

Graduate Council Policy and Procedures Subcommittee
February 21, 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: March 6, 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)

Dr. Lance Tomei
 Director for Assessment, Accreditation, and Data Management
 College of Education
 University of Central Florida
 P.O. Box 161250
 Orlando, FL 32816-1250
 Phone: (407) 823-0374
 Fax: (407) 823-5144
 E-mail: ltomei@mail.ucf.edu
 Office: ED 209-G

"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.

UCF Graduate Council

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APPROVED POLICIES

Qualifications for Participating in Graduate Education - Faculty Senate

Effective Date

Fall 2005

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.

Qualifications for Teaching Graduate Level 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.

Qualifications for Serving as a Member of a Thesis Advisory Committee

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

Qualifications for Serving as a Chair of a Thesis Advisory Committee

To serve as a chair of a Thesis Advisory Committee, individuals must be approved by the Graduate Program Committee. The criteria for those serving as a chair of a Thesis 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. 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.
- Appointment as a tenured or tenure-earning faculty member at UCF; Joint; and Secondary Joint appointments may be eligible to serve as chairs of Thesis Advisory Committees provided they meet the above qualifications and are approved by the Graduate Program Committee. Courtesy appointments may be eligible to serve as co-chairs of Thesis Advisory Committees, provided they meet the above qualifications and a qualified UCF faculty member in the graduate program serves as co-chair.
- Individuals who are not tenured or tenure-earning but whose primary appointment is at UCF, whether in a department, Center, or affiliated unit, may be eligible to serve as co-chairs of

Thesis Advisory Committees provided that they meet the above qualifications.

- Qualified individuals from outside the university may not serve as chairs but may be eligible to serve as co-chairs of Thesis Advisory Committees if they have a Courtesy or Affiliate status.

Graduate Program Committees may specify additional guidelines for membership on Thesis Advisory Committees or for service as chair of Thesis Advisory Committees. Qualified faculty members may be eligible to be a member of or chair of Thesis Advisory Committees in more than one master's program. No graduate students or postdoctoral research associates at UCF may be appointed as a member of or a chair of a Thesis Advisory Committee.

Term Limits for Thesis Advisors

Individual qualifications for serving as a chair or member of Thesis 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. Newly hired tenured and tenure earning faculty may have their qualifications to serve on Thesis Advisory Committees reviewed as part of the search and appointment process.

Retired Faculty

Retired faculty may be eligible to serve as members or co-chairs of Thesis Advisory Committees as qualified individuals from outside the university.

Guidelines for When a Thesis Advisory Committee Member Leaves UCF

A Thesis 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 Advisory Committee Chair Leaves UCF

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

- With the approval of the Graduate Program Committee, a chair of a Thesis 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 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.

Qualifications for Serving as a Member of a Dissertation Advisory Committee

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

achievement of recognition for substantive and distinctive contributions to the discipline involved, as determined by the Graduate Program Committee.

- Joint, Secondary Joint, and Courtesy appointments may serve as members of 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 members of Dissertation Advisory Committees.
- Qualified individuals outside the university may be eligible to serve as members of Dissertation Advisory Committees.

Qualifications for Serving as a Chair of a Dissertation Advisory Committee

To serve as a chair of a Dissertation Advisory Committee, individuals must be approved by the Graduate Program Committee. Individuals appointed as chair of a Dissertation Advisory Committee will be expected to show high levels of scholarly productivity or creative activity: for example, extensive involvement in professional activities; successful mentoring of graduate students (as evidenced by time to degree, post-doctoral degree appointment, and publications from the thesis or dissertation). The criteria for those serving as a chair of a 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 dissertation.
- 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 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.
- Appointment as a tenured or tenure-earning faculty member at UCF; Joint; and Secondary Joint appointments may serve as chairs of Dissertation Advisory Committees provided they meet the above qualifications. Courtesy appointments may serve as co-chairs of Dissertation Advisory Committees, provided they meet the above qualifications and a qualified UCF faculty member in the graduate program serves as co-chair.
- Individuals who are not tenured or tenure-earning but whose primary appointment is at UCF, whether in a department, Center, or affiliated unit, may serve as co-chairs of Dissertation Advisory committees provided that they meet the above qualifications.
- Qualified individuals outside the university may not serve as chairs but may be eligible to serve as co-chairs of Dissertation Advisory Committees if they have a Courtesy or Affiliate status.

Graduate Program Committees may specify additional guidelines for membership on Dissertation Advisory Committees or for service as chair of Dissertation Advisory Committees. Qualified faculty members may be eligible to be a member of or chair of Dissertation Advisory Committees in more than one doctoral program. No graduate students or post doctoral research associates at UCF may be appointed as a member of or a chair of a Dissertation Advisory Committee.

Term Limits for Dissertation Advisors

Individual qualifications for serving as a chair or member of 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. Newly hired tenured and tenure earning faculty may have their qualifications to serve on Dissertation Advisory Committees reviewed as part of the search and appointment process.

Retired Faculty

Retired faculty may be eligible to serve as members or co-chairs of Dissertation Advisory Committees as qualified individuals from outside the university.

Guidelines for When a 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 Dissertation Advisory Committee Chair Leaves UCF

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

- With the approval of the Graduate Program Committee, a chair of a 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 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.

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Graduate Council, gradcouncil@mail.ucf.edu or 407-823-6432. Site maintained by Division of Graduate Studies, Millican Hall 230, PO Box 160112, Orlando, FL 32816-0112. Graduate Studies webmaster

CURRENT GRAD CATALOG COPY

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.

Policy Clarifying the Conferral of a Graduate Degree

The graduate faculty at the University of Central Florida are responsible for developing the curricula of graduate degree programs, and are charged with evaluating the performance of students in completing the curricula. Therefore the conferral of a graduate degree requires the graduate faculty to verify that students have performed at a satisfactory level in completing the entire curriculum required for the degree. It should be noted that although degree programs may prepare students for licensure by an external agency, the conferral of a UCF graduate degree is not dependent on an evaluation by the external agency of a student's performance on the licensure exam.

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

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 chair 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. Question: the thesis language provided a way

to qualify without the terminal degree but the dissertation language did not. Do we want another way to qualify or should this be designated a "special member" for purposes of graduate faculty and approved one by one?

- 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.
- Appointment as a tenured or tenure-earning faculty member at UCF; Joint; and Secondary Joint appointments may be eligible to serve as chairs of Thesis or Dissertation Advisory Committees provided they meet the above qualifications and are approved by the Graduate Program Committee. Courtesy appointments may be eligible to serve as co-chairs of Thesis or Dissertation Advisory Committees, provided they meet the above qualifications and a qualified UCF faculty member in the graduate program serves as co-chair. Question: if a person can serve as co-chair, but not chair – are they graduate faculty? How are they listed?
- 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 co-chairs of Thesis or Dissertation Advisory Committees, provided they meet the above qualifications. Question: if a person can serve as co-chair, but not chair – are they graduate faculty? How are they listed?
- Qualified individuals outside the university may be eligible to serve as co-chairs of Thesis or Dissertation Advisory Committees if they have courtesy or affiliate status provided they meet the above qualifications. Question: if a person can serve as co-chair, but not chair – are they graduate faculty? How are they listed?

Graduate Program Committees may specify additional guidelines 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 with the approval of the academic unit. 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 or co-chair 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. I suggest that we change this to "Graduate Faculty members who retire may continue their service on advisory committees for one year. Retired faculty who wish to continue serving on an existing committee as a member or co-chair may do so with approval of the academic unit. Those who wish to continue serving as a member of a new committee beyond this period may do so with approval of the academic unit."

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.

Responsibilities of Graduate Faculty who supervise dissertation students

- To inform the student of all regulations governing the degree sought
- To meet immediately after appointment to review the qualifications of the student and to discuss and approve a program of study
- To meet to discuss and approve the proposed dissertation research and the plans for carrying it out
- To meet once per year with the student to assess progress towards the dissertation and give the student a yearly letter of evaluation in addition to S/U grades awarded for 7980 courses. The chair should write this letter and send it to Graduate Studies after consultation with the advisory committee.
- To conduct the candidacy examination. The entire committee must be present for the oral part of the examination and it must be conducted on campus, unless there is an accepted joint degree program with another university that specifies a different arrangement that has been approved by the university.
- To conduct the final oral examination to assure that the dissertation is acceptable as original research and a contribution to the discipline and that it meets the standards of the university. No fewer than four faculty members, including all members of the advisory committee, shall be present with the student during the examination. Only members of the advisory committee may sign the dissertation and a majority must approve of the dissertation. The final oral defense must be conducted on campus, unless there is an accepted joint degree program with another university that specifies a different arrangement that has been approved by the university.

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.

Questions to be answered

Is associate membership the ability to teach only, or teach and serve as a member? Is the graduate faculty the ability to supervise only, or the ability to supervise and serve as a member?

Clarify the responsibilities – we have started with the UF draft of this.

Define the role of the outside member – is the outside member in the discipline? Separate and only there for procedural matters? Outside the university and if so are they are member of the dissertation committee or just a reader who provides additional input?

Is the outside member a person who meets normal qualifications for graduate faculty always? If allowances are made, is there a way to designate them a "special member" where the specialness is handled separately by exception and for a limited duration?

Are there conflict of interest statements that we want to add about possible outside members who are funding the research that will result in the dissertation?

Clarify the membership of the advisory committee based on above discussions.

DRAFT POLICY

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.

OTHER UNIVERSITIES

From: Harvey Waterman <waterman@rci.rutgers.edu>
To: "CGS Dean's Discussion List" <cgslis@lists.cgsnet.org>
Date: 2/11/2008 11:47 AM
Subject: Re: [CGS List] Question on Approval to Direct Dissertations at Institutions
Attachments: Part.002

At Rutgers-New Brunswick individuals are nominated by the graduate program. Any nominee who is a tenure-track or tenured member of the faculty will be accepted without further review by the Graduate School, whether nominated for membership (can chair a doctoral committee) or for associate membership (can do everything but). Nominees who are not tenure-track or tenured are reviewed by faculty committees of the Graduate School and then by its Executive Council.

Harvey Waterman

Reed, S Kay (Kay) wrote:

> February 11, 2008

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> The University of Tennessee, Knoxville requires that faculty members
 > be approved formally to direct and serve on dissertation committees.
 > This credentialing process is under the purview of the Graduate
 > Council and its Credentials Committee. In general, faculty members
 > are approved automatically upon tenure and promotion to full
 > professor. The Credentials Committee is charged with reviewing
 > requests when a faculty member's credentials fall outside of that
 > automatic process, such as for probationary tenure-track faculty
 > members and for those who are 10 years beyond promotion as full professor.

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> Some constituents on campus believe that our current process is too
 > stringent for allowing faculty members to serve on committees. Other
 > constituents believe that the process should not be controlled by the
 > Graduate Council and should be a decision for the college or
 > department. As a result, we are reviewing our process and would like
 > to know what other institutions are doing in this area.

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> Are faculty members at your institution subject to a similar
 > credentialing or approval process to serve as committee members on
 > doctoral committees?

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> Kay Reed
 > Assistant to the Dean
 > Graduate School

From: "Taylor, Orlando L." <otaylor@Howard.edu>
To: "CGS Dean's Discussion List" <cgslist@lists.cgsnet.org>
Date: 2/11/2008 12:51 PM
Subject: RE: [CGS List] Question on Approval to Direct Dissertationsat Institutions
Attachments: Part.002

Howard University's model is somewhat like the U-T model. Specifically, dissertation chairs and committee members MUST be members of the Graduate faculty. Currently, these individuals, regardless of rank, must be re-appointed three years, with research and publication activity playing a major role in the review process. A proposal is being considered to lengthen the term to 5 years, with a provision for no further reviews for individual who have been graduate faculty members for 10 years or more.

This is a very controversial policy with passionate supporters on all sides. Some faculty believe strongly in the current system with centralized Graduate School monitoring, while some others believe that membership should be under local (departmental or program) control with no Graduate School involvement. Most believe, I think, however, that active and somewhat current research activity should be considered in determining eligibility for dissertation directing or committee membership.

Orlando L. Taylor
Vice Provost for Research
and
Dean, Graduate School
Howard University
Washington, DC 20059
Voice:202-806-6800
Fax:801-469-8709
e-mail:otaylor@howard.edu

From: cgslist-bounces@lists.cgsnet.org
[mailto:cgslist-bounces@lists.cgsnet.org] On Behalf Of Harvey Waterman
Sent: Monday, February 11, 2008 11:45 AM
To: CGS Dean's Discussion List
Subject: Re: [CGS List] Question on Approval to Direct Dissertationsat Institutions

At Rutgers-New Brunswick individuals are nominated by the graduate program. Any nominee who is a tenure-track or tenured member of the faculty will be accepted without further review by the Graduate School, whether nominated for membership (can chair a doctoral committee) or for associate membership (can do everything but). Nominees who are not tenure-track or tenured are reviewed by faculty committees of the Graduate School and then by its Executive Council.

From: Jon Travis <Jon_Travis@tamu-commerce.edu>
To: "CGS Dean's Discussion List" <cgslist@lists.cgsnet.org>
Date: 2/11/2008 12:29 PM
Subject: RE: [CGS List] Question on Approval to Direct Dissertations atlns titutions
Attachments: Part.002

The following section from our Graduate School web site describes our Graduate Faculty membership and approval process:

The selection of graduate faculty rests with the Graduate Council. Graduate Faculty membership is limited to full-time faculty who have the terminal degree or its equivalent. There are two types of membership for Texas A&M University-Commerce faculty and two types for visiting scholars:

Associate Graduate Faculty members are eligible to teach graduate courses, direct master's theses, and serve on doctoral committees.

Senior Graduate Faculty members can teach graduate classes and direct master's theses and doctoral dissertations.

Associate Visiting Scholars are eligible to teach graduate courses, direct master's theses, and serve on doctoral committees.

Senior Visiting Scholars are eligible to teach graduate courses and direct master's theses and doctoral dissertations.

Minimum qualifications for Associate membership are as follows:

- * holds academic rank of assistant professor or above
- * holds the highest earned terminal degree in the teaching discipline
- * has a minimum of one year full-time university assignment which includes teaching graduate courses
- * evidence of current interest and involvement in scholarship, research and/or creative activity.

Senior membership minimum qualifications include the following:

- * academic rank of associate professor or above
- * awarded the highest earned terminal degree in the teaching discipline
- * has a minimum of three years of full-time college teaching experience, which includes teaching graduate courses; and/or service on thesis and dissertation committees
- * evidence of competence as a scholar, including research capability and/or creative activity as evidenced by publications, creative endeavors and thesis or dissertation supervision.

The University will recognize the graduate faculty status that the visiting

scholar holds at his/her home institution. Anyone not affiliated with an institution of higher education will be evaluated on an individual basis to determine Associate or Senior Visiting Scholar status.

Requests for Graduate Faculty membership and Visiting Scholar may be initiated by the faculty member or by the head of the department in which the faculty member serves. All requests initially go to the departmental Graduate Faculty for a recommendation. The request is then forwarded through the department head, college dean and graduate dean for a recommendation from each. It is then sent to the Graduate Council, who makes the decision as to the type of membership to be awarded.

Dr. Jon Travis

Assistant Dean of Graduate Studies &

Research and Professor, Higher Education

Texas A&M University-Commerce

Commerce, TX 75429

Ph: 903-886-5160 fax: 903-886-5165

From: cgslist-bounces@lists.cgsnet.org
[mailto:cgslist-bounces@lists.cgsnet.org] On Behalf Of Reed, S Kay (Kay)
Sent: Monday, February 11, 2008 9:32 AM
To: cgslist@lists.cgsnet.org
Cc: Murray, Matthew N
Subject: [CGS List] Question on Approval to Direct Dissertations at Institutions

February 11, 2008

The University of Tennessee, Knoxville requires that faculty members be approved formally to direct and serve on dissertation committees. This credentialing process is under the purview of the Graduate Council and its Credentials Committee. In general, faculty members are approved automatically upon tenure and promotion to full professor. The Credentials Committee is charged with reviewing requests when a faculty member's credentials fall outside of that automatic process, such as for probationary tenure-track faculty members and for those who are 10 years beyond promotion

From: "Jerrold Zar" <jhzar@wpo.cso.niu.edu>
To: <cgslist@lists.cgsnet.org>
Date: 2/13/2008 8:02 PM
Subject: Re: [CGS List] retired faculty directing dissertations

We have had instances of faculty retiring while being a dissertation (or thesis) director and being allowed to continue in that role until the dissertation student completes the dissertation.

It is even possible for a former faculty member to take on additional dissertation students after retirement. This can be done by appointment as an "adjunct faculty member" or as an "affiliated graduate faculty member." The person would have to meet the qualifications required of a "senior member of the graduate faculty," the category of graduate-faculty membership that entitles regular faculty to serve as dissertation directors. Adjunct or affiliated graduate-faculty membership extends for one year at a time and is renewable.

Also, a retired faculty member can serve as a member of a dissertation committee even without such a graduate-faculty designation, for it is permissible to have one committee member be someone who is not affiliated with the graduate faculty (a provision that allows relevant expertise to be present from industry, other educational institutions, or business).

---Jerry

Jerrold H. Zar
Retired Vice Provost for Graduate Studies and Research
and Dean of the Graduate School
Now, Professor Emeritus
Department of Biological Sciences
Northern Illinois University
DeKalb, IL 60115-2854
815-753-7844 fax: 815-753-0461 jhzar@niu.edu

=====

>>> Maureen Grasso <mgrasso@uga.edu> 2/13/2008 7:52 AM >>>
We have several requests from departments wanting to extend graduate faculty status (ability to chair/direct doctoral dissertations)to retired faculty. Currently our policy does not allow for this.

What are the issues/concerns from experience on your campus?

Does your university have such a policy and if so, will you share it with me?

We begin our discussions tomorrow afternoon. Thanks

Maureen Grasso
mgrasso@uga.edu

cgslist mailing list
<http://lists.cgsnet.org/listmanager/listinfo/cgslist>

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From: "Jerrold Zar" <jhzar@wpo.cso.niu.edu>
To: <cgslist@lists.cgsnet.org>
Date: 2/15/2008 5:53 PM
Subject: Re: [CGS List] Question on Approval to Direct Dissertations at Institutions

This question is very closely related to a recent (January 25) comment I made to this list regarding membership on the graduate faculty. It could be argued that any faculty member should be able to serve as a dissertation director, so no special approval is needed. At the other extreme could be very involved approval schemes with credentials examination at the department, college, and Graduate School levels, perhaps involving a faculty committee at each level.

Here we have an approach between those extremes. The basic stipulation is that a person has to be a "Senior Member of the Graduate Faculty" (one of the two primary levels of graduate-faculty membership) in order to be approved to be a dissertation director. And, graduate-faculty membership is described in the graduate-faculty message I sent previously, which is this:

It is common, but by no means universal, for U.S. universities to have a designation of "graduate faculty." This is done to identify those members of the university faculty who have been judged appropriate to teach courses for graduate credit and to help guide students engaged in thesis, dissertation, and other advanced-level academic work.

At some universities it is simply declared that all faculty members are hired with that ability, and no separate graduate-faculty designation is needed. At others it is recognized that some faculty might, in fact, be hired specifically to deal with undergraduate students and not to teach courses at a level where the instructor's currency in specialized fields is necessary. It is also recognized that, occasionally, faculty hired with expected qualifications for dealing with students at an advanced level may fail to keep up-to-date in their teaching specialties or fail to maintain a level of scholarly activity appropriate to the guidance of students engaging in scholarly activity. And, when a faculty member's professional interests or capabilities change, departments may wish there to be a formal set of criteria and procedures to cite in determining that person's academic assignments.

Many years ago, we here established a policy and procedure for graduate-faculty membership that recognized (1) that maintenance of expertise in advanced subject-matter is evidenced in different ways in different academic disciplines (e.g., evidence for advanced expertise in chemistry is not the same as in music, which is not the same as in history, which is not the same as in business management), and (2) that the appropriate types of evidence should be developed and explained by the respective academic departments. Therefore, we operate as follows (see <http://www.niu.edu/provost/policies/appm/II1.shtml> for details):

The Graduate Council declared minimum, non-specific expectations for graduate-faculty membership to be an appropriate terminal degree (or the equivalent) and evidence of an appropriate program of research or artistry. Then, specific criteria for graduate-faculty membership in a given department (for example, expectations for publishing books or journal articles, engaging in art exhibitions or musical performances, giving presentations at professional meetings, service to professional associations) are developed by that department. Those criteria are shown to the Graduate Council for approval, and once in place the department uses them to judge people for graduate-faculty membership. (The Graduate Council has very seldom had a question about what a department proposed, and the appeal procedure for faculty has almost never been used.) There are two major categories of graduate-faculty membership (which are described at the website indicated directly above), but the appointment process is essentially the same for them.

In addition, a person's membership on the graduate faculty is reviewed for renewal every time that person's academic department has its degree programs formally reviewed (currently every eight years); this is described at <http://www.niu.edu/provost/policies/appm/II2.shtml>.

This process has worked well here for many years. It recognizes that, while the university has general

expectations for scholarly expertise of those who serve as teachers, mentors, and role models for graduate students, it is appropriate that the academic departments have the responsibility for defining the specific criteria for faculty to serve in those capacities.

---Jerry

Jerrold H. Zar
Retired Vice Provost for Graduate Studies and Research
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Now, Professor Emeritus
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=====

At one

>>> "Reed, S Kay (Kay)" <kayreed@utk.edu> 2/11/2008 9:32 AM >>>
February 11, 2008

The University of Tennessee, Knoxville requires that faculty members be approved formally to direct and serve on dissertation committees. This credentialing process is under the purview of the Graduate Council and its Credentials Committee. In general, faculty members are approved automatically upon tenure and promotion to full professor. The Credentials Committee is charged with reviewing requests when a faculty member's credentials fall outside of that automatic process, such as for probationary tenure-track faculty members and for those who are 10 years beyond promotion as full professor.

Some constituents on campus believe that our current process is too stringent for allowing faculty members to serve on committees. Other constituents believe that the process should not be controlled by the Graduate Council and should be a decision for the college or department. As a result, we are reviewing our process and would like to know what other institutions are doing in this area.

Are faculty members at your institution subject to a similar credentialing or approval process to serve as committee members on doctoral committees?

Kay Reed
Assistant to the Dean
Graduate School
University of Tennessee, Knoxville
Knoxville, TN 37996-0104
TEL: 865.974.2475 FAX: 865.946.1090
kayreed@utk.edu Web: <http://gradschool.utk.edu>

From: "Chris M. Golde" <golde@stanford.edu>
To: <cgslist@lists.cgsnet.org>
Date: 2/13/2008 12:03 PM
Subject: [CGS List] RE: retired faculty directing dissertations
Attachments: Part.002

Maureen,

At Stanford Any dissertation reading committee (minimum 3 people) can have one non- Academic Council (all faculty) member (with approval by the department chair). If the non-AC member is chair, then there must be a co-chair from the AC. This applies to emeritus/a faculty, non-Stanford folks, and faculty who leave the university (former AC members).

Chris M. Golde
Associate Vice Provost for Graduate Education
650/736-9795
golde@stanford.edu

From: "Janet A. Weiss" <janetw@umich.edu>
To: "CGS Dean's Discussion List" <cgslist@lists.cgsnet.org>
Date: 2/13/2008 12:10 PM
Subject: Re: [CGS List] retired faculty directing dissertations

At University of Michigan we do permit retired faculty members to chair dissertation committees under some circumstances, with Graduate School approval. Here is the language from our form:

A retired Professor may be nominated to serve as a Chair or Cognate on a dissertation committee by submitting:

1. Nomination for Special Membership on a Dissertation Committee form with appropriate signatures
2. A memo signed by the student's department chair AND the retired faculty member's Dean confirming that the nominee has:
 - * experience in serving on, and chairing, dissertation committees (decision making experience as chair is required)
 - * service as a teacher of formal courses or seminars
 - * served as a counselor or advisor for doctoral students
3. Dissertation Committee form

On 2/13/08 9:11 AM, "David N. Redman" <dnredman@Princeton.EDU> wrote:

> Dear Maureen,
> At Princeton, the policy is that faculty who have begun to supervise a
> student's dissertation while they are still regular faculty members are
> permitted to continue to serve as the principal advisor and committee
> member even if they transition to emeritus/a status before the student
> finishes.
>
> --David Redman
> Associate Dean
>
> -----Original Message-----
> From: cgslist-bounces@lists.cgsnet.org
> [mailto:cgslist-bounces@lists.cgsnet.org] On Behalf Of Maureen Grasso
> Sent: Wednesday, February 13, 2008 8:53 AM
> To: cgslist@lists.cgsnet.org
> Subject: [CGS List] retired faculty directing dissertations
>
> We have several requests from departments wanting to extend graduate
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> What are the issues/concerns from experience on your campus?
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> Does your university have such a policy and if so, will you share it
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> We begin our discussions tomorrow afternoon. Thanks
>
> Maureen Grasso
> mgrasso@uga.edu

From: "Sandra Terrell" <terrell@unt.edu>
To: <cgslist@lists.cgsnet.org>
CC: Matthew N Murray <mmurray1@utk.edu>
Date: 2/12/2008 4:54 PM
Subject: Re: [CGS List] Question on Approval to Direct Dissertations at Institutions

At the University of North Texas, faculty members are credentialed to chair dissertation committees. They are required to meet or exceed minimum research productivity and other performance standards as established by their departments in order to qualify to chair dissertation committees. These faculty are considered Category III Graduate Faculty. The nominations from departments and colleges with supporting documentation for Category III faculty are reviewed by a standing committee of the Graduate Council with final approval by the Council. This review occurs annually and the appointment as a Category III faculty member is for a four-year term.

Sandra L. Terrell
Dean, Robert B. Toulouse School of Graduate Studies
University of North Texas
P. O. Box 305459
Denton, TX 76203-5459
ofc: 940-565-3946
fax: 940-565-2141
e-mail: terrell@unt.edu

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February 11, 2008

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Are faculty members at your institution subject to a similar credentialing or approval process to serve as committee members on doctoral committees?

From: Philip Cohen <cohen@uta.edu>
To: "CGS Dean's Discussion List" <cgslist@lists.cgsnet.org>
Date: 2/13/2008 11:09 AM
Subject: Re: [CGS List] retired faculty directing dissertations
Attachments: Part.002

Maureen-
This is our policy at UT Arlington as well. We don't allow retired graduate faculty to take on new committee chair duties.
Phil

Philip Cohen
Dean, Graduate School
Vice Provost for Academic Affairs
Box 19167
University of Texas at Arlington
Arlington, TX 76019
Work: (817) 272-5164
Fax: (817) 272-7148
Email: Cohen@uta.edu
<http://grad.uta.edu>

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> Does your university have such a policy and if so, will you share it
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> We begin our discussions tomorrow afternoon. Thanks
>

Current Policy on Graduate faculty thesis/dissertation committee composition

- Consist of a minimum of three (thesis)/four (dissertation) members, who are graduate faculty approved for thesis/doctoral advisory committee membership. See the Graduate Faculty section for a list of those approved faculty members.
- At least two (thesis)/three (dissertation) 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, courtesy appointees, and outside scholars may serve as a member or co-chair of a thesis/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 thesis/dissertation advisory committee. The other co-chair must satisfy the minimum requirements for serving as a member of a thesis/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.
- Program areas may specify additional committee membership beyond the minimum of three (thesis)/four (dissertation). 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.
- Committee membership must be approved by the Dean or designee of that college. All members must be in fields related to the thesis/dissertation topic. UCF Graduate Studies reserves the right to review appointments to a thesis/dissertation advisory committee, place a representative on any thesis/dissertation advisory committee, or appoint a co-chair.
- A student may request a change in membership of the thesis/dissertation advisory committee.

Changes suggested—

1. Students cannot register for thesis or dissertation hours without having committee established?

Current policy –

- A student writing a thesis must have a Thesis Advisory Committee – suggested change to read: students cannot enroll in thesis hours without having established a thesis advisory committee
- Doctoral students must have a Dissertation Advisory Committee prior to the Candidacy Examination- any change suggested here? OK

2. Clarification of outside member and how do we designate it?

Current policy -

- One member must be from either outside the student's department at UCF (or college, if a college-wide program) or outside the university. Qualifications of additional members must be equivalent to that expected of UCF faculty members.—
- Suggested changes:
 - o include the outside member as a designated line on the committee appointment forms similarly to what Education does, and that way the person would not have to have a formal adjunct, joint, secondary joint or courtesy appointment
 - o if interdisciplinary, the outside member should be outside all participating departments (what about institutes?) of the program
 - o

UF's policy is:

The supervisory committee for a candidate for the doctoral degree shall consist of no fewer than four members selected from the Graduate Faculty. At least two members, including the chair, will be from the academic unit recommending the degree, and at least one member will be drawn from a different educational discipline with no ties to the home academic unit to serve as external member. One regular member may be from the home academic unit or another unit.

Special Appointments—People without Graduate Faculty status may be made official members of a student's supervisory committee through the special appointment process. The chair of the student's supervisory committee requests the special appointment including a brief explanation of what the proposed member will contribute to the supervisory committee. A special appointment is made for a specific supervisory committee. If a student changes to a new degree or major and the committee chair wishes to include the special member on the new supervisory committee, another request must be submitted to the Graduate School for the new committee. Appropriate candidates for special appointments include individuals from outside of the University of Florida with specific expertise which will contribute to a graduate student's program of study; tenure-track faculty who have not yet qualified for Graduate Faculty status; and nontenure-track faculty or staff at the University of Florida who do not qualify for Graduate Faculty status.

Special appointments have several limitations because they are not members of the Graduate Faculty. A special appointment may not serve as a supervisory committee chair, cochair, or external member. A special appointment may not be the minor representative for a student with a minor.

External Member—The external member's responsibilities are to represent the interests of the Graduate School and the University of Florida; be knowledgeable about Graduate Council policies; and, serve as an advocate for the student at doctoral committee activities. In the event that the academic unit's committee activity conflicts with broader University policies or practices, the external member is responsible for bringing such conflicts to the attention of the appropriate governing body. The external member is therefore prohibited from holding any official interest in the doctoral candidate's major academic unit. Faculty holding joint, affiliate, courtesy, or adjunct appointments in the degree-granting academic unit cannot be external members on a student's committee.

Minor Member—The faculty member who represents a minor on a student's committee may be appointed as the external member if s/he does not have a courtesy graduate appointment in the student's major academic unit.

Cochair—To substitute for the chair of the committee at any examinations, the cochair must be in the same academic unit as the candidate.

3. How many times does a committee meet? There is no current policy on this, and I don't know if we want to be this formal about it, except to establish guidelines of good practice about what constitutes good progress – suggested committees would meet once per term, as a guideline?

Here is UF's policy:

Duties and Responsibilities—Duties of the supervisory committee follow:

1. To inform the student of all regulations governing the degree sought. It should be noted, however, that this does not absolve the student from the responsibility of informing himself/herself concerning these regulations. (See *Student Responsibility*.)
2. To meet immediately after appointment to review the qualifications of the student and to discuss and approve a program of study.
3. To meet to discuss and approve the proposed dissertation project and the plans for carrying it out.
4. To give the student a yearly letter of evaluation in addition to the S/U grades awarded for the research courses 7979 and 7980. The chair should write this letter after consultation with the supervisory committee.
5. To conduct the qualifying examination or, in those cases where the examination is administered by the academic unit, to take part in it. In either event, the entire committee must be present with the student for the oral portion of the examination. This examination must be given on campus. (See *Examinations* in the *General Regulations* section of this catalog for variation in procedure.)
6. To meet when the work on the dissertation is at least one-half completed to review procedure, progress, and expected results and to make suggestions for completion.
7. To meet on campus when the dissertation is completed and conduct the final oral examination to assure that the dissertation is a piece of original research and a contribution to knowledge. No fewer than four faculty members, including all members of the supervisory committee, shall be present with the candidate for this examination. Only members of the official supervisory committee may sign the dissertation and they must approve the dissertation unanimously. (See *Examinations* in the *General Regulations* section of this catalog for variation in procedure.)

- nothing formal

- what happens when fac can't show?

- letter of eval shared w grad committee??

4. What about phased retirement or emeritus status? There is no current policy on this, but may want to leave this to exception rather than policy??

UF's policy-

Retired Faculty—Graduate Faculty members who retire may continue their service on supervisory committees for one year. Retired faculty who wish to continue serving on existing or new committees beyond this period may do so with approval of the academic unit.

do this!

5. Integrate graduate faculty status with Lin Huff Corzine's processes for faculty qualifications? Also, how to renew and add members to the graduate faculty?

Suggested change:

For new faculty hires, and hires of adjuncts, courtesy, secondary joint and joint appointments: I talked with Lin and Julia Pet Armacost and they offered the following. They could add check boxes to the AA-20A form that would allow us to identify the five levels of graduate faculty (teaching -1, membership on thesis committees-2, chair of thesis committee-3, membership on dissertation committee- 4, chair of dissertation committee -5) as the faculty member is hired. Each form requires a resume that would be submitted and the resume would have to speak to graduate supervision and research activity. Since the form would now deal with graduate faculty as well as teaching qualifications, the forms would have to be routed through the associate deans responsible for graduate education.

Lin is forming a permanent faculty committee that will review the forms and resumes for those faculty members who don't appear to meet the criteria, and then Julia will enter into the database (would be redesigned to accommodate this) the level of faculty qualifications for the faculty – either ug or one of the five levels for graduate. The database could create the website listing of graduate faculty, by faculty name, by department, by college, and by graduate program. They said that they could ensure that the faculty committee be composed of faculty who are qualified to supervise doctoral students (level 5) so that they could approve anybody at any level. In this way, everything would be done once and all information would be in sync. Lin and I could serve as ex-officio members of the committee.

In terms of adding and renewing faculty:

Lin suggested that the process above be also used for existing faculty in the following circumstances: faculty belonging to units up for program review, those desiring a status change and nominate themselves. They would submit a form (to be designed) and a resume to Lin's office that would then go to the faculty committee if there are questions.

→ qualified in more than one program

DOCTORAL DISSERTATION COMMITTEE CHANGE FORM

Name _____ Date _____

SS# _____ Program Track _____

Dissertation Topic: _____

Committee Members: This form is to indicate change(s) to the appointed committee that effect the members. Please initial beside your name to indicate you acknowledge the change(s) of the committee.

- _____ Change in Committee Effects Institutional Review Board.
- _____ Change in Committee Does Not Effect Institutional Review Board.
- _____ Change in Advisor
- _____ Committee Member Addition
- _____ Committee Member Removal

Department Chair approval:

(Please initial beside the persons' name to indicate your approval of this assignment)

- 1. _____ Committee Chair _____
- 2. _____ College of Education _____
- 3. _____ College of Education _____
- 4. _____ College of Education _____
- 5. _____ Outside Program Track _____

Committee approved by:

Advisor

Date

Ph.D. Program Coordinator

Date

Associate Dean for Graduate Studies

Date

(6)

Doctoral Dissertation Committee Appointments

Name _____ Date _____

PID# _____ Program Major _____

Dissertation Topic _____

_____ Original Committee _____ Change in Committee

Reason for change _____

Committee Members: For doctoral students, the committee must consist of a minimum of three members from the college; one member from outside the college. COE committee members must be provisional, associate, or full members of the graduate faculty.

(Please print committee member's names)

Department Chair approval:

1. _____ Committee Chair _____

2. _____ College of Education _____

3. _____ College of Education _____

4. _____ College of Education _____

5. _____ Outside Program* _____

Committee approved by:

Advisor_____
Date_____
Doctoral Program Coordinator_____
Date_____
Associate Dean for Graduate Studies_____
Date

This form must be signed and on file in the Office of Student Services before a student can register for dissertation hours.

*If your program is college-wide, your outside member must be outside the College of Education.

DOCTORAL DISSERTATION COMMITTEE APPOINTMENTS

Name _____ Date _____

SS# _____ Program Track _____ Code _____

Dissertation
Topic: _____

Committee Members: For doctoral students, the committee must consist of a minimum of three members from the college; one member from outside the track. COE committee members must be provisional, associate, or full members of the graduate faculty.

Department Chair approval:

(Please initial beside the persons' name to indicate your approval of this assignment)

- 1. _____ Committee Chair _____
- 2. _____ College of Education _____
- 3. _____ College of Education _____
- 4. _____ College of Education _____
- 5. _____ Outside Program Track _____

Committee approved by: _____

Advisor Date

Ph.D. Program Coordinator Date

Associate Dean for Graduate Studies Date