



University Teacher Education Committee(UTEC): Appeals Subcommittee Handbook



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

UTEC HANDBOOK | Updated SU23

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UTEC Purpose

The University Teacher Education Committee's (UTEC) purpose is to support and enhance the development of educational leaders who engage in and implement research-based, culturally competent practices to support and advance P-12 educational progress.

Our programs prepare candidates for initial licensure and engage experienced educators who aspire to advance their practice. Candidates at all levels gain knowledge, skills and dispositions as critical thinkers, problem solvers, communicators, and collaborators.



UTEC Appeals Subcommittee

This UTEC Appeals Subcommittee gathers documentation from program representatives/faculty or candidates related to candidates' progression through an initial, educator preparation program that does not follow the approved path. To maintain accreditation, it is necessary to track how candidates are progressing through program benchmarks and when exceptions to the gate requirements are made.

When candidates submit appeals to the Appeals Committee, the committee will serve in an advisory role to provide guidance to the student and program related to steps that could be taken to resolve the issue raised in the appeal. Program faculty will not be required to implement any or all of the recommendations put forth by the committee, and the student will have access to all other university appeals processes.

The UTEC Subcommittee Appeals Committee oversees decisions to determine if a student who has not met required gate criteria is to be accepted to student teaching.



Subcommittee Make-up and Process

Recommended Appeals Committee Make-up:

- **Members:** 3 EHE (1 from each department), 1 Art or Music¹, 1 Agricultural Sciences Education, 1 Regional, 1 Student Services, 1 EHE Administrator, ex officio: Director of the Office of Accreditation, Placements, & Licensure (APL).
- A quorum is attendance of at least five (5) members
- A chair will be elected by the committee
- The committee will meet twice per year and other times as needed. Some meetings and votes may be electronic.
- Members, except for Student Services, are required to have a minimum of three (3) years' experience in the program as a fulltime tenure-track, clinical, or associated faculty member

¹ Art representation is for even academic years and Music is for odd. For example, 2016–2017 is an even academic year.

Process

- Appeals are sent to the Office of Accreditation, Placement, & Licensure (APL). Program appeals will be evaluated by the Director of APL. Student appeals will be reviewed and voted on by the Appeals Committee.
- Decisions are reached in closed session to protect FERPA rights. Sessions may be face-to-face or electronic. A simple majority vote is needed.
- If it is deemed necessary, the Appeals Committee may invite a representative from a program to provide additional information to the committee and answer questions related to the appeal.
- An aggregate report of activities will be provided to UTEC in October and May of each academic year (e.g., number of appeals, number of student versus program appeals, decisions).



Gate I

Gate I: Entrance to the program

Gate I is required at the entrance to a program and includes the following:

- completed application (ex: completed application or major readiness check)
- 3.0 GPA for graduate candidates, 2.75 or higher for undergraduate candidates (by program)
- disposition evaluation
 - see [admission document](#)
 - note: There may be program-specific requirements

If a student is denied admission to an Educator Preparation Program (EPP), the student may pursue other appeals through other University processes:

- [Ohio State Grievance](#)
- [Graduate School Handbook](#)
- [Ohio Department of Higher Education](#)
- [Ohio State Student Advocacy Center](#)



Gate II

Gate II: Acceptance to Student Teaching

Gate II is required for acceptance into student teaching/internship and includes the following:

- Gate I requirements
- All placement [compliance items](#) are met, including a valid and current background check and state required content (ex: Ohio Standards for Educator Preparation)
- 3.0 GPA for graduate candidates, 2.75 or higher for undergraduate candidates (by program)
- minimum passing score on applicable Ohio Assessments for Educators (content and professional knowledge)
- appropriate dispositions

Note: In addition to the items above, there may be program-specific requirements

Candidates must meet all Gate II requirements above to begin student teaching. If a student is missing requirements, they must satisfy them prior to registering for student teaching. If a student is not permitted to begin student teaching due to being deficient in the areas of OAE scores, GPA, or disposition an appeal can be submitted.



Gate III

Gate III: Recommendation for Licensure

Gate III is required to be recommended for licensure and includes the successful completion of the following:

- Gates I and II requirements
- Completion of the program
- Key Assessments (ex: CFAST)
- Application on ODE SAFE/ CORE account
- Official program sheet to demonstrate successful completion of all required components and expectations (provided by department)
- All ODE current, required, content modules, such as Educators and the Opioid Crisis, Ohio Standards for Educators, and Computer Science and Computational Thinking. Please refer to your program for current requirements, as applicable.



Retention in EPPs

After acceptance to the program, decisions regarding continuation in a program (e.g., dispositions, program requirements, etc.) prior to **Gate II: Acceptance to Student Teaching/Internship** are not within the scope of the Appeals Committee. In those instances, the candidate must seek out the appeals process of the Department or College that took the action and follow university policies and procedures.

Disenrollment from an EPP may occur if there is a reasonable belief that the immediate suspension of a student is necessary because it is to be considered in the best interests of the Ohio State candidate; The Ohio State University; the respective program, department, or college; the P-12 schools; or P-12 school students. The Chair of the respective department (or the applicable representative who oversees that department) may disenroll the student immediately from the EPP, including structured field experiences, practicum, student teaching, or internship.

Candidates who have been admitted into an EPP must continue to meet all criteria required for admission throughout their course of study. Programs are responsible to monitor GPA, course grades, professional behaviors, and other program expectations. However, it is the responsibility of the student to ensure he/she/they continues to meet criteria. Failure to maintain the standards of academic performance and failure to demonstrate skills, behavior, and professional dispositions specified by the respective program and the Educator Preparation Unit may result in probationary status or dismissal from the program.



Appeals Process

There are two paths for an appeal:

- a) Program-generated**—a program puts forth a recommendation to the Appeals Committee on an appeal or set of appeals. One criterion is deficient.
- b) Student-generated**—a student appeal to the committee using the guidelines provided. More than one criterion is deficient.

- Appeals are due on November 15th for spring student teachers and August 1st for autumn student teachers
- Appeals should be emailed directly to the Appeals Committee at utec_appeals@osu.edu
- All decisions regarding appeals will be made by the UTEC Appeals Committee
- The student will be notified via Ohio State email of the committee's decision
- The appeals process may take up to 2 months

Students not satisfied with the decision may pursue other appeals through other University processes:

- [Ohio State Grievance](#)
- [Graduate School Handbook](#)
- [Ohio Department of Higher Education](#)
- [Ohio State Student Advocacy Center](#)



Appeal Process Criteria

GPA

Students with a GPA less than the minimum of 2.75 (3.0 for graduate students) that have been denied conditional acceptance to student teaching, the following conditions apply:

1. Current GPA of at least a 2.65 or greater (2.9 for graduate students)
2. Other acceptance to student teaching requirements are met

Ohio Assessments for Educator (OAE) Assessment

Students may appeal for an exception to this requirement if all the following conditions are met:

1. Has not met the minimum passing score on 1 or more of the OAE test(s) (two or for programs requiring 3 or more tests), if the program has not filed an appeal on your behalf
2. **The needed OAE test(s) has been taken at least once within the last 60 days of the submitted appeal**
3. An advisor or faculty-approved plan to prepare for the test must be submitted
4. Other acceptance to student teaching requirements are met

Note: All OAE tests must be passed before eligibility for licensure recommendation

Dispositions

Students may appeal for an exception to dispositional requirement if all the following conditions are met:

1. An explanation and a plan for addressing the area(s) of concern as communicated by the program is included with appeals materials. Identify the dispositional area that is to be improved and how specifically it will be improved.
2. Other acceptance to student teaching requirements are met



Program Appeals: by Faculty or Staff

Program appeals are program-initiated and supported appeals. It may be appropriate for program faculty or staff to request an appeal on the student's behalf so they can continue to the next stage in the program (e.g., student teaching) if required gate criteria are not met.

Program-generated appeals may be submitted when

- **only one criterion is deficient and**
- **the faculty/staff supports** the candidate to be approved.

Program faculty or staff complete the provided spreadsheet when submitting an appeal for Gate II (Appendix C) on behalf of the student. The appropriate spreadsheet is the only required documentation for a program appeal. Program-level appeals almost always receive approval.



Student Appeals: by Candidates

Students who have not met the requirements for advancing through Gate II have the option of filing an appeal to the Appeals Committee and may be granted conditional admission to student teaching.

To request an appeal, each candidate must submit the following:

1. Cover page (Appendix A)
2. A student-written letter with an explanation for the appeal
 - limited to one (1) page, single-spaced, 12-point font, 1-inch margins
 - describe the reason for the appeal (e.g., Gate II Acceptance to student teaching)
 - describe the grounds for appeal (e.g., procedural error, extenuating circumstances, etc.)
 - be specific by explaining your rationale as to why an exception should be considered
3. Current advising report and/or all relevant transcript(s)
4. Copies of any test scores received
5. Copies of test registration confirmation
6. Program faculty letter of support

Please note that incomplete appeal submissions will be sent back to the student for completion and not be reviewed until all required documentation is submitted.



Student Appeals: Faculty/Staff Letter of Support

- For all student-level appeals, students are required to submit a letter from program faculty/staff with the required documentation. Faculty/staff support are very important to the review process.
- If a faculty member has not submitted a letter of support for the student appeal, directions are sent to faculty who oversee the admissions/student teaching processes after a student's letter has been submitted. This should include an explanation as well as supporting documentation (e.g., decision letters, disposition forms, email exchanges with student, other evaluations or assessments) as to what led up to the decision the student is appealing as well as the decision itself. This may include a rebuttal to the student letter and documentation, if needed. The more documentation provided to support the program's position will help the Appeals Subcommittee come to their decision related to the student's appeal.
- If a faculty member is also a member of the Appeals Subcommittee, they will be asked to recuse themselves from the deliberations about the appeal.



Student Appeals: Late Appeals

- Late submissions will be accepted with the addition of the following requirements:
 - Students will be required to meet with the Chair of the Appeals Subcommittee.
 - Students will have to complete a dispositions form explaining the future steps they will take to ensure they meet deadlines. Students should obtain disposition forms from their program.
- Appeals submitted two weeks or more after the deadline, without program support, will be automatically declined.
- Late appeals almost always result in delayed placement start dates.



Appeal Submissions and Decisions

Submitting an Appeal

All appeals should be submitted to the Appeals Committee via email to utec_appeals@osu.edu. If program faculty support is not included, APL will follow-up with the appropriate program faculty to inquire as to whether the student has program support for the appeal and provide the reply from program faculty to the Appeals Committee.

Appeals Decisions

All appeals materials will be documented in Ohio State's approved, cloud-based storage repository, and all Appeals Committee members will have access. Appeals will be reviewed by a subcommittee on a rotating basis. Some appeals may be reviewed in a virtual meeting; all other decisions will be made electronically. Review of appeals examines the following:

1. Does the student have program faculty support?
2. Does provided documentation support the faculty decision as reasonable?

If faculty submit a letter and support that their decision is reasonable, the faculty decision stands. If the faculty either do not submit a letter or the documentation submitted does not provide support that the decision is reasonable, a face-to-face meeting with a quorum will be called to discuss the appeal with relevant program personnel.



Glossary



- **Acceptance into an educator preparation program** means that all requirements set forth for a program have been met and reviewed following program level processes and procedures. Acceptance occurs in initial licensure, endorsements, and advanced programs.
- **Advanced programs** are offered at the post-baccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other professional school personnel, including master's, specialists, and doctoral degree programs, as well as non-degree licensure-only programs.
- **Candidate** (also known as Professional Standing, Intern) is an individual admitted to, or enrolled in, a program for the initial or advanced preparation of educators, educators continuing their professional development, or other school professionals. Candidates are distinguished from students in P–12 schools.
- **Conditional admission** into the program refers to individuals who have not met all of the unit requirements for admission but are admitted through the UTEC Appeals Subcommittee with specified conditions.
- **Disenrollment** from an Educator Preparation Program is a removal of a candidate from the Educator Preparation Program, including structured field experiences, practicum, student teaching, or internship.



- **Denial to Continue in an Educator Preparation Program** occurs at the program level and, at a minimum, indicates that further coursework in the major is not permitted. Criteria include, but are not limited to, GPA, and professional knowledge, skills, and dispositions.
- **Educator Preparation Provider (EPP)** is the college, school, department, or other administrative body in colleges, universities, or other organizations with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution. The educator preparation unit must include all programs offered by the institution for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings (Accreditor definition from 2012 NCATE standards).
- **Endorsements** is added to an initial license and is an official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in the additional area. Endorsements include programs that are for (1) the continuing education of educators who have previously completed initial preparation or (2) select programs, may be offered simultaneous with the initial license. These programs may be offered at the undergraduate, post-baccalaureate, or Master's and doctoral levels.
- **Initial educator preparation** (also known as preservice) includes coursework and experiences in P-12 settings to prepare candidates for the first license to teach. These programs may be offered at the undergraduate, post-baccalaureate, or Master's level.



- **Internship** provides candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.
- **Licensure** is an official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional.
- **Ohio Assessment for Educators (OAE)** is designed for candidates who are seeking initial Ohio educator licensure OR who are adding a new licensure area. The tests assess content-area and professional (pedagogical) knowledge.
- **Probationary status** occurs within the program and includes specified conditions determined at the program level. Criteria include, but are not limited to, GPA, professional knowledge, skills, and dispositions.
- **Professional dispositions** are professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with P-12 students, families, colleagues, and communities.
- **Professional knowledge** includes content, as well as pedagogical content knowledge, needed for professional educators.



- **Professional skills** include the ability to use content, professional, and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that demonstrates competence in the professional roles for which they are preparing.
- **Structured field experience** includes a variety of early and advanced field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Structured field experiences introduce candidates to increasingly greater levels of responsibility in the roles for which they are preparing and are specifically designed to help candidates attain identified professional knowledge, skills, and dispositions outlined in professional, state, and institutional standards. Field experiences may occur in off-campus settings such as P-12 schools, community centers, or homeless shelters.
- **Student teaching (ST)** provides candidates with a culminating activity in clinical practice in P–12 schools. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.
- **University Teacher Education Council (UTEC)** provides leadership for educator preparation across the institution and serves as the decision-making vehicle for the Educator Preparation Unit.





Student Appeal Coversheet

Name:

Ohio State ID:

Ohio State Email:

Phone:

Major:

Advisor:

Gate II Admission to Student Teaching (select all that apply):

GPA

OAE/OPI/WPT

Disposition

Missing Coursework

In one email, please attach all required documents per the UTEC Handbook. Incomplete submissions will not be reviewed until all required documentation is submitted.

Signature:

Date:

By typing your name, you agree to the conditions set by the UTEC Appeals subcommittee.



The Ohio State University
Office of Accreditation, Placement and Licensure
Faculty Appeal Form: Entry into Gate I

First Name:

Last Name:

Program:

Faculty Recommended?

Acceptable Dispositions for admittance?

GPA > 2.75?

Program Specific Requirements?

Signed Plan to Meet the Requirements:

Additional comments, if needed:

This form is to meet accreditation requirements to keep track of conditional acceptance or acceptance by the program that do not meet Unit Level criteria (program-specific requirements are not documented here).