the Educator Accomplished Practices at the pre-professional level through the required field experiences and earn passing scores on all portions of the Florida Teacher Certification Examination (FTCE) required in Section 1012.56, F.S.;

3. The institution has employed faculty who meet the requirements of Section 1004.04(6), F.S., and who document more than one (1) instance of onsite participation in one (1) or more K-12 school settings during the regular school year. Activities must be related to the preparation course(s) they teach.

4. The institution has a means for collecting performance data on admitted candidates and program completers as prescribed in Sections 1004.04(4) and (5), F.S.

5. The institution has developed a plan for providing additional support and/or remediation of program completers in their first two (2) years of teaching pursuant to Section 1004.04(5), F.S. Such plan must be primarily based upon the achievement data of the students that the program completer teaches. The individualized plan provided to the program completer in need of remediation must include instruction and mentoring at the school site where the completer is employed, and shall not include the same course or courses already completed by the teacher while she/he was a candidate in the program.

6. The institution publishes a document or documents that describe(s) the qualitative and quantitative requirements for initial educator preparation program completion, including the means and courses through which the Uniform Core Curricula competencies are assessed.

Based upon the recommendations of a review team, the Commissioner shall notify the institution in writing of the approval or denial of approval for each initial educator preparation program included in the request. A denial of approval shall include identification of specific areas of program weakness that must be corrected prior to reconsideration of approval. For programs receiving initial approval, the institution shall be appraised of the requirements for continued approval.

(d) Continued program approval.

1. Continued approval of each initial educator preparation program shall be based upon the Department's review of the institution's institutional program evaluation plan (IPEP), which is the institution's description of its continuous improvement of the program throughout the approval period as described in Section 1004.04(5), F.S. The IPEP shall be based upon an annual internal analysis of collected data and published annually for the general public. The IPEP shall include at a minimum data from each year of the program approval period collected by the teacher education unit for candidates in each approved program and across all programs approved at the institution. The IPEP data must include, but is not limited to:

a. Candidates' admission and FTCE pass rate data required in Section 1004.04, F.S.;

b. Candidates' demonstration of teaching competencies included in the Uniform Core Curricula described in paragraph (1)(b) of this rule and additional performance indicators specified in Section 1004.04(5), F.S.;

c. Program completers' impact on student learning and satisfaction with their preparedness for the first year of teaching in a Florida school based upon completing an approved program; and

d. The satisfaction level of employers of program completers with the level of preparedness for the first year of teaching, including the rehire rates of program completers.

2. During the final year of the program approval period, the Department shall examine the results of the institution's annual reviews for each year of the approval period and the findings of the institutional site visit team. The Department shall then recommend to the Commissioner continued approval or denial of approval for each initial educator preparation program. The institution shall be notified in writing of the continued approval decision. A denial of approval shall include identification of specific areas of program weakness.

(e) Relationship of initial educator preparation program approval and educator certification.

1. Programs may be approved only in areas and levels for which state certification coverage and endorsement are available.

2. Requirements and activities in an approved initial teacher preparation program may vary significantly from the descriptions contained in Chapter 6A-4, F.A.C.

3. A candidate who completes an approved initial teacher program shall be eligible for the appropriate educator certificate of the type and coverage for which the program has been approved, provided that the candidate meets other requirements for educator certification as specified in Section 1012.56, F.S., and Chapter 6A-4, F.A.C.

4. A candidate in a graduate level program who holds a valid Florida Educator's Professional Certificate at the time of

graduation may satisfy the testing requirements for program completion by earning a passing score on only the subject area examination required in Section 1012.56, F.S. A candidate who completes an approved program only in an endorsement area must demonstrate the competencies required for specialization in the endorsement.

(f) Reinstatement of Program Approval. The approval of a program may be reinstated by the Department at the request of the chief executive officer of the institution upon documentation of compliance with the requirements for initial approval of educator preparation programs, as provided in this rule.

(2) Professional Preparation Programs.

(a) General Criteria. Professional preparation programs are programs offered by Florida post-secondary institutions or public school districts through which candidates document mastery of professional preparation and education competence as provided for in Section 1012.56(5), F.S.

(b) School District Alternative Certification and Education Competency Programs.

1. The competency-based state model alternative certification program and approved district competency-based alternative certification programs developed pursuant to Section 1012.56(7), F.S., shall require documentation of the following for each program completer prior to exiting the program:

a. The competencies contained in the Educator Accomplished Practices at the pre-professional level described in Rule 6A-5.065, F.A.C.;

b. State-approved competency two (2) of the State Board approved reading endorsement; and

c. The additional instructional practices prescribed in Section 1012.56(7), F.S.

d. The Competencies and Skills for Teacher Certification-Professional Preparation as described in Rule 6A-4.003, F.A.C., as evidenced by a passing score on the Professional Education Test of the FTCE;

2. Verification of the candidate's successful completion of a district's approved alternative certification and education competence program shall be submitted to the Department by the district superintendent. Competencies listed in sub-subparagraphs (2)(b)1.a. through c. of this rule must be demonstrated as a K-12 classroom teacher while holding a valid temporary educator certificate.

3. Initial District-developed Program Approval. Initial program approval for a program developed and submitted for approval by a school district of their own model for alternative certification shall be conducted by the Department of Education and shall ensure that each approved program provides an assessment system and instructional support for teachers to demonstrate the competencies outlined in this section and includes all program components prescribed in Section 1012.56(7), F.S.

4. Continued Program Review. The Department shall provide periodic review of all district programs offered pursuant to this section. The review cycle shall be based at a minimum upon the following:

a. Program completer data to include pass rates on the Professional Education Test of FTCE; evidence of participants' demonstration of the Educator Accomplished Practices; participants' satisfaction with the training and support received in the program, including their preparedness to teach upon completion; and program completers' impact on K-12 student learning;

b. Employer satisfaction data on participant's ability to demonstrate the Educator Accomplished Practices and rehire rates of program participants and completers.

(c) Programs Delivered through Educator Preparation Institutes.

1. The competency-based alternative certification programs developed and delivered through an Educator Preparation Institute pursuant to Section 1004.85, F.S., shall require documentation of the following for each program completer prior to exiting the program:

a. The competencies contained in the Educator Accomplished Practices at the pre-professional level described in Rule 6A-5.065, F.A.C.;

b. State-approved competency two (2) of the State Board approved reading endorsement; and

c. The additional instructional practices prescribed in Section 1004.85(3), F.S.;

d. The Competencies and Skills for Teacher Certification-Professional Preparation as described in Rule 6A-4.003, F.A.C., as evidenced by a passing score on the Professional Education Test of the FTCE;

2. Verification of the candidate's successful completion of the program shall be submitted to the Department by the approved institution. Competencies listed in sub-subparagraphs (2)(c)1.a. through c. of this rule must be demonstrated in a K-12 classroom setting either through preservice field experiences or as a K-12 classroom teacher while holding a valid temporary educator

certificate.

3. Initial Program Approval. Initial program approval shall be conducted by the Department and shall ensure that each approved program provides an assessment system and instructional support for candidates to demonstrate the competencies outlined in this section. Institutions must meet institutional and faculty requirements listed in Section 1004.85, F.S.

4. Continued Program Approval. Continued program approval shall be determined by the Department based upon at a minimum, the following:

a. Program completer data to include pass rates on the Florida Teacher Certification Examinations; evidence of participants' demonstration of the Educator Accomplished Practices; participants' satisfaction with the training and support received in the program, including their preparedness to teach upon completion; and program completers' impact on K-12 student learning;

b. Employer satisfaction data on participants' ability to demonstrate the Educator Accomplished Practices and rehire rates of program participants and completers.

(3) Professional Training Option for Content Majors.

(a) A postsecondary institution with an approved initial teacher preparation program pursuant to subsection (1) of this rule may offer a Professional Training Option for content majors attending its institution, which will satisfy professional preparation course work pursuant to subsection 6A-4.006(2), F.A.C. The institution may choose to offer this option as a minor, based upon established institutional protocol. The institution must provide an endorsement of transcripts for each individual who completes the Professional Training Option.

(b) Upon the completion of the Professional Training Option, the candidate will:

1. Have received pre-professional level training in the Educator Accomplished Practices and competency two (2) of the reading endorsement;

2. Have completed integrated school-based observation/participation experiences associated with all competencies covered in the Professional Training Option; and

3. Satisfy professional preparation course work as described in subsection 6A-4.006(2), F.A.C.

(c) The Department shall approve the Professional Training Option. To receive approval, the requesting institution must provide evidence of a series of courses that accomplish the required training and field experiences listed in subparagraphs (3)(b)1. and 2. of this rule. Upon receiving approval, an institution will not be required to resubmit its Professional Training Option for re-approval unless the competencies in subparagraphs (4)(b)1. of this rule are changed.

Specific Authority 1004.04, 1004.85, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.56 FS. History—New 7-2-98, Amended 8-7-00, 3-19-06.

6A-5.081 Approval of School Leadership Programs.

The Florida Legislature and State Board of Education recognize multiple pathways for demonstrating the standards required to qualify for a Professional Florida Educator's Certificate. To ensure capacity and quality of pre-service school leadership programs and the development of inservice school leaders required in Section 1012.986, F.S., this rule sets forth requirements for approval of two levels of school leadership programs. Level I programs lead to initial certification in educational leadership for the purpose of preparing individuals to serve as school leaders who may aspire to the school principalship. Level II programs build upon Level I training and lead to certification in School Principal. This bi-level certification and preparation process includes programs offered by Florida postsecondary institutions and public school districts as described herein.

(1) Level I: Educational Leadership.

(a) General Criteria.

1. An initial certification program in educational leadership approved pursuant to this section shall satisfy specialization requirements for certification in Educational Leadership pursuant to Rule 6A-4.0082, F.A.C. Each approval or extension shall be granted for a period of time determined by the Department of Education but shall not exceed seven (7) years based upon the institution or school district meeting the requirements of this section.

2. Each entity offering an approved program in accordance with this section shall report to the Department annually the number of participants admitted to and enrolled in the program and the number of program completers.

(b) Requirements for initial approval of programs offered by Florida postsecondary institutions. Each institution seeking approval of an initial certification program in educational leadership shall submit a request in writing from the chief executive officer to the Commissioner providing evidence of all of the following:

1. The institution is a Florida public or nonpublic postsecondary institution that requests approval of an initial certification program in educational leadership, has legal authority to grant appropriate master's degrees or higher in educational leadership or school administration, and meets accreditation requirements as prescribed in subsection 6A-4.003(1) or paragraph (2)(c), F.A.C.

2. The institution has incorporated into the program objectives which directly respond to needs assessed and projected for school leaders both in Florida school districts and the state as a whole.

3. The institution has established a comprehensive program that meets the following requirements:

a. Provides instruction in and assesses each candidate's level of knowledge and application of the competencies aligned to each of the Florida Principal Leadership Standards, pursuant to Rules 6A-5.080 and 6A-4.00821, F.A.C. The program description must include in which courses the competencies will be taught and assessed.

b. Incorporates appropriate elements of the William Cecil Golden Program for School Leaders to ensure a statewide foundation for leadership development in accordance with Section 1012.986, F.S.

c. Provides for field experiences in K-12 schools designed in collaboration with Florida public schools or school districts, during which program knowledge is applied and candidates are provided with opportunities to demonstrate required competencies.

d. Endorses as program completers only candidates who demonstrate all of the Florida Principal Leadership Standards at the initial certification level and earn passing scores on all portions of the Florida Educational Leadership Examination required in Section 1012.56, F.S.

4. The institution has employed faculty who are qualified to teach courses required in the program, and who document annual onsite participation or research in K-12 school settings. Activities must be related to the program course(s) they teach.

5. The institution has a means for collecting performance data on admitted candidates and program completers.

6. The institution publishes a description of the qualitative and quantitative requirements for program completion.

7. The institution may include a modified version of its approved program to be offered to individuals who hold a master's or higher degree, provided the institution has a means to document that the completer of the modified program has met all program requirements of this section. A modified program is not required to terminate in a degree.

(c) Requirements for initial approval of programs offered by Florida school districts. Each Florida school district seeking approval of an initial certification program in educational leadership shall submit a request in writing from the chief executive officer to the Commissioner providing evidence of all of the following:

1. The district shall offer the initial certification program in educational leadership only to its employees through its approved professional development system in accordance with Section 1012.98, F.S., and the requirements of this rule.

2. The district has incorporated into the program objectives which directly respond to needs assessed and projected for school leaders both in Florida and the district.

3. The district has established a comprehensive program that meets the following requirements:

a. Admits only candidates who hold a master's degree from an accredited or approved institution as described in Rule 6A-4.003, F.A.C. Programs may provide for admission of candidates without this degree, provided that the district's program documentation includes a process of formally notifying such candidates that they are not eligible to complete the program without official documentation of the master's degree.

b. Provides instruction in and assesses each candidate's level of knowledge and application of the competencies aligned to the Florida Principal Leadership Standards, pursuant to Rules 6A-5.080 and 6A-4.00821, F.A.C. The program description must indicate the professional development activities through which the competencies will be taught and assessed.

c. Incorporates appropriate elements of the William Cecil Golden Program for School Leaders to ensure a statewide foundation for leadership development in accordance with Section 1012.986, F.S.

d. Provides for field experiences in K-12 schools designed in collaboration with Florida public schools or school districts, during which program knowledge is applied and candidates are provided with opportunities to demonstrate required competencies.

e. Endorses as program completers only candidates who hold an acceptable master's degree, demonstrate all of the Florida Principal Leadership Standards at the initial certification level, and earn passing scores on all portions of the Florida Educational Leadership Examination required in Section 1012.56, F.S.

4. The district has employed instructors whom the district has documented are qualified to deliver the professional development required in the program, based upon degree level and practical experience in school leadership. Practical experience must be related to the program curriculum taught.

5. The district collaborates with one or more institutions of higher education in the development and/or delivery of the program.

6. The district has a means for collecting performance data on admitted and enrolled candidates and program completers.

7. The district publishes a description of the qualitative and quantitative requirements for program completion.

(d) Initial approval determination and notification. The Commissioner shall determine whether the institution or district has met the criteria for initial approval and shall provide notification in writing of the approval or denial of approval. A denial of approval shall include identification of specific areas of program weakness that must be corrected prior to reconsideration for approval. For programs receiving initial approval, the institution or district shall be apprised of the requirements for continued approval.

(e) Continued program approval.

1. Continued approval of each initial certification program in educational leadership shall be based upon the Department's review of the institution's or school district's description of its continuous improvement of the program throughout the approval period as submitted annually through a program evaluation plan. The program evaluation plan shall be based upon an internal analysis of data collected annually and published for the general public. The data must include, but are not limited to:

a. Candidate admission, enrollment, and completion data as described in paragraph (1)(a) of this rule;

b. Candidate pass rates on each portion of the Florida Educational Leadership Examination;

c. Candidates' performance during field experiences;

d. Program completers' satisfaction with their preparedness for serving in a school-based leadership position in the first year of such employment after completing the program; and

e. The satisfaction level of school district or public school employers of program completers with the level of preparedness for the first year of serving in a school leadership position. The description of the level of satisfaction shall be based on results of a survey of the employers that includes the candidate's performance related to the Florida Principal Leadership Standards, the placement rates of program completers, and the rehire rates of program completers.

2. In the final year of the review cycle the Department shall make a site visit to the district or institution. Prior to the site visit the institution or district shall provide a summary report to the Department that synthesizes the data and actions taken as a result of the

program evaluation plans issued during the cycle. The Commissioner will consider the summary report and report of the program approval site visit team to determine whether continued approval is granted and will notify the institution or district in writing of the decision. A denial of approval shall include identification of specific areas of program weakness.

(2) Level II: School Principal. Florida public school districts are authorized to seek approval for a program leading to certification in School Principal pursuant to Rule 6A-4.0083, F.A.C. For purposes of this rule a public school district is referred to as a "district."

(a) Initial Approval Requirements. The Department may approve a school district's School Principal certification program for a period of time determined by the Department not to exceed seven (7) years. Approval is based upon the district providing documentation of meeting the following requirements:

1. Admitting only candidates who hold a valid Florida Educator's Certificate in the area of educational leadership, education administration, or administration and supervision pursuant to requirements of Rule 6A-4.0083, F.A.C., and who are employed in a public school within the district in a leadership position through which the candidate can fully demonstrate the competencies associated with the Florida Principal Leadership Standards.

2. Delivery of a competency-based developmental program that:

a. Is based upon each individual's needs using data gathered from self-assessment, selection, and appraisal instruments aligned to the competencies to be demonstrated in the program to develop the customized learning plan;

b. Uses district-developed indicators of competency in all Florida Principal Leadership Standards and provides multiple, job-embedded opportunities for achievement;

c. Incorporates appropriate elements of the William Cecil Golden School Professional Development Program for School Leaders to ensure a statewide foundation for leadership development pursuant to Section 1012.986, F.S.;

d. Integrates on-going professional development and the district's annual appraisal system into program experiences;

3. A means of collecting continued approval data as described in subparagraph (2)(d) of this rule.

4. An endorsement of program completion by the superintendent for all program participants who fully demonstrate the Florida Principal Leadership Standards at a level commensurate with full responsibility as head of a school as described in Section 1012.01(3)(c)1., F.S., and as required by the district's program.

(b) Initial program approval determination and notification. The Commissioner shall determine whether the district has met the criteria for initial approval and shall reply with a notification in writing indicating approval or denial of approval. A denial of approval shall include identification of specific areas of program weakness that must be corrected prior to reconsideration for approval. For programs receiving initial approval, the district shall be apprised of the requirements for continued approval.

(c) Changes to an approved program prior to the end of the approval period. If a district seeks to make substantial revisions to its approved School Principal certification program prior to the resubmission of the program for continued approval, the district should submit those revisions to the Commissioner with a letter requesting a review. The Commissioner will advise the district in writing whether the revised program remains in compliance with this rule and of any proposed changes that are not acceptable. This determination and subsequent program revisions will not affect the approval period previously established for the program.

(d) Continued program approval.

1. Annual reporting. Each district with an approved program in School Principal certification under this rule will report to the Department annually the individuals who are admitted and enrolled, and who complete the program. The district will include in the report to the Department the number and type of inservice hours completed by each participant in curriculum offerings provided by the state through the William Cecil Golden Professional Development Program for School Leaders.

2. Continued approval review.

a. During the last year of approval of the program, the Department will request of the district documentation for continued approval review. Documentation shall include results of an analysis of data collected by the district during each year of approval and a summary of program improvements made during the course of the approval period. The analysis and summary submitted by the district should include data on program participants as follows:

(I) Data elements listed in subparagraph (2)(d) of this rule;

(II) Level of satisfaction of the participants and their supervisors with the training received in the program with regard to their level of

preparedness for their employment in a leadership position in the years immediately following completion of the program;

(III) Evaluation of the effectiveness of the professional development offered through the program in accordance with the protocol standards for professional development adopted by the state;

(IV) Longitudinal data on program participants including placement rates, rehire rates, retention rates, performance based on the achievement of their students and other indicators of the success of the school(s) where they are assigned during the years immediately following completion of the program.

b. After a review of the summary documents, the Commissioner will provide the district with written verification of the continued approval of the program or denial of approval. If a determination of denial is reached, the Commissioner must provide the reasons for the determination in accordance with requirements of this rule. A district whose program is denied continued approval may apply for a new initial approval in accordance with the requirements in paragraph (2)(a) of this rule.

c. The Department will publish a periodic reporting of the statewide status of programs approved under this rule.

Specific Authority 1012.98, 1012.986 FS. Law Implemented 1012.986, 1012.56 FS. History--New 6-20-07.

University-Wide Minimum Qualifications for Participating in Graduate Education

The institution of the following set of qualifications is intended to enhance graduate education at UCF and to certify the credentials of faculty who contribute to graduate programs. Graduate education requires the availability of highly competent individuals who possess specialized skills, and who are willing to share their competence. Therefore the university is committed to encouraging, facilitating, and rewarding interdisciplinary, multi-disciplinary, and cross-disciplinary educational and scholarly activities. Appointments of faculty and staff members in more than one department, school, Center/Institute, or college are encouraged as a way to further this objective.

Graduate Program Committees

Each graduate program will be administered by a Graduate Program Committee consisting of faculty members who participate in the program. An active Graduate Program Committee is required for each graduate program in order to provide program oversight and to ensure that the qualifications of contributing individuals are appropriate for participation in graduate education. Graduate Program Committee members are appointed in accordance with established department/school procedures and the qualifications established in this document.

Qualifications for Serving on Graduate Program Committees

Faculty members who are tenured or tenure-earning and who have served as thesis or dissertation advisors, or who have had experience teaching graduate classes, may serve on Graduate Program Committees. The chair of the Graduate Program Committee, appointed by the department chair/unit director, will be the Graduate Program Director.

Associate Graduate Faculty

Associate Graduate Faculty may teach graduate courses and serve as members of thesis and dissertation committees. Newly hired tenured and tenure earning faculty may have their qualifications to teach graduate courses and to serve as members of Thesis or Dissertation Advisory Committees reviewed as part of the search and appointment process.

Qualifications to Teach Graduate Courses

Individuals must be approved to teach graduate level courses (5000 or above) by the department chair/unit director after a review and approval of the individual's credentials by the Graduate Program Committee. Persons approved for teaching graduate level courses must hold a terminal degree in the discipline in which they are teaching or in a related discipline and demonstrate a high level of competence in teaching and scholarship. For individuals in the process of obtaining a terminal degree, certification by the Division of Graduate Studies that all requirements for the degree have been met will be treated as equivalent to possession of the degree.

Substitution for the terminal degree may be granted with documented exceptional experience and scholarly or creative activity when approved by the Graduate Program Committee and the department chair/unit director.

No graduate student may teach graduate courses.

Joint, Secondary Joint, and Courtesy appointments are eligible to teach graduate level courses, provided they are qualified as described above, and their course assignments are approved by the Graduate Program Committee. (Do we want to say anything about adjuncts, visiting faculty members and outside scholars?)

Qualifications for Serving as a Member of an Advisory Committee

To serve as a member of a Thesis or Dissertation Advisory Committee, individuals must be approved by the Graduate Program Committee. The criteria for those serving as a member of a Thesis or Dissertation Advisory Committee include:

- Evidence of current interest and involvement in scholarly research or creative productivity. Continuing scholarship and creative activity are evidenced and recognized through publications, presentations, performances, exhibits, awards and competitions. Other considerations include a continuing fulfillment of professional obligations through, for example, manuscript review, journal editorship, and national advisory and review panels.
- Possession of the terminal academic degree in a field related to the topic of the thesis or achievement of recognition for substantive and distinctive contributions to the discipline involved as determined by the Graduate Program Committee. For individuals in the process of obtaining a terminal degree, certification by the Division of Graduate Studies that all requirements for the degree have been met will be treated as equivalent to possession of the degree.
- Joint, Secondary Joint, and Courtesy appointments may serve as members of Thesis or Dissertation Advisory Committees provided they meet the above qualifications.
- Individuals who are not tenured or tenure-earning but whose primary appointment is at UCF, whether in a department, Center, or affiliated unit, are eligible to serve as Thesis Advisory Committee members upon approval by the Graduate Program Committee.
- Qualified individuals from outside the university may be eligible to serve as members of Thesis Advisory Committees. (Do we want to say anything about adjuncts, visiting faculty members and outside scholars?)

Graduate Faculty

Graduate faculty may serve as a faculty advisor for a thesis or dissertation and chair a thesis or dissertation advisory committee, in addition to teaching graduate courses and serving as a member of a thesis or dissertation advisory committee. Qualified faculty members may be eligible to be a member of or chair of Thesis or Dissertation Advisory Committees in more than one graduate program. No graduate students or post doctoral research associates at UCF may be appointed as a member of or a chair of a Thesis or Dissertation Advisory Committee.

Qualifications for Serving as a Chair of Thesis or Dissertation Advisory Committee

To serve as the chair of a Thesis or Dissertation Advisory Committee, individuals must be approved by the Graduate Program Committee. The criteria for those serving as a member of a thesis or dissertation advisory committee include:

- Evidence of current interest and involvement in scholarly research and/or creative productivity. Continuing scholarship and creative activity are evidenced and recognized through publications, presentations, performances, exhibits, awards and competitions. Other considerations include a continuing fulfillment of professional obligations through, for example, manuscript review, journal editorship, and national advisory and review panels
- Possession of the terminal academic degree in a field related to the topic of the thesis or dissertation or achievement of recognition for substantive and distinctive contributions to the discipline involved, as determined by the Graduate Program Committee. Documented exceptional experience and scholarly or creative activity should be approved by the Graduate Program Committee and the department chair/unit director.
- In disciplines where funding is essential to the success of the dissertation work, evidence of acquiring funds sufficient to support the research of graduate students is expected.
- Previous experience in serving as a member of an advisory committee or in the teaching, advising, or direction of students at the graduate level. An important consideration, when applicable, is the success of prior graduate students mentored by the faculty member.
- Joint, Secondary Joint, and Courtesy appointments may serve as members of Thesis or Dissertation Advisory Committees provided they meet the above qualifications. **Do we want to say anything about adjuncts, visiting faculty members and outside scholars?)**
- Individuals who are not tenured or tenure-earning but whose primary appointment is at UCF, whether in a department, Center, or affiliated unit, are eligible to serve as members of Thesis or Dissertation Advisory Committees.
- Qualified individuals outside the university may be eligible to serve as members of Thesis or Dissertation Advisory Committees.

Graduate Program Committees may specify additional guidelines for membership on Thesis or Dissertation Advisory Committees or for service as chair of Thesis or Dissertation Advisory Committees.

Faculty Emeriti

Emeritus faculty serving as faculty advisors can continue to supervise existing students for xxx years provided the student and faculty advisor agree. Emeriti faculty should not agree to advise additional students once they have left the institution (either by retirement or post-DROP), but may continue to serve on thesis and dissertation committees as a member for as long as they remain active with the institution.

Retired Faculty

Retired faculty who are not emeriti faculty may be eligible to serve as members or co-chairs of Thesis or Dissertation Advisory Committees as qualified individuals from outside the university.

Term Limits for Thesis and Dissertation Advisors

Individual qualifications for serving as a chair or member of Thesis or Dissertation Advisory Committees will be reevaluated by the Graduate Program Committee at the time of the periodic University Program Review or sooner as deemed appropriate by the Graduate Program Committee. At that time individuals must reapply to the Graduate Program Committee if they wish to have their qualifications reconsidered.

Guidelines for When a Thesis or Dissertation Advisory Committee Member Leaves UCF

A Dissertation Advisory Committee member who leaves UCF may be eligible to continue serving on the committee as a qualified individual from outside the university.

Guidelines for When a Thesis or Dissertation Advisory Committee Chair Leaves UCF

In the event that a chair of a Thesis or Dissertation Advisory Committee leaves the employ of the university:

- With the approval of the Graduate Program Committee, a chair of a Thesis or Dissertation Advisory Committee who leaves UCF may continue to serve as chair and supervise the thesis for one calendar year after leaving.
- If one calendar year has passed since the faculty member left UCF and the advisee has not yet completed the degree requirements, the departed faculty member may continue to serve as co-chair of the Thesis or Dissertation Advisory Committee as a qualified individual from outside the university; however, a new co-chair from the student's department (or college, if a college-wide program) must be designated.

Exceptions to This Document

Any appeal for exception to the minimum qualifications contained in this document must be referred to the University Graduate Council.

Definitions

1. Regular – A continuing appointment or an original temporary appointment expected to be followed by a continuing appointment. The modifier is not (normally) included in the title.
2. Interim – A limited time appointment to a position primarily assigned administrative duties.
3. Adjunct - A temporary appointment paid from OPS. Such appointment is for one academic term at a time and is ordinarily paid on a course basis. Adjunct appointments may not be for more than 50% of the time throughout an academic year or full-time for more than twenty-six weeks of a fiscal year, unless approved by the Chief Administrative Officer.
4. Provisional – An appointment of a person who is not fully qualified, but who is expected to acquire such qualifications in a short period of time.

5. Visiting – An appointment of a person having appropriate professional qualifications, but not expected to be available for more than a limited period of time, or to a position which is expected to be available for a limited period of time.
6. Joint – A paid or unpaid appointment of a faculty or staff member when the person is regularly participating in the teaching, research, and/or graduate supervision responsibilities of more than one academic department/unit. Payment of the appointee's salary may be shared by all units in which appointment is held.
7. Research – An appointment when the person is engaged primarily in research.
8. Clinical – An appointment in conjunction with a professional position in a hospital or other clinical environment.
9. Courtesy – An unpaid appointment of persons from outside the university, or from non-academic units within the university. Such appointments may include special academic privileges such as voting in departmental affairs, but may or may not involve other University affiliation.
10. Honorary/Honoris Causa – An unpaid appointment of an individual having distinction and honor in his/her field, but who does not possess the normal requirements for the position.
11. Emeritus – An honorary title that may be conferred at retirement in recognition of distinguished service.
12. Affiliate – An appointment when a person participates in some functions of other academic departments/units, that are not covered by Joint, Secondary Joint or Courtesy appointments.
13. Joint College - an appointment to a college/unit administered jointly by more than one University. Although appointed and employed by only one of the participating universities, each person so designated is considered an employee of the other participating university for purposes of carrying out the teaching, research, and service responsibilities of the college/unit.
14. Phased Retirement – An appointment under the provisions of the Phased Retirement Program.
15. Multi-Year – An appointment that extends beyond one academic or fiscal year.
16. Secondary Joint– An appointment of a faculty or staff member to an unpaid position in a secondary unit or units so that the person is participating in the teaching, research, and/or graduate supervision responsibilities of more than one unit.

Dissertation Advisory Committee Composition

Doctoral students must have a Dissertation Advisory Committee prior to the Candidacy Examination. The Committee will consist of a minimum of four members, who are graduate faculty approved for doctoral advisory committee membership. See the [Graduate Faculty](#) section for a list of those approved faculty members. At least three members must be qualified regular faculty members from the student's department (or college, if a college-wide program) at UCF, one of whom must serve as the chair of the committee. One member must be from either outside the student's department at UCF (or college, if a college-wide program) or outside the university.

Adjuncts, visiting faculty members, and outside scholars may serve as a member or co-chair of a dissertation advisory committee, but may not serve as the chair. One of the co-chairs must satisfy faculty qualifications for serving as a chair of a dissertation advisory committee. The other co-chair must satisfy the minimum requirements for serving as a member of a dissertation advisory committee. A member from outside the university may serve as co-chair without being appointed as an adjunct or visiting faculty member provided that all other membership requirements are met.

The role of the outside reader is to review the final copy of the dissertation and determine if the dissertation meets acceptable standards in the discipline.

Program areas may specify additional committee membership beyond the minimum of four. Qualifications of additional members must be equivalent to that expected of UCF faculty members. UCF faculty members must form the majority of any given committee. Additional information regarding the criteria for serving as a member, co-chair, or chair of a Dissertation Advisory Committee is provided in [UCF Faculty Senate Resolution 2004-2005-3 Regarding Minimum Qualifications for Participating in Graduate Education](#).

Committee membership must be approved by the Dean or designee of that college. All members must be in fields related to the dissertation topic. UCF Graduate Studies reserves the right to review appointments to a dissertation advisory committee, place a representative on any dissertation advisory committee, or appoint a co-chair. A student may request a change in membership of the dissertation advisory committee.

All members vote on acceptance or rejection of the dissertation proposal and the final dissertation. The dissertation proposal and final dissertation must be approved by a majority of the committee.