

Longwood University
GENERAL ACADEMIC PROPOSAL/POLICY COVER SHEET

This cover sheet is intended to provide information to members of the Education Policy Committee (EPC) about a new proposal/policy or about revisions to an existing proposal/policy.

If you are proposing a new policy, then attach the text of the policy to this form. If you are proposing a change to an existing policy, then attach the text of the current policy with any deleted language marked by a strikethrough and with new language marked by an underline. If you are deleting a policy, then attach the text of the policy to be deleted.

PREPARERS: -Office of the Associate Dean of the College of Education & Human Services
 -Office of Professional Services (OPS)

TOPIC: Changes to G.P.A. requirements for admission to teacher preparation program

BACKGROUND: The Office of Professional Services coordinates the application process for admittance to the Teacher Preparation Program (TPP) and all field and clinical placements that prepare teacher candidates to enter the field of education. While the initial Practicum one-week can be completed prior to admission to Teacher Prep, all subsequent field placements require admission into the TPP. Currently, TPP admission requirements include course prerequisites; qualifying test scores, positive faculty recommendations, and an overall GPA of 2.5 or higher (see pages 300-307 in the 2014-15 undergraduate catalog). The recent distribution of CAEP standards for academic admission has necessitated a change to this policy, however. CAEP Standard 3.2 reads as follows;

3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0...

In an effort to align with these CAEP requirements the change being proposed here will move the requirement for admission into the TPP from an *individual* GPA requirement of at least 2.5 to a *cohort* average of at least 3.0. The "cohort" would be defined as all students applying for admission into the TPP in a given semester (fall, spring, or summer). In order to ascertain the number/ percentage of prospective teacher candidates who would potentially be impacted by this change, average GPAs have been calculated for each of the last six semester cohorts (see Table A). Dating back to Spring 2012, we have shown on the attached supporting documents that cohort averages for GPAs have ranged from 3.157 to 3.193 with a high level of consistency. It is the view of the Offices within the CEHS that are identified above that this change will have a minimal impact on our efforts to recruit a diverse and well-prepared teacher pool.

SUMMARY OF NEW POLICY OR PROPOSED CHANGES OR DELETIONS TO AN EXISTING POLICY (Provide a brief list or statement describing the content of the policy or the proposed changes or deletions):

Effective with the fall 2015 cohort of TPP applicants, admission into the Teacher Preparation program will work at two tiers. Longwood University students with an overall GPA of at least 3.0 will be immediately eligible for admission to the Teacher Preparation Program, and will have their applications to the program processed after the October 1st or March 1st deadline in advance of the advising and registration period. Note that all other admissions criteria remain intact (prerequisite coursework, faculty recommendations, and qualifying test scores).

Prospective teacher candidates who have an Overall GPA ranging from 2.5 to 2.99 will be put on a waitlist by the Office of Professional Services (OPS) and admitted in descending GPA order such that the cohort average GPA remains at 3.0 for any given semester. In other words, OPS will admit as many other students as mathematically possible while maintaining the cohort's average GPA at the 3.0 required by the Council for the Accreditation of Educator Preparation (CAEP). These calculations will not be completed for these waitlisted students until the end of the semester of application, which means that improvements in the GPA during that semester would improve students' chances of admittance and semesters' end. In the event that students cannot be admitted as part of the semester's cohort, they will be expected to work with their academic advisors to develop a plan for improving their Overall GPA, which may include course retakes and/or tutoring services. Students will remain on the waitlist until such time as they have the 3.0, can be admitted as part of a future cohort, or request that the OPS cancel their application to the Teacher Preparation Program.

Students transferring to Longwood who have less than one full semester of coursework at Longwood may use their GPA from their previous institution in lieu of the Longwood overall GPA for purposes of TPP admission. The calculations used to determine admission of wait-listed candidates will be conducted by the Office of the Associate Dean of the CEHS in conjunction with the OPS. These Offices are asking that this policy be written into the fall 2015 catalog while also being immediately applicable to the cohort applying to the TPP in the fall of 2015. This will enable Longwood to be fully compliant with this aspect of the regulations in CAEP Standard 3.2.

This compliance would come with what is anticipated to be a minimal impact on the net number of applicants to the TPP. Table A shows GPA data from the past six cohorts (Fall 2012 through Summer 2014), demonstrating sufficiently high cohort averages to assure that all of these teacher candidates would have been admitted under this new policy, even if approximately 38% would have had to wait until the end of their semester of application (based upon 61.7% having had GPAs of at least 3.0 at the time of application).

*Note that the OPS uses a separate GPA requirement for students to be admitted to the *Student Teaching* semester, which typically occurs 1-2 years later in the program after TPP admission. A required cumulative GPA of 2.5 is required in both overall and major courses at the time of application to Student Teaching. It is being recommended here that this requirement remain unchanged, despite the potential for some confusion in the use of different requirements at these two stages of the program. While the analysis of past cohort data cited above shows that there should be a minimal

impact on the composition of the Teacher Preparation Program, moving the Student Teaching GPA to a similar threshold of 3.0 would have a substantial impact on the number of students eligible to student teach. The roughly 33% of current Student Teachers who would have been prevented from this final clinical experience would have few remaining options to either improve their GPAs or complete their degrees. In addition, developing a similar cohort average requirement at the student teaching stage would not be a feasible option as placement arrangements for student teaching are framed well in advance of the start of the semester. Mathematically calculating the eligibility of wait-listed students at the end of the fall semester, for example, would mean that the student teaching placements arranged for those students to start in January would also be on-hold. This would likely increase the necessity to cancel arranged placements, a circumstance the OPS is working to avoid. In addition to these reasons, the change to a Student Teaching GPA requirement is not a CAEP requirement so keeping this requirement unchanged has no impact on CAEP compliance.

Table A:

Semester	Program	#	Mean GPA	Low range	High range	# above 3.0	% above 3.0
Fall 2012	Science Ed	1	3.267	---	---	1	100%
	English Ed	4	2.935	2.587	3.270	2	50%
	History Ed	4	2.869	2.549	3.625	1	25%
	Math Ed	1	3.035	---	---	1	100%
	Liberal Studies	32	3.221	2.638	3.950	23	71.8%
	Art/Music/Theatre	2	3.602	3.221	3.982	2	100%
	Phys Ed	0					
	Modern Lang	0					
	Overall	44	3.177			30	68.1%
Spring 2013	Science Ed	1	3.083	---	---	1	100%
	English Ed	5	3.013	2.710	3.540	2	40%
	History Ed	4	3.305	2.968	3.570	3	75%
	Math Ed	0					
	Liberal Studies	39	3.153	2.471	3.875	24	61.5%
	Art/Music/Theatre	2	3.373	2.916	3.830	1	50%
	PhysEd	0					
	Modern Lang	0					
	Overall	51	3.159			31	60.8%
Summer 2013	Science Ed	1	3.641	---	---	1	100%
	English Ed	1	3.730	---	---	1	100%
	History Ed	0					
	Math Ed	1	3.273	---	---	1	100%
	Liberal Studies	19	3.100	2.504	3.586	12	63.2%
	Art/Music/Theatre	2	3.580	3.572	3.587	2	100%
	PhysEd	4	2.785	2.620	2.931	0	0%
	Modern Lang	2	3.860	3.720	4.000	2	100%
	Overall	30	3.185			19	63.3%
Fall 2013	Science Ed	1	2.965	---	---	1	100%
	English Ed	3	3.519	3.142	3.752	3	100%
	History Ed	9	3.193	2.438	3.863	6	66.7%
	Math Ed	1	3.800	---	---	1	100%

	Liberal Studies	116	3.192	2.246	4.00	71	61.2%
	Art/Music/Theatre	7	3.066	2.508	3.863	3	42.9%
	PhysEd	1	2.874	---	---	0	0%
	Overall	138	3.193			85	61.9%
Spring 2014	Science Ed	0					
	English Ed	1	3.543	---	---	1	100%
	History Ed	7	3.059	2.498	3.838	4	57.1%
	Math Ed	0					
	Liberal Studies	40	3.177	2.551	3.838	24	60%
	Art/Music/Theatre	7	3.246	2.707	3.802	4	57.1%
	PhysEd	10	3.045	2.610	3.710	5	50%
	Overall	65	3.157			38	58.5%
Summer 2014	Science Ed						
	English Ed						
	History Ed	1	2.903	---	---	1	100%
	Math Ed						
	Liberal Studies	29	3.186	2.508	3.957	17	58.6%
	Art/Music/Theatre						
	PhysEd						
	Overall	30	3.177			18	60%
Overall	Science Ed	4	3.239				
	English Ed	14	3.188				
	History Ed	25	3.110				
	Math Ed	3	3.198				
	Liberal Studies	275	3.181				
	Art/Music/Theatre	20	3.265				
	PhysEd	15	2.964				
	Modern Language	2	3.860				
	Overall	358	3.178				221 students with GPA of 3.0 or higher (61.7%)

RATIONALE FOR THE POLICY OR PROPOSED CHANGES (Provide a brief statement as to why the new policy, the changes, or the deletion is needed):

As stated above, changes to this existing policy on TPP admittance are needed to bring the program into alignment with CAEP Standard 3.2. By bringing the change about in this manner, the CEHS is anticipating a minimal change in the breadth and representation of our teacher candidate pool. While there is some research that shows that undergraduate GPA is among numerous metrics with predictive validity for future success, numerous studies have shown there to be a minimal relationship between college GPA and teacher effectiveness. In a 2008 meta-analysis of this research appearing in the American Educational Research Journal, D'Agostino and Powers found that GPA was "at best modestly related to teacher competency." Among the studies cited in the meta-analysis was a 1976 study entitled "College GPA as a Predictor of Teacher Competency," which found that GPA to be statistically insignificant as a predictor of teacher success after GPAs below 2.30 were excluded.

What this means is that while we can use such policies as an incentive for students to focus on improving their GPAs (by making admission to the TPP automatic if above 3.0), we do not want create circumstances in which the GPA overshadows the importance of the college's goal of moving toward a more diverse and inclusive teacher pool.

**GENERAL ACADEMIC PROPOSAL/POLICY COVER SHEET
SIGNATURE PAGE**

- 1. Educational Policy Committee _____
- 2. Faculty Senate _____
- 3. *VPAA _____
- 4. *BOV/SCHEV - VPAA will submit materials for approval
- 5. Date received by Registrar _____

*Substantive change (see definition and consult EPC chair prior to submitting materials)

All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year’s catalog, all paperwork must be submitted no later than:

**February 1st to the College Curriculum Committee
March 1st to the Educational Policy Committee (EPC)**

Submission within the deadlines does not guarantee processing in time for the next academic year’s catalog.

Revised June 2012