



University Teacher Education Committee (UTEC)

Appeals Advisory Committee Guidebook

Version 1.2

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UTEC Appeals Committee Make-Up, Purpose, and General Process

Recommended UTEC Appeals Committee

- 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: Assistant Dean of Educator Preparation
- 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 at a minimum of twice per year and other times as needed. Some meetings and votes may be electronic

This committee will review all appeals for the undergraduate-level Educator Preparation Programs and does not supersede other university appeals. All University-wide appeals processes are still available (see <http://ugeducation.Ohio State.edu/grievances.shtml>). An appeal may be brought forth by a program or a student.

Purpose

The purpose of this committee is twofold:

1. One purpose of the Appeals Committee is to gather documentation from program faculty related to candidates' progression through any program 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. The Appeals Committee will gather and maintain this information.
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.

The UTEC Subcommittee Appeals Committee oversees decisions in the following circumstances:

- Appeal to be accepted to student teaching if required GATE criteria are not met
- Extenuating circumstances

There are two paths for an appeal

- Student-generated—A student appeals to the committee using the guidelines
- Program-generated—A program puts forth a recommendation to the Appeals Committee on an appeal or set of appeals

Process

- Appeals may be sent to the Office of Educator Preparation and the Assistant Dean will determine if an urgent meeting is to be called.

¹ 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, and 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 that does not have representation on the committee 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).

Transition Gates

Transition Gates

Gate I: Entrance to program

Requires a

- completed application
- disposition evaluation
 - See Admissions Document <https://osu.box.com/s/9eespxpkvvod6r062sxn timer12oy2w385z>
 - NOTE: There may be program-specific requirements

Gate II: Acceptance to Student Teaching/Internship

Requires a

- completed ST/Intern form
- background check
- 2.75 cumulative GPA
- Module I: Ohio-specific standards and requirements
- Module II: Dyslexia (all programs except Early Childhood, Middle Childhood, and Intervention Specialist)
- Minimum passing score on applicable Ohio Assessments for Educators tests (content and professional knowledge)
- completed Unit Level Assessment Field Experience Form
- NOTE: In addition to the items above, there may be program-specific requirements

Gate III: Recommendation for Licensure

Requires a

- completion of the program
- completed Unit Level Assessment ST midterm and final forms
- completed application on ODE SAFE account
- background check
- official program sheet

Admission, Acceptance to Student Teaching/Internship, Retention, and Dismissal Procedures for the Educator Preparation Unit of The Ohio State University

Teacher Education Unit Appeals

When a student is denied entry into Gate I (admission to an Educator Preparation Program—<http://ehe.osu.edu/educator-preparation/licensure/>), the student may not pursue an appeal through UTEC. Rather, the student may pursue other appeals through other University processes (see <http://ugeducation.Ohio.State.edu/grievances.shtml> or <http://www.gradsch.ohio-state.edu/depo/pdf/handbook.pdf>), or the Chancellor's process (see <https://www.ohiohighered.org/students/complaints>). Students may also consult the Student Advocacy Center (<http://advocacy.osu.edu/>).

When a student is denied entry into Gate II (when an Ohio State candidate has not met requirements to entry into student teaching/internship), the Ohio State student has the opportunity to file a formal appeal to the UTEC Appeals Committee.

After acceptance to the program, decisions regarding continuation in a program (e.g., dispositions, program requirements, etc.) are not within the scope of the Appeals Committee. In those instances, the candidate must seek relief through 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 Dean who oversees that department) may dis-enroll the student immediately from the Educator Preparation Program, including structured field experiences, practicum, student teaching, or internship.

Acceptance into Student Teaching/Internship

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.

Retention in Educator Preparation Programs

Candidates who have been admitted into an Educator Preparation Program must continue to meet all criteria that were 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.

Student Appeal Process

Students who have not met the requirements for advancing through Gate II have the option of appealing and may be granted a waiver of the requirement or conditional admission to student teaching (Gate II) to the program.

If a student brings forth the appeal, he/she may do so only under the conditions described in each area.

To begin the appeal process, each student must submit (a) their current advising report or transcript, (b) a copy of required test scores, (c) a completed Appeals Application Form, and (d) a letter with an explanation for the appeal. Incomplete appeals packets will not be reviewed.

Appeals are due the 15th of every month (except December, June, and July). All decisions regarding appeals will be made by the Appeals Committee of the University Teacher Education Council. 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 (see <http://ugeducation.Ohio State.edu/grievances.shtml> or <http://www.gradsch.ohio-state.edu/depo/pdf/handbook.pdf>), or the Chancellor's process (see <https://www.ohiohighered.org/students/complaints>). Students may also consult the Student Advocacy Center (<http://advocacy.osu.edu/>).

GATE II: Acceptance to Student Teaching

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) Test 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 conditional admission requirement if all of the following conditions are met:

1. All but one of the OAE test(s) meet minimum passing score (two for Middle Childhood)
2. The needed OAE test(s) has been taken at least once within the last 60 days of the submitted appeal
3. An advisor-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 admission 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
 - a. See appendix for UTEC Dispositions Form. You may use this form (or a program-specific dispositional form) to 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

Missing Coursework or Curriculum Appeal Process

A student may appeal for an exception to complete requisite coursework or curriculum (Module I or Module II) if the following conditions are met:

1. Only one requisite course is needed
2. Other acceptance to student teaching requirements are met

NOTE: Courses must be taken in the next semester, next time offered, or in the next summer term

General Process

Student should submit by the 15th of a month a letter to the faculty in the program they are appealing. All appeals should be submitted to the Chair of the Appeals Committee via email to utec_appeals@osu.edu, who will submit the appeal materials to the program faculty. The faculty in that program will have 2 weeks to respond to student appeals. 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. Any complicated appeals will result in a (virtual) meeting; all other decisions will be made electronically.

If the following are met, the appeal moves forward for review:

1. Student materials are complete (letter and appeal)
2. Letter has followed instructions

Review of appeal examines the following:

1. Did faculty submit a letter?
2. Does documentation provided 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.

Students who have not met the requirements for advancing through Gate II have the option of appealing and may be granted a waiver of the requirement or conditional admission to student teaching (Gate II) to the program.

If a student brings forth the appeal, he/she may do so only under the conditions described in each area.

To begin the appeal process, each student must submit: (a) their current advising report and/or all relevant transcript(s), (b) a copy of required test scores, (c) a completed Appeals Application Form, and (d) a letter with an explanation for the appeal.

Directions for Letter Student

Each letter is limited to one page, single spaced, 10 point font, 1 inch margins. In the first two sentences, describe the reason for the appeal (e.g., Gate II Acceptance to student teaching). In the remainder of the letter, the student must describe the grounds for appeal (e.g., procedural error, unreasonable decision, extenuating circumstances). Be specific. Provide clear examples and evidence, whenever possible. This is not the place to complain about the process, but to provide your case for the appeal. Terms that might be appropriate for use in this letter are provided in the Glossary.

Forms



THE OHIO STATE UNIVERSITY

**The Ohio State University
Office of Educator Preparation
Student Appeal Application**

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

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.