

DOCTORAL STUDENT HANDBOOK
READING AND LANGUAGE ARTS



School of Teacher Education
College of Education
The Florida State University
Tallahassee, Florida 32306-4459

<http://www.coe.fsu.edu/STE/programs/ReadingArts.html>

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DOCTOR OF PHILOSOPHY DEGREE IN READING EDUCATION

GENERAL INFORMATION: Reading and Language Arts at The Florida State University is a graduate program offering three degrees: Master of Science (M.S.), Specialist in Education (Ed.S.), and Doctor of Philosophy (Ph.D.). The Program of Reading and Language Arts is responsible for the preparation of professionals who work at various levels of instruction--early reading and writing development, K-12 school literacy, post-secondary reading programs, and adult literacy programs--as well as the preparation of teacher educators in the area of language and literacy.

The Doctor of Philosophy (Ph.D.) degree in Reading and Language Arts emphasizes scholarly work in the theoretical disciplines, such as psychology, linguistics, sociology, anthropology, and in research methods appropriate to these disciplines. The intention of the Ph.D degree in RLA is to prepare students as scholars, researchers and, and teachers in higher academic settings. Students select an area of specialization from one of the following curricular strands:

1. Reading Theories and Processes
2. Clinical Studies in Reading and Language Arts
3. Reading in the Secondary School Curriculum
4. Adult and Family Literacy
5. Children's Literature
6. Integrated Curriculum Studies in Language Arts
7. Language and Writing

Courses are selected from those offered in the Reading and Language Arts Program and from departments within the College of Education and the University.

Doctoral students participate in research seminars, supervised research, and university teaching and supervision. Students are expected to present scholarly work at state, regional, and national conferences and to join faculty in professional writing. By the end of the program, they are expected to author manuscripts appropriate for submission to peer reviewed journals. The program is designed for professionals aspiring to be college professors, scholars, researchers, and/or educational policymakers.

PROGRAM OBJECTIVES

Upon completion of the Doctorate Degree, students will be able to achieve the following objectives.

1. Demonstrate the capacity to do original and independent scholarly investigation or creative work in reading and language arts.
2. Understand theoretical perspectives of reading and language arts across disciplines (psychology, sociology, anthropology, human development, linguistics, literature).
3. Understand philosophical and historical bases of reading and language arts and other theoretical disciplines (psychology, sociology, anthropology, human development, linguistics, literature).
4. Read and understand a variety of inquiry paradigms and research programs in the field (e.g., empirical research methods, including quantitative and qualitative; policy analysis; evaluation; theory building).
5. Know key research areas and specific studies of the field of reading and language arts.
6. Understand the literature on effective teaching and/or policy studies to prepare for university teaching and leadership careers in the field of reading and language arts.
7. Show proficiency in methodological skills that address research questions related to reading and language arts.
8. Communicate, orally and in writing, pertinent information to an audience of peers.

ADMISSIONS REQUIREMENTS AND PROCEDURES PH.D. IN READING AND LANGUAGE ARTS

Individuals seeking admission into the Reading and Language Arts program for the Ph.D. degree must meet the following requirements:

1. Application for admission to The Florida State University submitted to the Office of Graduate Admissions (see admissions for on-line graduate application <http://admissions.fsu.edu/> or <https://admissions.fsu.edu/gradapp/>)

Applicants experiencing difficulties with the application are directed to contact the Office of Admissions (OA). If OA cannot resolve, they will refer to the proper team member.

Administrator of Admissions gradadms@admin.fsu.edu or (850) 644-3420

2. Master's degree from an accredited, reputable university.
3. Submission of a Graduate Record Examination score as part of the application process.
4. Evidence of a 3.5 grade point average or better in the master's degree coursework and a minimum score of 1000 on the combined verbal and quantitative portions on the GRE.
5. Submission of a vita, a statement of professional objectives, and writing samples.
6. Three letters of professional recommendation.
7. Minimum of three years of professional experience in the field or in a related field.
8. Interview with the Reading and Language Arts program faculty.

The application process within the University proceeds as follows:

1. The applicant submits a university application with transcripts and GRE scores to the Office of Graduate Admissions.
2. The applicant submits a College of Education Admissions to Advanced Teacher Education Application. You can obtain this application by contacting the Office of Academic Services and Intern Support (OASIS) by phone or fax or by contacting their website. Phone: (850) 644-3760, Fax: (850) 644-6868.
<http://www.coe.fsu.edu/OCE/stadmissions.html>
3. After an application has been processed by the Graduate School, it is forwarded to the School of Teacher Education. A Reading and Language Arts Program faculty committee reviews the application materials and recommends acceptance or rejection of the applicant, based on the review of all data.
4. The recommendation of the Department on admission is returned to the FSU Graduate School which, in turn, officially notifies the applicant.

Application Deadlines for Admission:

For Summer: February 1/March 1

For Fall: June 1 / July 1

For Spring: October 1 / November 1

FEES AND FINANCIAL AID

Graduate student tuition rates vary depending on residency. The current schedule of charges may be obtained by contacting the Office of Financial Aid at (850) 644-0539 or via their website, <http://financialaid.fsu.edu/>. A limited number of in-state and out-of-state tuition waivers are available to regular, full-time graduate students through the School of Teacher Education. You will need to contact the School of Teacher Education at (850) 644-4880 for more information.

Financial assistance is available through federal and state financial aid programs, departmental assistantships, and college and university fellowships (The GRE is required for fellowships). Application forms and additional information can be obtained by contacting the College of Education's website <http://www.coe.fsu.edu/finaid/>. Information regarding departmental graduate assistantships, tuition waivers and fellowships can be obtained by contacting the School of Teacher Education at (850) 644-4880.

All application forms should be submitted to the School of Teacher Education and will be considered after the student has been accepted into the Program. Students may apply for other financial assistance not administered by the department by contacting the University's Office of Financial Aid at:

Office of Financial Aid
Florida State University
Room A4400 UCA
282 Champions Way
Tallahassee, FL 32306-2430
Phone: (850) 644-0539
Fax: (850) 644-6404
www.financialaid.fsu.edu

Students who are accepted into the doctoral program at RLA are eligible to apply for the Predoctoral Interdisciplinary Training Program (PIRT) in Education Science, through the Florida Center for Reading Research. For further information including application process, funding and benefits please visit <http://pirt.fcrr.org/>

Ph.D. PROGRAM DESCRIPTION

INITIAL PHASE OF PH.D. PROGRAM

After being admitted to the program, the student will meet with his or her Doctoral Interim Advisor for a general orientation. Advisors are assigned on an interim basis to all entering doctoral students to ensure a smooth start to the program. After a period of time, the student will choose his or her permanent advisor (major professor). This orientation will include a consideration of the student's interests, background, and possible areas of concentration in doctoral study in Reading and Language Arts. On the basis of this initial conference, the Doctoral Interim Advisor will schedule the student's first semester coursework, will conduct the qualifying exams (with the assistance of an appointed faculty member) during the first semester, and will consult with the student on major professor options.

During the first semester, students are encouraged to schedule an appointment with each faculty member within the program and with other faculty whom the student is considering as supervisory committee members. These conferences will provide an opportunity for the student to share career directions and interests, as well as to become familiar with faculty interests and current research projects.

Second semester coursework will be planned by the student, the Doctoral Interim Advisor, and a tentatively identified major professor, based on a review of the qualifying examination results and a review of progress in first semester courses.

***DIAGNOSTIC/QUALIFYING EXAMINATION**

A diagnostic/qualifying exam is required by the School of Teacher Education to appraise the student's ability to pursue a doctoral degree. The qualifying examination is a diagnostic tool designed to guide the program of doctoral study. The exam, which must be taken during the first full semester (12 SH) of coursework, assesses the student's ability to complete the following tasks: ability to report, compare and contrast, and evaluate information presented in professional articles, essays, literary works, research reviews, or proposals. During this four-hour examination, the student will be given a professional selection or selections to read at the time of testing and then will be asked to present information in written form. The results of the exam should help faculty answer the following questions:

1. Can the student read, identify, and present the "major issues" in a professional selection?
2. Can the student analyze and/or synthesize information to compare two or more professional selections?
3. Can the student evaluate information?
4. Can the student write in a manner that demonstrates clear thinking and reasonably good control over writing conventions?

The examination will be arranged by the Doctoral Interim Advisor who, with the assistance of an appointed faculty member, will evaluate the examination and then notify the student of the results. The student may receive a pass, a conditional pass (with conditions listed), or a fail (student not permitted to continue in the program). The Office of Academic Services and Interns Support (OASIS) must be notified of the results. If the diagnostic/qualifying exam is failed, the student's program is terminated. If the student is deficient, but the department is recommending continuation, a remedial plan must be formulated and filed with OASIS. The Plan must be satisfied before the student may be cleared for the preliminary exam.

* Doctoral Students who are also fellows of the Predoctoral Interdisciplinary Research Training Program (PIRT, <http://pirt.fcr.org>) are required to prepare an article to be submitted to a peer-review journal each year of the program for which they receive funding. A draft of the first paper may be substituted for the diagnostic examination.

SUPERVISORY COMMITTEE

The supervisory committee should be selected, and mutually agreed upon, by the end of the first semester of coursework. Generally, you select your major professor and then, in consultation with him/her, you select committee members. This recommendation will be forwarded to the Department Chair for approval. This committee must be formed following FSU and COE guidelines (Be sure to read the graduate section of the “FSU Bulletin” and the COE Student Services). Normally, a doctoral supervisory committee will have four members; at least three of whom (including the major professor) hold doctoral directive status. Two members, including the major professor, must be from the Core Program Faculty of Reading and Language Arts. One member shall be from a different department and represent the graduate faculty at large. A student’s supervisory committee should be formed by the beginning of the second semester of course work. However, at the initiative of either the candidate or members of the committee, a committee may be reconstituted at any time prior to the acceptance of the dissertation prospectus.

RESIDENCY

Residency during the doctoral program is a period of time during which the doctoral student is expected to become actively involved in university life. This permits the student (1) to work collaboratively with faculty and other doctoral students in research and teaching, (2) to attend university, college, and department seminars and colloquia, and (3) to participate in service activities within the college and department.

The student will attach to the program of study his/her plan outlining the teaching, service, and research activities for his/her residency. During the residency, the student must be enrolled for a minimum of 24 semester hours of graduate credit in a period of 12 consecutive months. Of these 24 semester hours, 12 semester hours of courses may include supervised research, supervised teaching, and dissertation.

DOCTORAL PROGRAM OF STUDY

The program of study will be planned by the major professor and the student based on the professional goals and academic needs of the student, but all programs of study must follow the outline for the Ph.D. degree program of study. **It is to be noted that summer workshops will not apply toward the graduate programs of degree seeking students in Reading and Language Arts.** An electronic version of the program of study is available at <http://www.coe.fsu.edu/OAS/support.html#form> Please download this form and complete it using a word processor.

After this initial planning, a proposed program of study will be circulated for review by all members of the supervisory committee. If satisfactory, the program of study will be signed and sent to the School of Teacher Education Chair and then to the Academic Dean for approval.

Note: Students wishing to fulfill State of Florida certification requirements in the field of reading may add this to their program of study but will have to get course by course Department of Education approval, on their own, since the Ph.D. is a non-teacher education program.

Reading and Language Arts Program

Framework for Ph.D. Degree Program of Study* [48-58 SH Coursework- 24 SH Dissertation]

A. CORE: 12 SH

RED 6747 Theory and Research in Reading (3)

LAE 6746 Theory and Research in Language Education (3)

RED 6938r Doctoral Seminar in Reading and Language Arts (6)

B. RESEARCH DESIGN AND METHODS: 18-19 SH

RED 5911r Supervised Research (3)

EDF 5481 Methods of Educational Research (3)

Students will be prepared in both quantitative and qualitative methodologies. In addition to the two required courses above, students will select two quantitative methods courses, which might include EDF 5400 Basic Descriptive and Inferential Statistics Applications, plus one other course in statistical applications. In qualitative methods, students may select EDF 6475 Qualitative Methods in Educational Research, and either EDF 5612 Education and Culture, or EDF 5630 Sociology of Education.

C. FOUNDATIONAL STUDIES: 6-12 SH

Students will pursue coursework from one of the foundational areas listed below; the area selected will be compatible with, and supportive of, the curricular strand selected.

Anthropology

Child and Adolescent Development

Communication Disorders

Educational Psychology

English Language, including rhetoric and composition theory

English Literature, including literary criticism and theory

Evaluation and Policy Analysis

History and Philosophy of Education

Psychology

Psycholinguistics

Sociolinguistics

Sociology

Special Education

D. CURRICULAR STRANDS: 12-15 SH

Students select one curricular strand for an area of specialization within the program. Selection of courses within each strand will be made by the student and supervisory committee. Other courses may be substituted at the discretion of the supervisory committee.

1. Reading Theories and Processes
2. Clinical Studies in Reading and Language Arts
3. Reading in the Secondary School Curriculum
4. Adult and Family Literacy
5. Children's Literature
6. Integrated Curriculum Studies in Language Arts
7. Written Composition
8. Language Development
9. Interventions in Reading and Writing

E. DISSERTATION: 24 SH MINIMUM

RED 6980r Dissertation

*Students are required to take a minimum of two courses outside the College of Education and are encouraged to take courses from other programs within the College.

FACULTY

***CAROL MCDONALD CONNOR, Ph.D.**

The University of Michigan, Associate Professor.

Research and Teaching Interests: Children's learning in the classroom from preschool through third grade. Links between oral language and literacy development including home, school, and community as sources of influence. Advanced qualitative and quantitative methods including HLM.

***BARBARA FOORMAN, Ph.D.**

The University of California, Berkeley, Francis Eppes Professor of Education and Director of FCRR.

Research and Teaching Interests: Reading and language acquisition and development, assessment of reading and reading interventions. Effective reading/ language arts instruction.

YOUNG-SUK KIM, ED.D.

The Harvard University, Assistant Professor.

Research and Teaching Interests: Language and literacy development processes for preschool aged children to primary graders for English-and Korean speaking monolinguals and English language learners.

***BARBARA C. PALMER, Ph.D.**

The Florida State University, Professor.

Research and Teaching Interests: Language and literacy development through storytelling, reading assessment and evaluation, reading comprehension and figurative language interpretation, and adult/family literacy. See <http://garnet.fsu.edu/~bpalmer>

***CAROLYN L. PIAZZA, Ph.D.**

The University of Pittsburgh, Associate Professor.

Research and Teaching Interests: Written composition, language and literacy education, children's literature, and sociolinguistics.

RAMONA T. PITTMAN, Ph.D.

Texas A & M University, Assistant Professor.

Reading and Teaching Interests: Language and literacy education; comprehension, spelling, and writing for adolescents and struggling readers.

**Holds doctoral directive status*

**APPENDIX A
COE PROGRAM PLANNING HANDOUT
FOR PH.D. STUDENTS**

Florida State University
Graduate Coordinator
Office of Academic Services and Intern
Support (OASIS)
College of Education

Phone: (850) 644-3760

FAX: (850) 644-6868

108 Stone Building
Tallahassee, Florida 32306-4460

MEMORANDUM

TO: Ph.D. Students College of Education
FROM: Marcy Driscoll, Professor and Dean College of Education
RE: Degree program planning

Welcome to the College of Education! The attached material is designed to assist you in planning the work for your degree, including your academic program of study.

The first thing you are advised to do is become thoroughly familiar with the University Catalog. The sections that you should be most concerned with are the portions dealing with Graduate Studies and the College of Education. In addition, consult with your advisor to obtain information about department policies and requirements.

Follow the directions for planning your degree program as they are stated in these materials. If you have any questions regarding them, contact the Graduate Coordinator, (850) 644-3760.

Deadline dates are mailed out to the College of Education departments, and you are advised to check with your major professor periodically about these dates as they are subject to change.

It must be emphasized that preparing and following a correctly planned degree program is the responsibility of each graduate student. The major professor, committee members, and the others are eager to give all assistance possible, but the responsibility rests with the student.

PROGRAM PLANNING CHECK SHEET FOR DOCTOR OF PHILOSOPHY DEGREE

1. **Supervisory Committee:** The supervisory committee should be formed within the first semester. When selecting the members of your supervisory committee be sure you have the consent of your major professor and department chair. The make-up of the Doctoral Supervisory Committee must consist of a minimum of four members. Three members, including the major professor, AND THE OUTSIDE MEMBER must have doctoral directive status. Two members, including the major professor, must be from the major in which the student will receive a degree. One member shall represent the graduate faculty at large and be from a different department.

2. **Program of Study:** AN ORIGINAL AND TWO (2) COPIES of the program of study, signed by all committee members and department chair must be submitted to the Graduate Coordinator during the first semester of enrollment. (See attached form) It is necessary for the semester and year to be listed in chronological order (past to present) to determine that the university, department and college requirements will be met. When changes are made, the student should have his/her major professor write a memo to the Academic Dean stating these changes. It is the student's responsibility to make sure that he/she has met all degree requirements.

3. **Doctor of Philosophy Degree Program :** After completing thirty (30) semester hours of graduate work or being awarded the master's degree, the student must be continuously enrolled in The Florida State University MAIN CAMPUS for a minimum of twenty-four (24) semester hours of graduate credit in any period of twelve (12) consecutive months. During the residency semesters, candidates must complete twelve hours of courses exclusive of supervised research, supervised teaching, and dissertation.

4. **Language/Research Tool:** Requirements should be noted on the back of the program of study in the appropriate area provided. **These requirements must be completed prior to the preliminary exam.**

5. ***Preliminary exam:** The following items are important:

The Graduate Coordinator in academic services will do clearance for the preliminary exam after verification of registration.

- a. Clearance to take the preliminary exam will only be given if the student has met the following requirements: 1) registered for exam, 2) an overall grade point average (GPA) of 3.0 for all graduate work completed, 3) an approved supervisory committee, 4) an approved program of study, 5) passed the departmental diagnostic/qualifying exam, and 6) completed the language/research tool requirement.

- b. Both written and oral portions of the preliminary exam must be completed at least six (6) months prior to planned graduation. Passing the preliminary exam provides admission-to-candidacy for College of Education students.
- c. All requirements for the Doctoral degree must be completed within five (5) calendar years from the time the student has been admitted to candidacy. After that time, a new preliminary exam is required.

*d. Doctoral Students who are also fellows of the Predoctoral Interdisciplinary Research Training Program (PIRT, <http://pirt.fcrr.org>) are required to prepare 2-3 article to be submitted to a peer-review journal. The second or third of these papers may be used to fulfill the preliminary examination or thesis that is required to proceed to candidacy, with the approval of the student's committee. The student must be the first author on the paper and must have designed the study, completed the analyses, and done a majority of the writing. There may be other authors on the paper. The student will follow the thesis procedures, meeting all requirements, as provided in the *FSU Graduate Handbook*. This includes an oral defense.

6. Dissertation credits may not be taken until a student is formally admitted-to-candidacy (passed the preliminary). Students who fail or receive an "I" in the preliminary exam will have a block placed on their registration for dissertation hours until the preliminary exam is successfully passed and the "I" grade is changed to a "P". If a student receives an incomplete (I) in a previous semester and completed the exam within eight weeks of the next semester, the student will be allowed to do a late drop/add and change courses to dissertation hours. **THIS IS NOT ALLOWED IN THE SAME SEMESTER YOU REGISTER FOR PRELIMINARY EXAMS.**

Dissertation Credit: A minimum of twenty-four (24) hours of dissertation credit is required for all students admitted to a Ph.D. or Ed.D. program beginning Fall 1987. Students admitted prior to Fall 1987 will be required to complete a minimum of twelve (12) semester hours of dissertation credit.

Prospectus: A copy of the Prospectus Guidelines and Clearance Procedures should be obtained from the departmental secretary or the Graduate Coordinator. The prospectus must be approved four (4) months prior to the dissertation defense date.

Graduation: Application for a diploma must be made in the Office of Records and Registration within the first two weeks of the semester in which graduation is planned. Students must be registered for a minimum of one hour of dissertation credit in the semester in which they apply for graduation. A Final Term Clearance Form (commonly known as "the green form") will be given to the student at this time. Notify the Graduate Coordinator if your plans change, and you do not plan to graduate during the semester for which you have applied. A reapplication fee is charged if graduation is postponed.

Dissertation: A copy of the Guidelines and Requirements for Thesis Writers should be picked up from the Graduate Research Office, 408 Westcott, or can be accessed on their website (<http://www.fsu.edu/gradstudies/thesis.shtml>). A rough draft of the dissertation should be given to each committee member at least four (4) weeks prior to defense. A final copy should be in the hands of the committee two (2) weeks prior to the defense and must also be given to the department head.

Defense of the Dissertation: Follow all the steps in the Final Term Clearance Checklist in this package.

THE DOCTORAL CORE REQUIREMENTS

College of Education
Florida State University

Background

At the beginning of a student's doctoral program, it is customary for the student and the major advisor to collaborate in the selection of courses that comprise the Program of Study. To support this process, the College encourages development of Program of Study with a broad intellectual scope that will ultimately serve as a foundation for scholarly research. Accordingly, the College recommends such programs include courses that reflect study in each of three knowledge domains: 1) Psychological and Social Sciences in Education, 2) Normative Studies, and 3) Inquiry Skills. A brief description of each category follows:

Psychological and Social Sciences in Education

This area of competence encompasses the study of human behavior in educational settings and draws up on the appropriate supporting disciplines the social sciences. Topics areas include: educational psychology, organizational psychology, sociology in education, anthropology in education, economics of education, and political science of education.

Normative Studies

This category refers to the ideological, philosophical, and historical basis of education. It provides skill in criticizing and creating policies, aims, and standards, and in the integration of ends and processes. It includes: philosophy of education, logic and inference, history of education, policy studies in education, system theory in application, change management, comparative education, human diversity.

Inquiry Skills

This area provides the critical and investigative skills necessary for conducting inquiry and for being a critical consumer of the research literature. Topics include: methods of educational research (general, qualitative, quantitative), descriptive and inferential statistics, tests and measurements, evaluations design, historiography, methods of philosophical inquiry, literacy methods of inquiry.

These categories represent analytical frameworks and intellectual resources from which educators have traditionally draw upon in conducting there inquires. As a guide in developing the Program of Study, the frameworks are intended to facilitate selection of courses that, along with specific competencies within a given discipline, will benefit inquiry at the doctoral level. Perspectives gained from coursework in these areas will advance the research endeavors of our doctoral students by providing them within a diversity of theoretical issues in education. In implementing these guidelines, it is important to remember that courses compromising the program of study may be chosen from anywhere in university-not just the college granting the degree. Keeping this is mind will promote more creative and effective planning as advisors and students work together to construct a Program of Study that fosters the greatest scholarship and intellectual growth possible

Transfer Courses (See Department for Graduate Transfer Credit Form)**			
Prefix and No.	Descriptive Title	Semester Hours	Year and Semester Taken*
	Subtotal		

POLICIES AND PROCEDURES

Admission to regular graduate standing must be completed.

Committee established by mutual consent of student/major professor/ Department chair.

For Ph.D program a minimum of three members is required. All members must have master’s or doctoral directive status. Two members, including the major professor, must be from the major in which the student will receive a degree.

*Must receive “B” or better in each course taken as a special student in order to receive credit toward the master’s degree.

**Official transcripts must be attached to receive credit.

***List all courses in chronological order (past to present).

APPENDIX B
GRADUATION CHECKLIST

DOCTORAL DEGREE
FINAL TERM CHECK LIST

Graduation

1. File application for diploma. This is done in the Office of Records and Registration, Graduation Section, 3900A University Center, during the first two weeks of the semester. At that time, the Final Term Degree Clearance Form is given to the candidate. Follow the steps as indicated on the Final Term Degree Clearance. The Cashier's stamp must be affixed before requesting signatures from your major professor or department chair.
2. Doctoral students should pick-up from the Final Clearance Advisor, 408 Westcott, a packet of graduation forms and a copy of the **University Clearance Guidelines**. All fees relating to the packet of graduation forms must be paid at the Cashier's Office before the defense.
3. If you have not registered for Defense of Dissertation and at least one (1) hour of dissertation credit, this should be done before the end of the second week of the semester. If you have registered for defense in a previous semester and received an incomplete (I) **do not register for it again**. However, you must still register for at least one (1) hour of dissertation credit.

PLEASE NOTE

Registration shall be required in the final term in which a degree is granted and shall consist of a minimum of one semester hour of dissertation credit even if the student has completed the requirements for the degree in previous semesters. This is to reimburse the University for the administrative costs of manuscript clearance and final degree clearance.

4. If you intend to participate in commencement exercises, arrange for cap and gown through the University Bookstore.

After Defense of Dissertation

1. Submit the following for final approval **to the department chair. One full-week must be allowed for this process:**

- a. A signed copy of the COE Doctoral Defense Clearance and Results form
- b. The Final Term Degree Clearance form, stamped by the Cashier's Office and signed by the major professor and department chair
- c. Three (3) complete copies of the thesis signed off by committee members.

Please note that at least one of the title pages presented to the Final Clearance Advisor must have original signature (black ink only). Signatures by proxy are **ILLEGAL**.

2. Return the following **to the Graduate Coordinator:**

- a. Defense results form signed by committee members, and
- b. The Final Term Degree Clearance Form for the academic dean's signature.

3. Deliver the following **to the Final Clearance Advisor**, 408 Westcott, no later than 4:00p.m. of the published deadline date for clearance. **Absolutely no exceptions will be given.**

4. It is encouraged that you make appointments with the Final Clearance Advisor early in the semester that you intend to defend so that any problems in the manuscript format can be corrected. **ALSO REMEMBER THAT YOU ARE NOT THE ONLY PH.D STUDENT. DO NOT WAIT UNTIL THE LAST DAY TO ATTEMPT COMPLETION OF ALL THESE STEPS (MAKE CORRECTIONS, GET SIGNATURES, MAKE COPIES, AND TURN IN THE MANUSCRIPT). IT IS NOT POSSIBLE.**

- a. Three (3) complete copies of the dissertation (one title page must have original signatures).
- b. The Final Term Degree Clearance Form with all steps completed and fully signed off.
- c. A copy of the abstract.
- d. The Final Term Clearance Form with all steps completed and fully signed off.

APPENDIX C
INFORMATION FOR CERTIFICATION

**JUST A REMINDER...STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TEACHER CERTIFICATION TESTING**

Since 1980, Florida's teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. "The subject area knowledge that is tested on the Reading K-12 examination was identified and validated by committees of content specialists from within the state of Florida." [Excerpt Taken From the Study Guide for the Florida Teacher Certification Examination, READING K-12, p. 1]

If you would like further information on the certification test, please write to:

Bureau of Educator Certification
Suite 201, Turlington Building
325 W. Gains St.
Room 201
Tallahassee FL 32399
1-800-488-8198
edcert@fldoe.org
<http://www.firn.edu/doe/sas/ftcehome.htm>

For study guides and test preparation information, go to:
<http://www.cefe.usf.edu/mainfront.aspx..>

Study guides cannot be purchased online, only through the mail (or over the phone with a credit card.) Following is the address and telephone number to contact:

FTCE/FELE-USF University for Business
10500 University Center Drive Suite 100
Tampa, Florida 33612
Telephone: (813) 974-2400

CERTIFICATION REQUIREMENTS

**For more information about certification requirements, go to
<http://www.fldoe.org/edcert/>**

*6A-4.0291 Specialization Requirements for Certification in Reading (Grades K-12)--
Academic Class.*

- (1) Plan One. A master's or higher degree with a graduate major in reading, or
- (2) Plan Two. A bachelor's or higher degree with thirty (30) semester hours in reading to include the areas specified below:
 - (a) Six (6) semester hours in foundations of reading instruction to include the elementary and secondary levels,
 - (b) Six (6) semester hours in diagnosis of reading disabilities and techniques of corrective or remedial reading,
 - (c) Three (3) semester hours in educational measurement,
 - (d) Three (3) semester hours in literature for children or adolescents,
 - (e) Three (3) semester hours in methods of teaching language arts at the elementary or secondary level,
 - (f) Three (3) semester hours in administration and interpretation of instructional assessments with instructional strategies and materials based upon scientifically-based reading research for the prevention and remediation of reading difficulties, and
 - (g) Three (3) semester hours in a supervised reading practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically-based reading research to address the prevention, identification, and intervention of reading difficulties.

Specific Authority 229.053(1), 231.15(1), 231.17(1) FS. Law Implemented
231.02, 231.145, 231.15, 231.17 FS. History - New 7-1-90, Amended 7-30-2002

**For more information about reading endorsement requirements, go to
<http://www.justreadflorida.com/endorsement/>**

6A-4.0292 Specialization Requirements for the Reading Endorsement --- Academic Class.

- (1) A bachelor's or higher degree with certification in an academic, degreed vocational, administrative, or specialty class coverage, and
- (2) Fifteen (15) semester hours in reading coursework based upon scientifically-based reading research with a focus on both the prevention and remediation of reading difficulties to include the areas specified below:
 - (a) Six (6) semester hours in understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning;
 - (b) Three (3) semester hours in the administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties;
 - (c) Three (3) semester hours in understanding how to prescribe, differentiate instruction, and utilize appropriate strategies and materials based upon scientifically-based reading research in order to address the prevention, identification, and remediation of reading difficulties in order to increase reading performance; and
 - (d) Three (3) semester hours in a supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically-based reading research to address the prevention, identification, and remediation of reading difficulties.

Specific Authority 229.053(1), 231.15(1), 231.17(6) FS. Law Implemented 229.053, 231.145, 231.15(1), 231.17(6) FS. History - New 7-30-2002.

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