

**UTEC**  
**4/1/16**  
**Teacher Education Admission**

## **Background**

UTEC has been discussing three significant developments as part of on-going conversations regarding admission standards for teacher preparation programs at Ohio State.

- First, the higher admission minimum standards of 3.0 GPA and 21 ACT for students majoring in education, initially proposed by the Ohio Department of Higher Education for implementation in Autumn 2016, has prompted faculty to consider the implications;
- Second, the potential implementation of these higher standards has raised concerns about their impact on enrollments, specifically in light of efforts to build a diverse and inclusive student base for our future teaching corps and to ensure the accessibility of programs to students who change campus or transfer to Ohio State;
- And third, the specific attributes for student success in certain teacher preparation programs include factors in addition to GPA and ACT that would not be considered in those higher standards and/or could bar students who do not excel in the traditional measures of GPA and ACT.

## **Admission Standards for Teacher Preparation Programs at Ohio State University**

Proposals for revised admission standards must work through the normal departmental, college, and university approvals, but UTEC could provide support for a proposal as it moves through these steps.

To be admitted into a teacher preparation program, students must reach two levels of admission criteria, one is the unit level, regardless of chosen area, and the other is the specific program area.

### **Unit admission criteria.**

All students applying to any teacher preparation program must satisfactorily have and/or complete the following:

- Background check from the Bureau of Criminal Investigation and Identification (BCI&I) as well as from the Federal Bureau of Investigation (FBI).
- Survey of dispositions.
- Completion of all state-required assessments and application for licensure.

## **Program admission criteria.**

This multiple option approach is intended to meet the need for high admission criteria for rankings, but still allow for flexibility needed by the various programs across the university.

### *Option one: Direct enrollment from high school*

With the direct enrollment option, first-year students could meet criteria set by each program, and be directly and competitively enrolled into the program. Minimum unit standards for the direct enrollment option are a high-school GPA of 3.0 on an unweighted 4.0 scale, and an ACT composite of 21 or a SAT range of 980-1100. Each program will develop its own criteria, which may be greater than the minimum set for the unit and may include class rankings as a consideration. This variation will be necessary to manage enrollment and capacity limits for each program area. In order to retain their status in the direct enrollment option students must meet continuation criteria identified by each program. Students who continue to meet these explicit and clearly communicated expectations would not need to participate in the Option Two process. Faculty will determine the ratio of students directly enrolled to total students enrolled to allow for a substantive number of Option Two enrollees.

### *Option two: Program admission for current OSU students*

With option two, students already admitted to the university could be admitted into the program. Minimum unit standards for the option two admission include a 2.75 college GPA (which may be calculated inclusive of all post-secondary academic work or only work completed at OSU, depending on the program) and a survey of dispositions. Time of program entry (rank 2 or above) will be determined by program faculty. Additional criteria developed by program faculty may include multi-point, holistic, discipline-appropriate admissions standards that are known to predict student success and teacher success in their particular field. An example of this holistic approach to admissions discussed at UTEC was as a portfolio of creative work or a performance audition to demonstrate a student's experiences and accomplishments in a specific field of study. Within this option, explicit criteria would be determined and used to assess a portfolio-based or audition-based model. Each individual would be assessed using these criteria, and data would be compiled to clearly document why some students were admitted and others were denied. Flexible criteria with consistent application in each program will be key, as each program may determine its own admission guidelines.

### *Option three: Program admission for students entering OSU as transfer students or through an articulation agreement*

Students could be admitted into the program after they complete a specified course of study from an accredited institution. Minimum unit standards for admission

include a combined cumulative college GPA of 2.75, inclusive of all post-secondary academic work, and a survey of dispositions. Additional criteria developed by program faculty, may include multi-point, holistic, discipline-appropriate admissions standards that are known to predict student success and teacher success in their particular field. An example of this holistic approach to admissions discussed at UTEC was as a portfolio of creative work or a performance audition to demonstrate a student's experiences and accomplishments in a specific field of study. Within this option, explicit criteria would be determined and used to assess a portfolio-based or audition-based model. Each individual would be assessed using these criteria, and data would be compiled to clearly document why some students were admitted and others were denied. Flexible criteria with consistent application in each program will be key, as each program may determine its own admission guidelines.