

Maria F. Vazquez
7974 Greengard St
Orlando, FL 32827

MARIA F. VAZQUEZ

Orlando, Florida | 407-459-0105 | delcarfer@live.com

Dear Superintendent Search Committee,

I am writing to introduce myself and express my interest to serve and support the students and families of Orange County Public Schools as Superintendent. I have spent more than two decades working in the country's ninth largest school district – Orange County Public Schools – and have experience in education at all levels of leadership and across functions, including administration, operations, finance, and teaching and learning. I am currently OCPS' Deputy Superintendent, serving 206,000 students across 205 schools, leading 24,000 employees, and managing a budget of more than \$2 billion. At every step of my career, I have been guided by an unyielding commitment to equity and a belief that every child deserves a fair shot to reach their potential. With a proven record of successful executive management experience that has increased opportunities for children, I am eager to continue building on the success of Orange County Public Schools as Superintendent.

As the daughter of immigrants, I deeply understand that a quality education has the power to transform lives. Through the work of caring adults, school was a safe place where I thrived. My teachers challenged me, and with their support, I succeeded despite a language barrier. My experiences as a student have played an integral role guiding my life's work as an educator to create school environments where all children feel safe, supported and successful.

I serve one of the most diverse student populations in Florida, as Deputy Superintendent of Orange County Public Schools. Many students in OCPS have experiences incredibly similar to my own. Seven out of 10 students are children of color, 74% come from low-income families, and 40 percent speak a language other than English at home. In the time I have been in this role, we have defied the odds. Orange County Public Schools boasts a nearly universal graduation rate, (98 percent for our traditional high schools in 2021) and has been rated an "A" district by the state of Florida. This success is reflective of the systems I have instituted to ensure every student succeeds.

Specifically, I have led the efforts to distribute ESSER funds to support our recovery of the pandemic by allocating dollars to ensure safe working and learning environments, address loss of learning and social emotional well-being for students and adults. I have reallocated resources to recruit our best teachers to our most fragile schools. In addition, I have worked with principal supervisors and district leaders to establish a tiered system of supports and monitoring school leadership and instruction with a strong focus on the delivery of actionable feedback in the areas of common planning, standards-based instruction and formative assessments to drive flexible intervention groups. These systems of supports and best practices are applicable to all educational settings and have been proven effective in other urban school districts. I am proud to have played a critical leadership role in the development and implementation of practices that have narrowed the achievement gaps for our students of color and have had a profound positive impact on our community.

It is both my belief and my lived experience that all children can learn and excel at the highest level with the appropriate supports, guidance, and relevant learning experiences. This belief guided my work to lead OCPS 2025, Orange County's strategic plan for high expectations for student learning and social and emotional well-being. I worked with school communities to use data and local experiences to identify needs and devise strategies based on the prioritization of those needs. I also worked with board members to analyze trends and help create policies and a legislative agenda that advocates for resources that strengthen schools. I facilitated the analysis and review of each division's budget and alignment to the

strategic plan by using the Academic Return on Investment process. Savings realized were reinvested in proven initiatives for the 2020-21 school year.

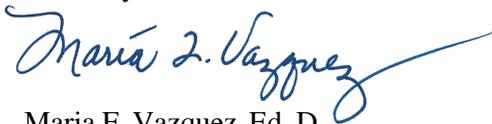
In my time as Deputy Superintendent, I have also been tested by crisis and am ready to lead during these unprecedented times for all school districts. My team in Orange County led the district shift to distance learning in 2019. The creation of our Instructional Continuity Plan allowed for our students to continue learning despite the disruption in face-to-face instruction caused by the COVID-19 pandemic. I also led our schools re-entry plan in August of 2020. Now more than ever, we need to find innovative ways to ensure our most fragile populations are not left behind and continue to find opportunities that lead all students to a promising and successful future.

My leadership and management experience is informed by thirty-three years of experience in the classroom and as a school leader. I began my career as an elementary teacher in Hillsborough County. As a resource teacher, I was able to truly gain an understanding of curriculum and pedagogy and see the power of professional development and coaching. As an assistant principal, principal, and then principal supervisor, I learned the best way to lead is with trust and accountability. As I moved into my district administration roles – including Chief Academic Officer and Deputy Superintendent – I have continued to develop strong and inclusive relationships with key stakeholders. I am confident in my ability to bring people together to align to a common vision and create systems and processes focused on improving outcomes for all students. My experience in each of these roles gives me great confidence in pursuing this position for the students and families in Orange County.

I do not apply to the role of Superintendent of Orange County Public Schools lightly, but rather as a reflection of my ongoing commitment to this community. Orange County is a district on the precipice of advancing academic initiatives for ALL students. I'm energized by our focus on both the academic and social well-being of students and believe my experience achieving dramatic gains in graduation rates, academic achievement, and equity initiatives will continue positioning OCPS as the premier district in the country. My experience closing gaps, building strong coalitions of diverse stakeholders, and navigating change during trying times in a large urban district, have prepared me to serve as your next Superintendent.

I am a passionate leader who believes every child deserves a high performing school that offers enriching and diverse pathways. I understand the importance of leading a transparent, accountable and efficient school system that is responsive to community needs and values. I look forward to the opportunity to discuss my qualifications and desire to ensure that every student in Orange County Public Schools has access to a high quality, equitable public education that affords them opportunities to be college, career, and community ready.

Sincerely,



Maria F. Vazquez, Ed. D.

MARIA F. VAZQUEZ

Orlando, Florida | 407-459-0105 | delcarfer@live.com

Servant leader with a passion for equity and access for all students, and a proven record of raising student achievement and closing gaps. Coalition-builder who develops authentic, collaborative relationships with stakeholders and creates transparent systems focused on ensuring students reach their fullest potential.

EDUCATION & TRAINING

- **Doctor of Education**, University of Central Florida, Curriculum and Instruction
- **Master of Education**, University of Central Florida, Educational Leadership
- **Bachelor of Arts**, University of South Florida, Elementary Education

PROFESSIONAL EXPERIENCE

Orange County Public Schools

Deputy Superintendent, 2018 - Present

Serve as Deputy Superintendent of the 9th largest school district in the country with over 206,000 students across 205 schools, 24,000 employees, and over \$4B budget

System Leadership

- Portfolio includes all academic, administrative, and operational functions of all divisions within Teaching and Learning including 5 Area Superintendents, School Transformation Office, Chief of High Schools, Schools of Innovation, School Choice, Minority Achievement Office, Research Accountability & Grants, Exceptional Student Education, Career & Technical Education, and Chief Academic Office
- Management and oversight of ESSER funds in excess of \$750M
- Led the development and implementation of the district's 2020-2025 Strategic Plan
- Oversaw the five-year renewal of the Cognia Accreditation System Engagement Review
- Serve as superintendent's proxy, including board meetings and work sessions

Academic Leadership

- Reduced number of schools earning a D or F by more than 50% since 2015, with no school earning an F in 2019 (last year official school and district grades were reported by FDOE was 2019)
- Increased the percentage of schools receiving a grade of A, B or C to 95% in 2019
- Increased in all 11 components of the Florida Accountability Model from 2016-2019 resulting in district receiving its first A grade distinction in 10 years
- Increased district graduation rate to 90.4% and traditional graduation rate to 98.4% in 2020-21
- Narrowed achievement gap for Black or African American, Hispanic, Students with Disabilities, English Language Learners, and Economically Disadvantaged subgroups in graduation rate from 2016-2021 with all subgroups achieving over 90% graduation rate
- Narrowed the achievement gap for Hispanic, ELL and Economically Disadvantaged subgroups in Mathematics from 2016-2019

- Narrowed the achievement gap for ELL and Economically Disadvantaged subgroups in English Language Arts from 2016-2019
- Expanded social emotional support services through the hiring of additional guidance counselors, mental health counselors, and social workers throughout the district
- Oversaw the development and expansion of curriculum resources and professional development focused on standards-based instruction and small group interventions to address learning loss due to the pandemic
- Leading “Reimagining Our Schools” Initiative to revamp pathways available to all students by implementing Work-Based Learning Continuum spanning Pre-K -12
- Increased 8 percentage points in the Middle School Acceleration component of the Florida Accountability Model
- Increased 16 percentage points in the College and Career Acceleration component of the Florida Accountability Model
- Expanded advanced academic programming, particularly among traditionally underrepresented groups while dramatically increasing student achievement outcomes in Advanced Placement (45% pass rate), Dual Enrollment (245 graduating with AA degree in 2022) and Industry Certifications

COVID-19

- Led district-wide shift to distance learning, engaging over 200,000 students through Instructional Continuity Plan
- Drove the COVID-19 reentry plan in Summer 2020, with a focus on ensuring most vulnerable students were not left behind, including creating the Safety Procedures guide and district COVID-19 dashboard
- Collaborated with local Department of Health and Medical Advisory Board on expansion of services and activities in our schools
- Facilitated allocation of CARES and ESSER dollars to support re-entry, including purchase of Personal Protective Equipment, extended learning opportunities for fragile students, COVID-19 testing, student devices, Swivel cameras, and professional development for teachers and parents on distance learning
- Partnered with principal supervisors and Food and Nutrition Services to distribute over 1M meals during the Spring shutdown and summer months
- Led the budget recalculation process in Fall 2020 to ensure maximum dollars were retained at the school level despite loss in student enrollment
- Reallocated federal dollars to support distance learning for district’s most fragile students

Operations & Technology

- Oversaw transition to new student information system for 197 schools without loss of FTE funding in 2019
- Facilitated the 1:1 Digital Implementation for all elementary schools and was a member of the Executive Steering Committee monitoring the implementation
 - Collaborated with Risk Management, Budget & Finance, Procurement, Safety & District Police, Legal Services and Information Technology Services to purchase, deploy, and repair devices
 - Developed policy and procedures governing the use of devices
 - Oversaw the development of curriculum and training of staff on digital learning
- In response to COVID-19
 - Facilitated the distribution of hot spots to families without internet in 2020
 - Led the team providing ongoing technical support via Canvas & Facebook for parents and teachers
 - Collaborated with Facilities Services to ensure all schools equipped with the infrastructure to shift to Distance Learning
 - Refined process for schools to request software to ensure alignment with curriculum, devices, and support

Finance

- Manage 70% of district's \$2 Billion operating budget
- Facilitated the analysis and review of each division's budget and alignment to strategic plan by training every division on the Academic Return on Investment (A-ROI) process resulting in 2% savings across the district
- Secured dollars to provide additional supports including Intervention teachers, Parent Engagement Liaisons, busing for after school and Saturday school tutoring, City Year, Elevate mentors, and recruitment and retention bonuses to attract our best and brightest teachers to our most fragile schools
- Engaged Research Accountability & Grants, Professional Development, & Human Resources to develop a Risk Factor Analysis tool used to assist district leadership in allocation of resources to schools, measuring student achievement, supportive environment, leadership & professional capacity
- Collaborated with local government to provide grants in our most fragile areas to support early intervention services including Pre-K, parent training, and health services

Chief Academic Officer, 2016 – 2018

Provided executive leadership to all departments within Curriculum and Instruction including Student Services, Federal Programs, Curriculum, Instruction and Digital Learning, Professional Development, Exceptional Student Services and Multilingual Education with a budget over \$100M

- Transformed teaching and learning through the district's transition to Digital Learning and 1:1 initiative. Distributed more than 140,000 devices across the district
- Developed and implemented tiered system of support targeting our most underserved students resulting in a decrease in number of schools receiving a letter grade of D or F from 26 schools in 2016 to 14 in 2018; narrowed ELA and Math achievement gap for Black, Economically Disadvantaged and Students with Disabilities
- Created new Corrective Programs department to support failing schools. Fifteen out of 18 schools demonstrated growth in both proficiency and learning gains on the Florida State Assessment and over half earned a letter grade of C or higher in the first year
- Led the planning and implementation of school based instructional leadership teams across 186 schools and over 1700 teachers focused on literacy and developing teacher leaders resulting in narrowing of the achievement gap in ELA for Black, Hispanic, Economically Disadvantaged, and Students with Disabilities
- Increased graduation rate for traditional high schools from 92.2% to 96.1%. Increased diploma attainment for each subgroup by more than 8 percentage points and up to 15 percentage points
- Reallocated dollars to provide additional support for common planning and extended learning time for our most fragile schools
- Increased the number of minority students and children from poverty in advanced course work including high school classes at middle school, AP, IB, Dual Enrollment, Cambridge and CTE Outcomes include increase in the number of Black students taking Advanced Placement Exams in 2016 from 3,012 to 3,775 in 2018 and Hispanic students from 7,065 in 2016 to 9,894 in 2018
- Led the creation of the district's Mental Health plan that outlines the progression of mental health support services available to our students including the addition of 10 mental health counselors, 20 social workers, and 40 behavioral support staff. The plan also provides for the training of staff on Trauma Informed Care, mental health awareness and support

Area Superintendent, 2010 – 2016

Provided executive leadership for 38 schools, Pre-K-12, with 36,000 students, and 3,700 employees

- Led turnaround efforts with learning community principals to use progressive approaches for school reform as instructional leaders in a learning community with ethnically diverse student population, a sizeable number of English language learners (40%), and a large percentage of students eligible for free or reduced lunch programs (60%) resulting in 30 of the 38 schools earning an A or B on the state accountability system
- Spearheaded creation of new progress monitoring system resulting in increased learning gains in both reading and math for 86% of the schools
- Presented to various community groups and organizations relative to district information leading up to the vote of a 1mil referendum during 2014 which was approved allowing us to provide tremendous support to our district allowing us to retain high quality educators and provide quality extra and co-curricular opportunities for students
- Directed district team evaluating the effectiveness of using K-8 schools as a geographic solution for overcrowded and under capacity schools resulting in the consolidation of 8 schools into 4 K-8 schools
- Lead facilitation & implementation of the new Marzano School Leaders Evaluation System

Senior Director, Exceptional Student Education & Multilingual Services, 2009-2010

Managed all operations and functions of Exceptional Student Education & Multilingual Support Services.

- Provided assistance, technical expertise and support to 180 schools in the areas of student assessment, curriculum and school improvement processes with the focus on all students learning and achieving
- Directed, supervised and evaluated over 300 department staff in terms of their performance responsibilities and productivity in achieving the district’s priorities and results
- Reorganized support services of the ESE department to include the creation of the progress monitoring system for standard and special diploma students contributing to the increased graduation rate for students with disabilities from 57% to 70%
- Revamped program models for second language learner’s district wide expanding dual language programs by 30%

ADDITIONAL EXPERIENCE

Executive Area Director , Orange County Public Schools	2005 – 2009
Principal, Windy Ridge Pre-K-8 School , Orange County Public Schools	1998 – 2005
Assistant Principal , Orange County Public Schools	1997 – 1998
Resource Teacher , Orange County Public Schools	1994 – 1997
Teacher , Hillsborough County and Orange County	1985 – 1994

COMMUNITY INVOLVEMENT

- **Board Member**, United Arts Central Florida 2021 - present
- **Board Member**, Orange County Children’s Citizen Commission 2020 – present
- **Board Member**, City Year of Orlando 2018 - present
- **Board Member**, American Heart Association 2018 - present
- **Executive Board Member**, YMCA Metro 2016 - 2020



445 W. Amelia Street · Orlando, Florida 32801 · (407) 317-3200 · www.ocps.net

May 19, 2022

To the School Board of Orange County Public Schools,

I am pleased to submit my recommendation for Maria Vazquez, a candidate for superintendent of Orange County Public Schools. As you know, Dr. Vazquez is currently the Deputy Superintendent for Orange County Public Schools and has served under my leadership for several years. She brings a wealth of knowledge, experience and passion to her work, and will become an excellent superintendent.

As deputy, she has been the architect behind the development of strategies to support our recently revised strategic plan, which includes all divisions. Dr. Vazquez monitors feedback to ensure all departments are working to achieve the goals of the plan. She facilitated the analysis and review of our \$4.7 billion budget for alignment to the strategic plan by using the Academic Return on Investment process for instructional and non-instructional departments.

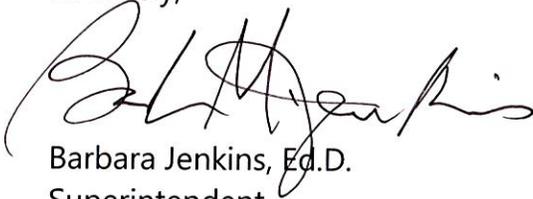
Maria has previously excelled as a teacher, principal, area superintendent and chief academic officer. Her instructional expertise includes curriculum, standards-based instruction, Exceptional Student Education, English Language Learners, accountability, Career and Technical Education, school leadership and professional development. Her passion for equity and access is evident in the initiatives she has led such as strengthening college and career pathways, expanding access to rigorous courses at the secondary level and expanding opportunities for students with exceptionalities. She worked with principal supervisors and district leaders to implement a tiered system of monitoring school leadership and instruction focused on the delivery of actionable feedback in the areas of common planning, standards-based instruction, and formative assessments.

Maria spearheaded the district's use of ESSER funds from the federal government to ensure safe learning environments and accelerated learning for our students. She also played a critical role in efforts to address lost learning time for our 206,000 students through the careful allocation of curricular and social-emotional resources and supports. Her leadership helped direct a seamless transition for schools and students during the pandemic.

During this same tumultuous period, Maria organized business roundtables with the Orlando Economic Partnership for an innovative project, "Re-imagining Schools." Our CTE division, Orange Technical College, will be instrumental in this community-wide initiative. Students will have increased access to mentoring, apprenticeships, unique instructional models and much more, thanks to the partnerships being established.

As second in command, Dr. Vazquez has consistently demonstrated sound judgement, professionalism and integrity. She has earned the trust and respect of both internal and external stakeholders. Over the years, others have described her as a caring individual capable of authentically relating to students, teachers and administrators. I am confident she has the skills, dedication and passion to lead OCPS as your next superintendent.

Sincerely,

A handwritten signature in black ink, appearing to read "Barbara Jenkins". The signature is fluid and cursive, with a large initial "B" and "J".

Barbara Jenkins, Ed.D.
Superintendent

May 1, 2022

Dear School Board Member,

As a child, I was fortunate to have a great leadership example in my father, Chief Master Sergeant James Armbruster, who taught me how to work through people to achieve good things for people. He taught me more about leadership through his constant living example, then any book or schooling ever did. As an adult I was fortunate to have another great leadership example in my supervisor of many years, Dr. Maria Vazquez. She taught me more in my leadership journey, in the right way, at a level unmatched by any other leader I served with and served under, much of it through her constant living example.

As my peer back in the day, I marveled at her ability to get all the information as opposed to my then method of just going by instinct. She would look at things from all sides and always maintained her composure in a way that I did not do so well back then. She was a listening ear but also had the ability to hold me accountable when necessary. Between the two of them, their lessons must have paid off as I finished my career serving as an associate superintendent for Orange County Public Schools. People would tell me through the years that I was a born leader, and I would say, "No, I was just lucky enough to be taught by great leaders."

When Dr. Vazquez moved up the ladder, first as an EAD, then as my area superintendent and finally as my direct supervisor as deputy superintendent, the positive lessons continued. I have told people over the years, that Dr. Vazquez was the best at not only managing me, but also at growing me and pushing me to be better than I thought I could be. But it wasn't just me. I always marveled at her ability to connect to so many different and strong personalities in a way that fit each one of them, as opposed to making us fit her. Her ability to lead with both her heart and her head is second to none. What she does out of the spotlight to make people feel valued is the reason people want to work for her and the reason people trust her.

In my current role as the Executive Director for the Orange County Association of School Administrators, the same things I appreciated about her over my 20 years as an administrator still ring true. I will tell you that the executive board, who meets with her monthly to collaborate and problem solve with her, have the highest respect for her. She makes good on her commitments and more than that, has the history and knowledge to let us know when some things can't be done and gives us the why.

I strongly encourage you to hire Dr. Vazquez as the next superintendent of Orange County Public Schools. The educational pedagogy knowledge, the district history, the built-in relationships, and respect from those who know her and have worked with her is invaluable. She has always served the will of her supervisor, but make no mistake, in each role she has taken on, when it has been her turn in the seat, she has made it her own. My dad used to say be the kind of leader that people would follow into battle. I would follow Dr. Vazquez into battle, and I would not be alone. I hope that you will give her this opportunity to make this seat her own and let her take OCPS to a place where together we, as a community, all succeed.

Sincerely,

Michael Armbruster
Executive Director, OCASA and 33 Year OCPS Educator-Retired

April 27, 2022

Superintendent Selection Committee
Orange County Public Schools

Dear Committee Members,

It brings great pleasure to share my high remarks for Dr. Maria Vazquez recommendation for Orange County Public School Superintendent. For the past four years I have had the honor to sit next to her and witnessed her working relentlessly to provide the best service possible to all members of Central Florida. While working side by side, it became evident Dr. Vazquez puts the needs of others especially above all, she demonstrates strong organizational leadership skills and loyalty to Orange County Public Schools is something to rave about.

As YMCA Board member one on the many job descriptions includes, providing services to community members. Orange County has a vast number of communities to serve and each community has its individual needs which takes an intuitive person to be able to gain that kind of insight. Dr. Vazquez has been able to educate others in reference to the significance of diversity and importance of equality. Just recently she played an instrumental part in selecting the new YMCA of Central Florida President and CEO, Mr. Kevin Bolding. She supported the team by providing input on the strategic plan.

Dr. Vazquez is not only a servant leader, she has an analytical mindset that enhances her organizational leadership skills. According to Kristine Moe, organizational leadership is the ability to lead groups of individual toward fulfilling an organization's mission. She possess the characteristics which includes: integrity, ability to delegate, communication, self-awareness, gratitude, learning agility, influence, empathy, courage and respect. Her humbleness and ability to foresee barriers and create innovating solutions is just what Orange County Public Schools need to ensure the Vision, Values, Mission and Objectives becomes culturally embedded in each and every employee across the district.

Working over 40 years at Wayne Densch Charities, loyalty holds strong place in my beliefs because it takes a dedicated person to be able to put in the time, sweat and tears into any organization. Dr. Vazquez has dedicated over 30 years of teaching and administrative experience within OCPS. Her tenacity has provided success stories for the many programs she has created/influence. If that is not dedication I don't know what is.

In conclusion, I strongly recommend Dr. Maria Vazquez as the new Superintendent of Orange County Public School.

Sincerely,



Kran Riley

Past President of the Orange County Branch NAACP, YMCA Metro Board Member.

State of Florida Department of Education

EDUCATOR CERTIFICATE

This Certifies That

MARIA FERNANDEZ VAZQUEZ

*Has satisfactorily completed all requirements of Florida Statutes and
State Board of Education Rules for the coverages or endorsements listed below:*

PROFESSIONAL
PROFESSIONAL

ELEMENTARY EDUCATION
SCHOOL PRINCIPAL

GRADES 1-6
ALL LEVELS

07/01/2016 - 06/30/2026
07/01/2016 - 06/30/2026

Department of Education Number 581990

Paul O. Burns
Deputy Chancellor for Educator Quality

1387417

Richard Corcoran
Commissioner of Education

Issued: June 28, 2021



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Name : Vazquez, Maria Fernandez
ID Number: xxx-xx-8119
Birthdate: 07/19/xxxx Gender: F
Residency: FL Resident for Tuition Calc

Send To: maria vazquez
delcarfer@live.com



Brian C. Boyd, University Registrar

This official signature of the Registrar is white and is imposed upon the institutional seal. Reject document as official if either the signature or seal is distorted.

----- Academic Program

Major Educational Leadership MED
Educational Leadership

Major Education EdD
Curriculum and Instruction

----- UCF Degrees Awarded

Degree Master of Education
Confer Date 08/05/1995
Major Educational Leadership

Degree Doctor of Education
Confer Date 05/07/2010
Major Doctor of Education

General Education Requirements Met

----- Beginning of UCF Graduate Record

Course	Title	Atmp	Earne	Grde	Typ	Points
Fall 1992 (08/24/1992 to 12/11/1992)						
EDA 6061	ORG/ADMIN SCHOOLS	3.00	3.00	A		12.000
EDA 6260	ED SYS PLAN/MGT	3.00	3.00	A		12.000
Totals for GPA		Attempt	Earned	Points	GPA	
Term / UCF Cumulative		6.00	6.00	24.00	4.000	
Grad Status GPA					0.000	
UCF Cumulative for GPA					0.000	
Spring 1993 (01/11/1993 to 04/28/1993)						
EDF 6481	FUND GRAD RES ED	3.00	3.00	A		12.000
EDS 6123	ED SUPV PRACTIC I	3.00	3.00	B		9.000
Totals for GPA		Attempt	Earned	Points	GPA	
Term		6.00	6.00	21.00	3.500	
Grad Status GPA					0.000	
UCF Cumulative for GPA		12.00	12.00	45.00	3.750	
Fall 1994 (08/23/1994 to 12/16/1994)						
EDA 6232	LEGAL ASP SCH OP	3.00	3.00	A		12.000
EDS 6130	ED SUPV PRAC II	3.00	3.00	A		12.000
Totals for GPA		Attempt	Earned	Points	GPA	
Term		6.00	6.00	24.00	4.000	
Grad Status GPA					0.000	
UCF Cumulative for GPA		18.00	18.00	69.00	3.833	
Spring 1995 (01/05/1995 to 05/04/1995)						
EDA 6931	CONT ISS ED LEAD	3.00	3.00	A		12.000
EDF 6432	MEAS AND EVAL ED	3.00	3.00	A		12.000
EDG 6223	CURR THERY ORG	3.00	3.00	A		12.000
Totals for GPA		Attempt	Earned	Points	GPA	
Term		9.00	9.00	36.00	4.000	
Grad Status GPA					0.000	
UCF Cumulative for GPA		27.00	27.00	105.00	3.889	
Summer 1995 (05/11/1995 to 08/04/1995)						
EDA 6240	ED FINAN AFFAIRS	3.00	3.00	B		9.000
EDA 6946	INTERNSHIP	3.00	3.00	A		12.000
EDF 6155	LIFESPAN HUM DEV	3.00	3.00	A		12.000
EDG 6253	CURR INQUIRY-EL	3.00	3.00	A		12.000
EDS 6908	INDEPENDENT STUDY	3.00	3.00	A		12.000

Course	Title	Atmp	Earne	Grde	Typ	Points
Summer 1995 (05/11/1995 to 08/04/1995) (cont)						
Totals for GPA		Attempt	Earned	Points	GPA	
Term		15.00	15.00	57.00	3.800	
Grad Status GPA					0.000	
UCF Cumulative for GPA		42.00	42.00	162.00	3.857	
Summer 2006 (05/15/2006 to 08/04/2006)						
EDF 6725	CRIT ISS IN UR ED	3.00	3.00	A		12.000
EDF 6259	L TH APPL TO INST	3.00	3.00	A		12.000
EEX 7936	CURR ISS/TR SP ED	3.00	3.00	A		12.000
Totals for GPA		Attempt	Earned	Points	GPA	
Term		9.00	9.00	36.00	4.000	
Grad Status GPA					4.000	
UCF Cumulative for GPA		51.00	51.00	198.00	3.882	
Fall 2006 (08/21/2006 to 12/09/2006)						
EDF 6401	STAT ED DATA	3.00	3.00	B		9.000
EDF 7232	ANYL LRNG TH INST	3.00	3.00	B		9.000
Totals for GPA		Attempt	Earned	Points	GPA	
Term		6.00	6.00	18.00	3.000	
Grad Status GPA					3.600	
UCF Cumulative for GPA		57.00	57.00	216.00	3.789	
Spring 2007 (01/08/2007 to 04/30/2007)						
EEX 6061	INSTRUCT ST PK-6	3.00	3.00	A		12.000
EEX 6524	ORGAN & COLLABOR	3.00	3.00	A		12.000
Totals for GPA		Attempt	Earned	Points	GPA	
Term		6.00	6.00	24.00	4.000	
Grad Status GPA					3.714	
UCF Cumulative for GPA		63.00	63.00	240.00	3.810	
Summer 2007 (05/14/2007 to 08/03/2007)						
EDG 7325	MODELS TEACHING & INSTL THEORY	3.00	3.00	A		12.000
EEX 7939	SPECIAL TOPICS	3.00	3.00	A		12.000
		ST:SEM: URBAN SPEC EDUC LDRSH				
Totals for GPA		Attempt	Earned	Points	GPA	
Term		6.00	6.00	24.00	4.000	
Grad Status GPA					3.778	
UCF Cumulative for GPA		69.00	69.00	264.00	3.826	
Fall 2007 (08/20/2007 to 12/10/2007)						
EDF 7403	QUANT FOUNDN EDUC RESEARCH	3.00	3.00	A		12.000
ESE 6235	CURRICULUM DESIGN	3.00	3.00	A		12.000
Totals for GPA		Attempt	Earned	Points	GPA	
Term		6.00	6.00	24.00	4.000	
Grad Status GPA					3.818	
UCF Cumulative for GPA		75.00	75.00	288.00	3.840	
Spring 2008 (01/07/2008 to 04/28/2008)						
EDF 7463	ANALY SUR RECORD & OTHER QUAL	3.00	3.00	A		12.000
IDS 7500	SEMINAR IN EDUC RESEARCH	3.00	3.00	A		12.000
Totals for GPA		Attempt	Earned	Points	GPA	
Term		6.00	6.00	24.00	4.000	
Grad Status GPA					3.846	
UCF Cumulative for GPA		81.00	81.00	312.00	3.852	

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Registrar's Office
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Brian C. Boyd, University Registrar

This official signature of the Registrar is white and is imposed upon the institutional seal. Reject document as official if either the signature or seal is distorted.

Course Title Atmp Earne Grde Typ Points - - - - - End of UCF Graduate Record
 - - - - - END OF TRANSCRIPT

Summer 2008 (05/12/2008 to 08/01/2008)

Course	Title	Atmp	Earne	Grde	Typ	Points
EDG 7221	ADVANCED CURRICULUM THEORY	3.00	3.00	A		12.000
EEX 6909	RESEARCH REPORT	3.00	3.00	A		12.000
EEX 7939	SPECIAL TOPICS	3.00	3.00	A		12.000
ST:SEM: URBAN SPEC EDUC LDRSH						

Totals for GPA	Attempt	Earned	Points	GPA
Term	9.00	9.00	36.00	4.000
Grad Status GPA				3.875
UCF Cumulative for GPA	90.00	90.00	348.00	3.867

Fall 2008 (08/25/2008 to 12/13/2008)

Course	Title	Atmp	Earne	Grde	Typ	Points
EEX 7919	RESEARCH	3.00	3.00	A		12.000

Totals for GPA	Attempt	Earned	Points	GPA
Term	3.00	3.00	12.00	4.000
Grad Status GPA				3.882
UCF Cumulative for GPA	93.00	93.00	360.00	3.871

Successful Completion of Candidacy Exam

Spring 2009 (01/07/2009 to 05/04/2009)

Course	Title	Atmp	Earne	Grde	Typ	Points
EEX 7980	DISSERTATION	9.00	9.00	* S		

Totals for GPA	Attempt	Earned	Points	GPA
Term	0.00	0.00	0.00	0.000
Grad Status GPA				3.882
UCF Cumulative for GPA	93.00	93.00	360.00	3.871

Summer 2009 (05/18/2009 to 08/07/2009)

Course	Title	Atmp	Earne	Grde	Typ	Points
EDG 7980	DISSERTATION	9.00	9.00	* S		

Totals for GPA	Attempt	Earned	Points	GPA
Term	0.00	0.00	0.00	0.000
Grad Status GPA				3.882
UCF Cumulative for GPA	93.00	93.00	360.00	3.871

Fall 2009 (08/24/2009 to 12/14/2009)

Course	Title	Atmp	Earne	Grde	Typ	Points
EDG 7980	DISSERTATION	3.00	3.00	* S		

Totals for GPA	Attempt	Earned	Points	GPA
Term	0.00	0.00	0.00	0.000
Grad Status GPA				3.882
UCF Cumulative for GPA	93.00	93.00	360.00	3.871

Spring 2010 (01/11/2010 to 05/03/2010)

Course	Title	Atmp	Earne	Grde	Typ	Points
EDG 7980	DISSERTATION	1.00	1.00	* S		

Totals for GPA	Attempt	Earned	Points	GPA
Term	0.00	0.00	0.00	0.000
Grad Status GPA				3.882
UCF Cumulative for GPA	93.00	93.00	360.00	3.871

Dissertation Title **INCLUSIONARY PRACTICES: IMPACT OF ADMINISTRATORS' BELIEFS ON PLACEMENT DECISIONS**

* Total Credit Accepted Including Not for GPA : 115.00

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Transcript Key

Accreditation

The University of Central Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the associate, baccalaureate, master, specialist and doctoral levels. The University of Central Florida's College of Medicine M.D. Program has received preliminary accreditation by Liaison Committee on Medical Education which is composed of representatives of the Association of American Medical Colleges and the American Medical Association.

History

The University of Central Florida was established in 1963 and was first named Florida Technological University. Classes began in 1968. The name was changed by action of the Florida Legislature on December 6, 1978. The University of Central Florida is one of eleven universities in the State University System of Florida. The College of Medicine M.D. Program was approved by the Florida Board of Governors and Florida Legislature in 2006. The M.D. Program admitted the charter class Fall of 2009.

Credit and Grades

Quarter credit hours were used at UCF from Fall 1968 through Summer 1981. Semester credit hours have been used since Fall 1981. All credit hours on this record have been converted to semester credit hours.

A semester hour of credit represents one class hour of work (or two or more laboratory hours of work) per week for a semester. Classes may be offered for a six-week period during the Summer Term. During this shortened term, two class hours of work (or four or more laboratory hours of work) per week are required to represent a semester hour of credit.

All undergraduate credit transferred to UCF is shown on the permanent record. The listing of courses on the transcript does not assure acceptance toward any specific graduation requirement.

The plus/minus grading system became effective Fall 2001.

Grading System Used in GPA Computation (Grade and Grade Points)

A	4.00	C-	1.75
A-	3.75	D+	1.25
B+	3.25	D	1.00
B	3.00	D-	0.75
B-	2.75	F	0.00 Failing
C+	2.25	WF	0.00 Withdrawn Failing
C	2.00		

Grading Not Used in GPA Computation

I	Incomplete
N	No Grade Reported
NC	No Credit
S	Satisfactory (with credit)
U	Unsatisfactory (no credit)
W	Withdrawn
WH	Withdrawn (health form withdrawal)
WM	Medical Withdrawal
WP	Withdrawn Passing
X	Audit
Z	Designation for Academic Dishonesty (precedes letter grade)

Course Levels

The UCF course numbers appearing on this transcript are part of the Florida Common Course Numbering System.

The first digit indicates the level of instruction:

1	Freshman
2	Sophomore
3	Junior
4	Senior
5 and higher	Post-Baccalaureate, Graduate and Medicine

Academic Standing

A student is placed on *academic probation* when his/her UCF cumulative GPA drops below 2.0. A student on academic probation is *disqualified* upon failure to achieve a minimum term 2.0 GPA while on academic probation. A student who is disqualified may not enroll at UCF for two semesters following disqualification. Disqualified students who require 15 or more semester hours of "B" grade course work to raise the UCF cumulative GPA to 2.0 **are not** eligible for readmission to UCF. A student readmitted following disqualification who fails to achieve a minimum 2.0 GPA is *excluded* from the University. Excluded students **are not** eligible for readmission to UCF.

Academic Amnesty

Effective Fall 2004, the Academic Amnesty Program provides undergraduate students who are not eligible for readmission for academic reasons the opportunity to readmit to UCF after five or more years of separation. Upon successful completion of the Amnesty Program, UCF nullifies up to two consecutive terms of UCF coursework from the UCF cumulative GPA. All coursework remains part of the student's permanent record and is recorded with nullified terms and courses identified by the "T" Course Type.

Course Type (located next to Grade)

blank	Regular Credit
T	Repeated Course (not included in GPA)
R	Repeated Course (for Grade Forgiveness, included in GPA)

Service Learning

Specific courses with Service Learning component include (SL) in the title.

College of Medicine Grading System (M.D. Program Only)

A	Excellent Performance
B	Good Performance
C	Conditional Performance
F	Unacceptable Performance
I	Incomplete Work
W	Withdrawn
R*	Grade Forgiveness (grade follows reflecting student repeated course)
T	Temporary Grade (Performance pending review by the Student Evaluation and Promotion Committee)
P/F	Faculty may specify some programs (selectives/electives) can be graded using [P] Pass [F] Fail

NOTE: UCF College of Medicine M.D. Program does not calculate GPA or Class Rankings.