



**THE OHIO STATE UNIVERSITY**

COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY

# University Teacher Education Committee Appeals Handbook



**The Office of Accreditation, Placement, & Licensure**

## Table of Contents

<b>UTEC Appeals Committee Overview</b> .....	<b>3</b>
<b>Recommended UTEC Appeals Committee Make-up</b> .....	<b>3</b>
<b>Purpose</b> .....	<b>3</b>
<b>Process</b> .....	<b>3</b>
<b>Gates Descriptions</b> .....	<b>4</b>
<b>Gate I: Entrance to program</b> .....	<b>4</b>
<b>Gate II: Acceptance to Student Teaching/Internship</b> .....	<b>4</b>
<b>Gate III: Recommendation for Licensure</b> .....	<b>5</b>
<b>Retention in Educator Preparation Programs</b> .....	<b>5</b>
<b>Appeal Process</b> .....	<b>6</b>
<b>Program Faculty/Staff Appeal Process</b> .....	<b>6</b>
<b>Directions for Faculty</b> .....	<b>6</b>
<b>Student Appeal Process– Gate II: Acceptance to Student Teaching</b> .....	<b>7</b>
GPA Appeal Process.....	7
Ohio Assessments for Educator (OAE) Assessment Appeal Process.....	7
Dispositions Appeal Process .....	8
<b>Submitting an Appeal</b> .....	<b>8</b>
<b>Appeals Decisions</b> .....	<b>8</b>
<b>APPENDIX A</b> .....	<b>9</b>
<b>Student Appeal Coversheet</b> .....	<b>9</b>
<b>APPENDIX B</b> .....	<b>10</b>
<b>Faculty Appeal Form for Entry into Gate I</b> .....	<b>10</b>
<b>APPENDIX C</b> .....	<b>11</b>
<b>Program Appeal Application for Entry into Gate II</b> .....	<b>11</b>
<b>APPENDIX D</b> .....	<b>11</b>
<b>Gate II: Acceptance to Student Teaching/Internship Appeals FAQs</b> .....	<b>11</b>
<b>Glossary</b> .....	<b>12</b>

## UTEC Appeals Committee Overview

### Recommended UTEC Appeals Committee Make-up

- Members: 3 EHE (1 from each department), 1 Art or Music<sup>1</sup>, 1 Agricultural Sciences Education, 1 Regional, 1 Student Services, 1 EHE Administrator, ex officio: Director of the Office of Accreditation, Placements, & Licensure (APL).
- 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
- 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

### Purpose

This committee will review all appeals for undergraduate and graduate Educator Preparation Programs (EPP) and does not supersede other university appeals. All University-wide appeals processes are still available (see <http://ugeducation.Ohio State.edu/grievances.shtml>).

The purpose of this committee is as follows:

1. The Appeals Committee gathers documentation from program faculty or candidate related to candidates' progression through an EPP that does not follow the approved path. To maintain accreditation, it is necessary for UTEC to track how candidates are progressing through programs and when exceptions to the gate requirements are made.
2. When candidates submit appeals to the Appeals Committee, the committee will serve in an advisory role to provide guidance to the student and program faculty 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.
3. 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.
4. There are two paths for an appeal: a) student-generated—a student appeal to the committee using the guidelines and b) program-generated—a program puts forth a recommendation to the Appeals Committee on an appeal or set of appeals

### Process

- Appeals are sent to the Office of Accreditation, Placement, & Licensure. Program appeals will be evaluated by the Director of APL. Student appeals will be reviewed and voted on by the Appeals Committee.

---

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

- 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).

## Gates Descriptions

### Gate I: Entrance to program

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

- completed application
- 3.0 GPA for graduate candidates, 2.75 or higher for undergraduate candidates (by program)
- disposition evaluation
  - see Admissions Document  
<https://osu.box.com/s/au868jnw55le0rqvc3hmx69vh6nfyp97>
  - *note:* There may be program-specific requirements

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

- <http://ugeducation.Ohio State.edu/grievances.shtml> or
- <https://gradsch.osu.edu/handbook> or
- <https://www.ohiohighered.org/students/complaints>
- Students may also consult the Student Advocacy Center (<http://advocacy.osu.edu/>)

### Gate II: Acceptance to Student Teaching/Internship

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

- Gate I requirements
- valid and current background check
- 3.0 GPA for graduate candidates, 2.75 or higher for undergraduate candidates (by program)
- Ohio Standards for Educator Preparation (includes Opioid Module)
- minimum passing score on applicable Ohio Assessments for Educators assessments (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 (admission to student teaching) requirements to begin student teaching or internship. If a student is missing requirements (<http://ehe.osu.edu/educator-preparation/field-placement/>), they must satisfy them prior to registering for student teaching. If a student is not permitted to begin student teaching/internship due to not meeting the aforementioned

requirements, the Ohio State student has the opportunity to file a formal appeal to the UTEC Appeals Committee.

### **Gate III: Recommendation for Licensure**

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

- Gate I and II requirements
- completion of the program
- completed CFAST
- completed application on ODE SAFE account
- completion of edTPA
- official program sheet to demonstrate successful completion of all required components and expectations

### **Retention in Educator Preparation Programs**

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 Educator Preparation Program 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 Educator Preparation Program, including structured field experiences, practicum, student teaching, or internship.

Candidates who have been admitted into an Educator Preparation Program 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.

## Appeal Process

There are two paths for an appeal: a) student-generated—a student appeal to the committee using the guidelines and b) program-generated—a program puts forth a recommendation to the Appeals Committee on an appeal or set of appeals.

- Appeals are due on November 15<sup>th</sup> (spring student teachers) and August 1<sup>st</sup> (autumn student teachers)
- Appeals may be emailed directly to the Appeals Committee Chair, at [utec\\_appeals@osu.edu](mailto:utec_appeals@osu.edu)
- All decisions regarding appeals will be made by the Appeals Committee of the University Teacher Education Council (UTEC).
- The student will be notified via Ohio State email of the committee's decision.
- The appeals process may take up to 3 months.

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

- <http://ugeducation.Ohio.State.edu/grievances.shtml> or
- <https://gradsch.osu.edu/handbook> or
- <https://www.ohiohighered.org/students/complaints>
- Students may also consult the Student Advocacy Center (<http://advocacy.osu.edu/>)

### Program Faculty/Staff Appeal Process

It may be appropriate for program faculty or staff to request an appeal on the student's behalf so he/she/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 if only *one* criterion is deficient and the faculty recommend the candidate to be approved. Program faculty or staff complete the provided spreadsheet when submitting an appeal for Gate I (Appendix B) or Gate II ([Appendix C](#)) on behalf of the student. The appropriate spreadsheet is the only required documentation for a program appeal.

Program appeals are program initiated and supported appeals. The Appeals Committee gathers documentation from program faculty or candidate related to candidates' progression through an EPP that does not follow the approved path. To maintain accreditation, it is necessary for UTEC to track how candidates are progressing through programs and when exceptions to the gate requirements are made. Program-level appeals most often receive immediate approval.

### Directions for Faculty

If a faculty member has not already 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 met the above conditions.

When a student submits an appeal to the UTEC Appeals Committee, Faculty will be asked to provide a written response to the student's letter (e.g., justification of faculty decision). 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 Appeal Process– Gate II: Acceptance to Student Teaching**

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 a waiver of the requirement or conditional admission to student teaching/internship.

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

- current advising report and/or all relevant transcript(s)
- a copy of required test scores
- a completed Student Appeal Coversheet (Appendix A)
- a letter with an explanation for the appeal
  - limited to one (1) page, single spaced, 10-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, unreasonable decision, extenuating circumstances)
  - be specific
- see additional requirements for submission below

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.

#### GPA Appeal Process

For students with a GPA less than the minimum 2.75 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. Other acceptance to student teaching requirements are met

#### Ohio Assessments for Educator (OAE) Assessment Appeal Process

Students who have not achieved a passing score on all but one of the required OAE test(s), or two for Middle Childhood students, may appeal for an exception to this requirement if all of the following conditions are met:

1. Has not met the minimum passing score on one or more of the OAE test(s) (two for Middle Childhood), 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 Appeal Process

Students may appeal for an exception to dispositional requirement if all of 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

#### **Submitting an Appeal**

All appeals should be submitted to the Chair of the Appeals Committee via email to [utec\\_appeals@osu.edu](mailto: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 stored in Buckeye Box, and all Appeals Committee members will have access to that box. 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 appeal examines the following:

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

If the 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.



## APPENDIX A



### The Ohio State University Office of Educator Preparation Student Appeal Coversheet

Name: \_\_\_\_\_ Ohio State ID: \_\_\_\_\_  
Ohio State Email: \_\_\_\_\_ Phone: \_\_\_\_\_  
Major: \_\_\_\_\_ Advisor: \_\_\_\_\_

**Gate II Admission to Student Teaching** (select only one)

GPA                      OAE/OPI/WPT                      Disposition                      Missing Coursework

**Please attach all required documents**

Signature: \_\_\_\_\_ Date \_\_\_\_\_

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

## APPENDIX B

### Faculty Appeal Form for Entry into Gate I

Last Name	First Name	Program	Faculty recommended?	Acceptable Dispositions for admittance?	GPA >2.75	Program-specific requirements?	Signed Plan to meet requirements?	Additional Comments, if needed
-----------	------------	---------	----------------------	---	-----------	--------------------------------	-----------------------------------	--------------------------------

**Faculty recommended?** Faculty of program recommend this candidate have conditional approval

**Please answer using:** Yes, No, Not Applicable

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)

## APPENDIX C

### Program Appeal Application for Entry into Gate II

Last Name	First Name	Program	Faculty recommended?	Acceptable Dispositions?	GPA >2.75	Module I completed?	Module II completed?	OAE Pedagogy successfully completed?	OAE Content #1 passed?	OAE Content #2 passed?	Signed Plan for OAE Pass?	Taken OAE within 60 days prior to start date?	Next OAE scheduled?	Comments
-----------	------------	---------	----------------------	--------------------------	-----------	---------------------	----------------------	--------------------------------------	------------------------	------------------------	---------------------------	---	---------------------	----------

**Please answer using:** Yes, No, Not Applicable

**Faculty recommended?** Faculty of program recommend this candidate move forward

**Plan for OAE:** Has a one-on-one OAE preparation plan been developed with the student?

NOTE: Contact Office of Educator Preparation for any data you may need (OAE, Module I, etc.)

NOTE: If the following information is provided, the candidate is automatically accepted into student teaching: Faculty recommended, GPA, Module I completed, Module II completed, OAEs scheduled OR passed, preparation plan for OAEs in place, date for next OAE test verified.

## APPENDIX D

### Gate II: Acceptance to Student Teaching/Internship Appeals FAQs

#### What are the requirements for acceptance into student teaching/internship (Gate II)?

- Gate I requirements (admission into program)
- Valid and current background check
- 3.0 GPA for graduate candidates, 2.75 or higher for undergraduate candidates (by program)
- Ohio Standards for Educator Preparation (includes Opioid Module)
- Minimum passing score on content knowledge OAE
- Minimum passing score on 2<sup>nd</sup> content knowledge OAE (if applicable)
- Minimum passing score on professional knowledge OAE
- Minimum passing score on foundations of reading OAE (if applicable)
- Appropriate Dispositions
- Note: In addition to the items above, there may be program-specific requirements

#### When can a program submit an appeal?

- A program may submit an appeal when a student is only missing one of the above requirements. Complete the chart in [Appendix C](#) and email it to [utec\\_appeals@osu.edu](mailto:utec_appeals@osu.edu).
  - Note: Licensure areas that require 4 or more OAEs may be eligible if missing two OAEs.

#### When can a student submit an appeal?

- GPA Appeal- If you answer yes to the questions below, you can submit an appeal.
  - Is your current overall GPA 2.65 or higher?
  - Have you completed all other Gate II requirements?
- OAE Appeal- If you answer yes to the questions below, you can submit an appeal.
  - Are you missing more than one OAE?
  - Have you taken the missing OAEs within the last 60 days?
  - Have you completed all other Gate II requirements?
  - Do you have an advisor or faculty-approved plan to prepare for your missing OAEs?
- Disposition Appeal- If you answer yes to the questions below, you can submit an appeal.
  - Do you have a written explanation and plan for addressing/improving the area(s) of concern?
  - Have you completed all other Gate II requirements?

#### How does a student submit an appeal?

- Send the following items to [utec\\_appeals@osu.edu](mailto:utec_appeals@osu.edu).
  - current advising report and/or all relevant transcript(s)
  - a copy of required OAE scores
  - a completed Student Appeal Coversheet (Appendix A)
  - a letter with an explanation for the appeal
    - limited to one (1) page, single spaced, 10-point font, 1-inch margins, be specific
    - describe the reason for the appeal (e.g., Gate II Acceptance to student teaching)
    - describe the grounds for appeal (e.g., procedural error, unreasonable decision, extenuating circumstances)

#### When are appeals due?

- November 15<sup>th</sup> (spring student teachers)
- August 1<sup>st</sup> (autumn student teachers)

## 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.

**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.

**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).

**Endorsement** 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.

**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.