

# Educator Preparation Institute Initial Approval Guidelines

## Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program includes those requirements found in [Section 1004.85, Florida Statutes](#) and [State Board Rule 6A-5.066](#).

**1.1 Curriculum content is aligned with the state-mandated requirements and a process is established to ensure consistent delivery through a competency based program.**

In order to fully demonstrate that approved programs meet requirements for Standard One, the following elements of [Section 1004.85, Florida Statutes](#) and [State Board Rule 6A-5.006](#) must be addressed and assessed throughout each state approved Educator Preparation Institute. Assessments are documented in syllabi, modules, and coursework. A curriculum matrix for the Educator Preparation Institute reflecting where the appropriate elements are covered throughout the curriculum must be provided. The following elements must be included:

- [Florida Educator Accomplished Practices](#) (FEAPs)
- [Professional Education Competencies and Skills for Teacher Certification](#) (PECs)
- [Reading Endorsement Competency 2](#)

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. Florida Educator Accomplished Practices at the pre-professional level will be delivered and assessed throughout the program in modules or coursework and in a K-12 setting. (Note: A crosswalk of the FEAPs and the 12 Professional Competencies and Skills (PECs) to which they are related <u>may</u> be used so that when each FEAP is assessed as described in this document, the corresponding PECs are considered assessed, as well.)</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The institution documents that the intent of each FEAP/PEC will be fully addressed through at least two defined candidate performance measures with identified assessments.</li> <li><input type="checkbox"/> Assessments allow for candidates to demonstrate increasing levels of proficiency:               <ol style="list-style-type: none"> <li>1. A description and/or examples of those assessments that will evaluate performance measures are provided.</li> <li>2. A clear alignment is shown among the performance measure, assessment/critical task, and assessment criteria.</li> </ol> </li> </ul>	<p><u>Documentation in EPI Submission:</u></p> <p>A matrix is provided that shows where the FEAPs/PECs will be delivered and assessed throughout the program. The matrix must include a full description of the planned assessment/activity and course titles. The description of the activity itself must include the following components:</p> <ul style="list-style-type: none"> <li>▪ Title of Activity/Assessment</li> <li>▪ Indicator that is being assessed</li> <li>▪ Description of activity including instrument used, i.e. rubric, examination, feedback form, etc.</li> <li>▪ At least one sample rubric or assessment criteria should be provided. This may be an overall rubric used by the program to evaluate candidate progress or a specific task rubric.</li> </ul> <p>A narrative should also accompany the matrix that provides an overview of where assessments will take place throughout the program</p>

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REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>b. Confirmation that the institution is using a state-approved Reading Competency 2 course (approved by Just Read, Florida! Office) or a <a href="#">Reading matrix</a>, showing how Reading Competency 2 of the Florida Reading Endorsement Competencies will be assessed and demonstrated.</p>	<p><b>One of the following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The institution must indicate that it is using a state approved Reading Competency 2 course; OR</li> <li><input type="checkbox"/> The institution must indicate that a course that delivers and assesses Reading Endorsement Competency 2 will be used. Course content must be based on current scientifically-based reading research and should show progression from theory to application. The following documentation must be submitted for review by the Just Read, Florida! Office:               <ul style="list-style-type: none"> <li>○ A Reading Endorsement Matrix for Reading Competency 2 with clearly described course assignments/activities, and resources that are specifically aligned with each of the Reading Endorsement Competency 2 indicators.</li> <li>○ A syllabus is submitted that includes the tasks shown in the matrix.</li> </ul> </li> </ul>	<p><b><u>Documentation in EPI Submission:</u></b></p> <p>Options:</p> <ol style="list-style-type: none"> <li>1. Documentation that a state-approved Reading Competency 2 course will be consistently required, or</li> <li>2. A matrix is provided that shows where the indicators for Reading Competency 2 will be covered and assessed. The matrix must include the following:           <ul style="list-style-type: none"> <li>▪ Title of Activity/Assessment for each indicator</li> <li>▪ Purpose and description of activity or assessment including the instrument used, i.e. rubric, examination, feedback form, etc.</li> </ul> </li> </ol> <p>A narrative should also accompany the matrix that provides an overview of the assessments in both coursework and field experiences.</p>

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REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>c. Professional Education Competencies and Skills will be delivered and assessed in modules and/or coursework and by achievement of a passing score on the Professional Education portion of the Florida Teacher Certification Examination.</p>	<p>The following criteria must be met to receive a rating of <b>Acceptable</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The institution documents that the intent of each Professional Education Competency will be fully addressed through at least two defined candidate performance measures with identified assessments; one of which may be a passing score on the Professional Education portion of the Florida Teacher Certification Examination.</li> <li><input type="checkbox"/> A plan is in place that provides monitoring of candidates passing the Professional Education portion of the Florida Teacher Certification Examination.</li> </ul>	<p><u>Documentation in EPI Submission:</u></p> <p>A matrix is provided that shows where each of the Professional Education Competencies will be delivered and assessed in the program. The matrix must include a full description of the assessment/activity and course title. The description of the activity itself must include the following components:</p> <ul style="list-style-type: none"> <li>▪ Title of Activity/Assessment</li> <li>▪ Indicator that is being assessed</li> <li>▪ Description of activity including Instrument used, i.e. rubric, examination, feedback form, etc.</li> </ul> <p>A narrative should accompany the matrix that articulates how monitoring of candidates' pass rates on the Professional Education portion of the Florida Teacher Certification Examination will be implemented.</p>

## Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program includes those requirements found in [Section 1004.85, Florida Statutes](#) and [State Board Rule 6A-5.066](#).

**1.2 Based on the candidate's educational plan, an appropriate field experience that is supervised by a qualified educator is provided to each program participant.**

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. The plan identifies how placement and monitoring of students in field experience settings will be conducted. The following elements must be included:</p> <ol style="list-style-type: none"> <li>1. Description of how educational plans are created for each individual</li> <li>2. Description of a tracking and placement system for field experiences</li> <li>3. Description of how field experiences will be evaluated</li> </ol>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An educational plan is described that is based on a candidate's previous experience and/or competency demonstration will be in place for each candidate upon admission to the program.</li> <li><input type="checkbox"/> A tracking and placement system for field experiences is in place.</li> <li><input type="checkbox"/> A description is provided explaining how all field experiences will be supervised and evaluated by a qualified educator as defined by the institution.</li> </ul>	<p><b><u>Documentation in EPI Submission:</u></b></p> <p>A narrative is provided that describes how educational plans will be created for each individual candidate, including any pre-assessment of a candidate's demonstration of competencies prior to entering the program. The narrative should also indicate how candidates' field experiences will be selected based on their educational plan. A matrix/chart should be provided that indicates qualifications of supervising educators.</p>

**Standard 1. Core Curriculum Content**

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**1.2 Based on the candidate’s educational plan, an appropriate field experience that is supervised by a qualified educator is provided to each program participant.**

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>b. The institution provides documentation of its partnership with K-12 education entities through which candidates will practice and demonstrate the standards for professional education competence</p>	<p>The following criteria must be met to receive a rating of <b>Acceptable</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of partnership agreements with local K-12 education entities, including public school districts.</li> </ul>	<p><u>Documentation in EPI Submission:</u></p> <p>A letter or document from the school district(s) or other local K-12 education entities must be provided that states that all candidates will be placed in appropriate field/clinical experiences under the supervision of qualified educators.</p>

## Standard 1. Core Curriculum Content

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### 1.3 Program faculty are qualified to teach their assigned courses, and a certification ombudsperson is identified.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
a. Faculty must have a master's degree in education or related field and documented P-12 teaching experience.	<p>The following criteria must be met to receive a rating of <b>Acceptable</b>:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> All faculty have a master's degree in education or a related field and documented P-12 teaching experiences.</li></ul>	<p><u>Documentation in EPI Submission:</u></p> <p>A matrix is provided that indicates each faculty's degree and P-12 teaching experiences.</p>

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### 1.3 Program faculty are qualified to teach their assigned courses, and a certification ombudsperson is identified.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
b. Certification Ombudsperson is identified.	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Certification Ombudsperson is identified.</li></ul>	<p><u>Documentation in EPI Submission:</u> Certification Ombudsperson is identified in the submission.</p>

## Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

**2.1 Indicators, methods and processes have been established to assess and collect data on candidate evidence of demonstration of state-mandated requirements in coursework, field experiences and on the Florida Teacher Certification Examinations.**

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. Candidate evidence of attainment of the Florida Educator Accomplished Practices will be assessed and data will be collected.</p>	<p><b>The following criteria must be included to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A formal process is in place to determine candidate progress and mastery of competencies. The following elements are included:               <ol style="list-style-type: none"> <li>1. A plan is in place to document evidence that each candidate has made progress on demonstrating the FEAP/PECs once in coursework and once in field experiences.</li> <li>2. A plan is in place to document evidence that each candidate has mastered the FEAPs/PECs at program completion. The Professional Education portion of the Florida Teacher Certification Examinations (FTCE) may be used for the second point of mastery at program completion for the Professional Education Competencies and Skills.</li> <li>3. A process is in place to collect candidate performance data at the individual and program level and to use the data to make decisions regarding candidate progress and mastery.</li> <li>4. A formal process is articulated for providing documented mentoring and coaching feedback on the FEAPs/PECs that allows each candidate to progress from level to level in the program.</li> </ol> </li> </ul>	<p><b><u>Documentation in EPI Submission:</u></b></p> <p>A narrative is provided that describes a plan in place to collect data on candidate progression throughout the program, including the assessment point prior to field experience and one at program completion, and how feedback and/or mentoring will be provided. The narrative ensures that candidate performance data for the FEAPs/PECs at both the individual and program level will be submitted annually to the Florida Department of Education.</p>



## Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

2.1 Indicators, methods and processes have been established to assess and collect data on candidate evidence of demonstration of state-mandated requirements in coursework, field experiences and on the Florida Teacher Certification Examinations.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
b. Candidate evidence of attainment of Reading Competency 2 will be collected.	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> A formal process is in place to collect data at the individual and program levels on mastery of Reading Competency 2 required for the specific program.</li><li><input type="checkbox"/> A formal process is articulated for providing documented mentoring and coaching feedback while each candidate is progressing in Reading Competency 2.</li></ul>	<p><u>Documentation in EPI Submission:</u></p> <p>A narrative is provided that describes how data are collected on candidate performance both at the individual and program levels on Reading Competency 2 and how feedback and/or mentoring will be provided.</p>

## Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

2.1 Indicators, methods and processes have been established to assess and collect data on candidate evidence of demonstration of state-mandated requirements in coursework, field experiences and on the Florida Teacher Certification Examinations.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>c. Pass rates on the Professional Education portion of the Florida Teacher Certification Examinations will be collected.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A formal process is in place to collect data on candidate performance on the Professional Education portion of the Florida Teacher Certification Examination.</li> </ul>	<p><u>Documentation in EPI Submission:</u></p> <p>A narrative is provided that describes a formal process that is in place to collect data at the individual and program level on candidate performance on the Professional Education portion of the FTCE.</p>

## Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

2.1 Indicators, methods and processes have been established to assess and collect data on candidate evidence of demonstration of state-mandated requirements in coursework, field experiences and on the Florida Teacher Certification Examinations.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
d. Evidence of candidates' eligibility for Florida temporary certification will be collected and maintained throughout their participation in the program.	<p>The following criteria must be met to receive a rating of <b>Acceptable</b>:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> A formal process is in place to collect and maintain data on candidates' eligibility for Florida temporary certification throughout their participation in the program.</li></ul>	<p><u>Documentation in EPI Submission:</u></p> <p>A narrative is provided that describes a formal process that is in place to collect and maintain data on candidates' eligibility for Florida temporary certification.</p>

## Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

### 2.2 Methods and processes are in place to assess candidate impact on P-12 student learning based on student achievement data within field/clinical experiences.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. Candidate impact on prekindergarten – grade 12 student learning based on student achievement data during field/clinical experiences will be collected and analyzed.</p>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The institution has described how impact on prekindergarten – grade 12 student learning based on student achievement during the field/clinical experience will be evaluated.</li> <li><input type="checkbox"/> The institution's plan to evaluate candidate performance in field/clinical experiences provides opportunities for the candidate to develop instruction based on data collected from pre-assessment instruments and to measure the effectiveness of the instruction through data collected with post-assessment instruments.</li> <li><input type="checkbox"/> The plan provides candidates the opportunity to analyze and reflect on the effectiveness of their instruction.</li> </ul>	<p><u>Documentation in EPI Submission:</u></p> <p>A narrative is provided that describes how candidates' impact on prekindergarten – grade 12 student learning data based on student achievement data is collected during field/clinical experiences. The plan includes a description of how candidates analyze and reflect on the effectiveness of their instruction.</p>

### Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

#### 3.1 Employers of program completers indicate satisfaction with the level of preparedness for the first year of teaching, including the percentage of program completers hired and their longitudinal retention and rehire rates after the first year of teaching.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. A narrative is provided that articulates how the following elements will be collected and analyzed for continuous program improvement:</p> <ol style="list-style-type: none"> <li>1. Employer satisfaction data;</li> <li>2. Percentage of completers employed in Florida public schools the first year following program completion; and</li> <li>3. Longitudinal retention rates for 5 years.</li> </ol>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A formal process is in place that describes how employer satisfaction with the level of preparedness of completers is collected and analyzed.</li> <li><input type="checkbox"/> The institution provides a copy of the employer satisfaction survey that will be given to employers one year after candidates complete the program, if the institution chooses to develop and use its own survey.</li> <li><input type="checkbox"/> A formal process is in place that describes how employment data including percentage of completers employed in Florida public schools the first year following program completion, and their retention rates, are collected and analyzed.</li> </ul>	<p><u>Documentation in EPI Submission:</u></p> <p>A narrative is provided that describes a formal process for collecting and analyzing the following data:</p> <ul style="list-style-type: none"> <li>• employer satisfaction with completers' level of preparedness;</li> <li>• percentage of completers employed in Florida public schools the first year following program completion; and</li> <li>• longitudinal retention rates.</li> </ul> <p>If an institution will use an employer satisfaction survey other than the FDOE survey, a copy of the survey must be provided.</p>

### Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

#### 3.2 A process has been established to determine program completers' satisfaction with their level of preparedness for the first year of teaching.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. A narrative is provided that articulates the following element will be collected and analyzed for continuous program improvement:</p> <ol style="list-style-type: none"> <li>1. Completer satisfaction data.</li> </ol>	<p>The following criteria must be met to receive a rating of <b>Acceptable</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A formal process is in place that describes how completer satisfaction with his/her level of preparedness for the first year of teaching is collected and analyzed.</li> <li><input type="checkbox"/> The institution provides a copy of the completer satisfaction survey that will be given one year after candidates complete the program, if the institution chooses to develop and use its own survey.</li> </ul>	<p><u>Documentation in EPI Submission:</u></p> <p>A narrative is provided that describes a formal process for collecting and analyzing the following data:</p> <ul style="list-style-type: none"> <li>• Completer satisfaction with his/her level of preparedness.</li> </ul> <p>If an institution plans to use a completer satisfaction survey other than the FDOE survey, a copy of the survey must be provided.</p>

### Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

#### 3.3 Methods and processes are in place to determine and review the number of candidates admitted, enrolled, and completed on an annual basis.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. A narrative is provided that articulates the following elements will be collected and analyzed for continuous program improvement:</p> <ol style="list-style-type: none"><li>1. Number of candidates admitted to the program,</li><li>2. Number of candidates enrolled in the program, and</li><li>3. Number of candidates completing the program.</li></ol>	<p>The following criteria must be met to receive a rating of <b>Acceptable</b>:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> A formal process is in place that describes how the institution collects and analyzes the number of candidates admitted, enrolled, and completing the program.</li></ul>	<p><u>Documentation in EPI Submission:</u></p> <p>A narrative is provided that describes a formal process for collecting and analyzing the following data:</p> <ul style="list-style-type: none"><li>• number of candidates admitted;</li><li>• number of candidates enrolled; and</li><li>• number of candidates who completed the program.</li></ul>

### Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

3.4 Methods and processes are in place to assess completer impact on P-12 student learning based on student achievement data during the first year of teaching following completion of the program.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>1. A narrative is provided that articulates how the following element will be collected and analyzed for continuous program improvement:</p> <p>a. Candidates demonstrate impact on prekindergarten – grade 12 student learning based on student achievement data during the first year of teaching following completion of the program.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A formal process is in place to collect and analyze results of impact on P-12 student learning during the first year of teaching.</li> <li><input type="checkbox"/> The institution has described how impact on P-12 student learning based on school/district/state assessments during the first year of teaching will be evaluated.</li> </ul>	<p><u>Documentation in EPI Submission:</u></p> <p>A narrative is provided that describes how impact on P-12 student learning based on student achievement during the first year of teaching is evaluated. A formal process for collecting and analyzing results of impact is also described. Please note: Institutions may determine how impact on P-12 student learning based on student achievement data will be evaluated. FCAT and EOC data will be provided where applicable and is expected to be included in the formal process.</p>



### Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

**3.5 Continuous improvement across and within programs is the result of routine analysis of data collected on Standards 2 and 3 and pass rates on all examinations required for teacher certification.**

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. A plan for a documented annual evaluation process that includes results of data analysis, decisions made based on data analysis, how weaknesses will be addressed, and how changes will be implemented is provided. The following elements must be included:</p> <ol style="list-style-type: none"> <li>1. Description of team members (positions of the members, e.g. Asst. Dean, program coordinator) involved in data analysis and in the decision-making process for programmatic change.</li> <li>2. Description of how data collected for Standards 2 and 3.1 to 3.4 will be analyzed and decisions made based on the data analysis for continuous program improvement. The following must be included:               <ol style="list-style-type: none"> <li>a. Admission and completion data.</li> <li>b. Candidate performance data on state mandated requirements, including Florida Educator Accomplished Practices, Competencies and Skills for Professional Education (most recent edition), Reading Competency 2 and successful strategies for improving reading for low-performing readers.</li> <li>c. Pass rates on all three Florida Teacher Certification Examinations.</li> <li>d. Candidate impact on P-12 student learning.</li> <li>e. Employer satisfaction, including percentage of completers employed in Florida public schools the first year following program completion and longitudinal retention rates in the classroom.</li> <li>f. Program Completer satisfaction results.</li> </ol> </li> </ol>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A description is provided of a formal annual evaluation process that must include the following:           <ul style="list-style-type: none"> <li><input type="checkbox"/> A plan is provided that describes the evaluation process including how data are analyzed and disseminated.</li> <li><input type="checkbox"/> A description of the team members involved in data analysis and decision-making process at the program level is provided.</li> </ul> </li> <li><input type="checkbox"/> A plan is provided that describes how elements a-f in column 1 will be used in the decision-making process.</li> <li><input type="checkbox"/> A plan is provided that describes how data analysis will be used to inform programmatic decisions.</li> </ul>	<p><u>Documentation in EPI Submission:</u></p> <p>A narrative is provided that articulates a formal annual evaluation process, describes the team members involved in data analysis and decision-making process at the program level, and describes how decisions will be made based on the analysis of the data collected on the criteria in Standards 1, 2, and 3.</p>

## Rubric for Criteria:

### **3 = Acceptable**

Most of the evidence presented is clear and appropriate and the explanation of how the criteria are met is adequate. The program meets requirements for criteria.

### **2 = Needs Improvement**

Some of the evidence presented is unclear and/or inappropriate and the explanation of how the criteria are met is sometimes inadequate or not provided. The program only meets some of the requirements for the criteria.

### **1 = Unacceptable**

Most of the evidence presented is unclear and/or inappropriate and the explanation of how the criteria are met is frequently inadequate or not provided. The program does not meet requirements for the criteria

## Description of Overall Scoring:

*(Weighted criteria are 1.1, 2.1, and 3.5. All other criteria are referred to as un-weighted.)*

### To earn **Fully Approved Program** rating:

- No score of 1 in any criteria
- No more than one score of 2 in any weighted criteria
- No more than three scores of 2 across all three standards

### To earn **Conditionally Approved Program** rating:

- No score of 1 in any criteria
- No more than two scores of 2 in weighted criteria
- No more than four scores of 2 across all three standards

### To earn **Denied Program** rating:

- A score of 1 in any criteria
- More than two scores of 2 in any weighted criteria
- More than four scores of 2 across all three standards