



Ohio State College Prep Form

For applicants attending U.S. high schools only

Instructions for the student — Complete Section 1 and submit the form to your high school counselor to complete the remaining sections. This form **must** be submitted along with your application and high school transcript.

Instructions for the counselor — Complete Sections 2, 3, and 4. After completion, sign and return with a high school transcript and application materials (include a high school profile, if applicable).

Section 1: To be completed by the student (please print)

Name _____ Date of birth _____ / ____ / ____
Last First Middle initial month day year Social Security Number (optional)

High school name _____ City _____ State _____ Zip _____

Section 2: College preparatory curriculum (to be completed by the high school counselor or principal)

College preparatory subject areas and typical examples (see page 24 for details)	Course work in progress
Ohio State recommends the six subject areas described below for students preparing for college. These areas of study are further described on the following page.	Please list below the courses and number of units this student is taking in the senior year that meet the college preparatory curriculum descriptions at the left.
College preparatory English English 9, 10, 11, 12; American Literature; English I, II, III, IV; English Literature; etc.	
College preparatory mathematics (<i>Algebra I counts when taken in the eighth grade</i>) Algebra I, geometry, algebra II, precalculus/calculus, or alternative curriculum as described.	
College preparatory science (<i>with significant laboratory experience</i>) Earth science, biology, chemistry, physics, etc.	
College preparatory social studies World history, American history, American government, principles of democracy, etc.	
Foreign languages (<i>Two units must be in the same language. High school-level foreign language counts when taken in the eighth grade.</i>) Spanish, French, German, Russian, Latin, etc.	
The arts Art/studio art, visual arts, photography, cinema, music, dance, theatre, drama, oral interpretation, etc.	

Section 3: Verification of student data (to be completed by guidance counselor or principal)

For Ohio counselors only

This student is exempt from passing or has passed all sections of the Ohio Graduation Test (formerly the Ohio Ninth Grade Proficiency Test) and is eligible to receive a high school diploma.

Yes No

For Ohio counselors and non-Ohio counselors

_____ / _____ based on _____ based on _____
Cumulative Class size Semesters Cumulative Semesters
 class rank GPA

This is a weighted class rank.

The GPA scale is: 4.0 other, please specify _____
 weighted unweighted

The student will have completed college credit while in high school.

_____ City _____ State _____
Previous high school(s)

Section 4: Official validation of correct information (by high school counselor or principal)

The high school official identified here certifies that the information contained on this form is accurate and complete.

Signature of counselor or principal (original signature) _____ High school telephone number _____ High school ACT/CEEB code _____ Date completed _____
If U.S.

College preparatory curriculum common definitions

College preparatory subject areas

The following are brief descriptions of the recommended areas of preparatory course work as endorsed by the council of admission officers of the state-assisted universities in Ohio.

English

English course work should allow the student to develop a basic command of language, sentence, paragraph, and essay skills through reading and writing.

Any writing experience should allow for logical development and organization and should be recursive in nature. Practice should be stressed to achieve competency. Key writing characteristics should be covered, including language and diction, grammar and mechanics, sentence structure, paragraph structure, and writing organization.

Course work should provide students with substantial opportunity to develop strong communication skills in expository writing using edited American English.

The development of reading skills is also important. Analysis of literature might encompass thesis recognition, use of paraphrasing, analyzing and evaluating ideas, and relating personal viewpoints through discussion. Any study of literature would probably also involve the analysis of character, plot, image, symbolism, theme, point of view, and structure.

In addition, students should study significant works of American and world literature, become proficient readers, and learn basic library research processes and strategies.

This requirement does not apply to students who must submit a TOEFL score (see English Language Proficiency on page 11). Deficiencies are identified through a mandatory English placement exam during orientation, which occurs prior to the start of the quarter.

Mathematics

The minimum core of mathematics consists of three units, based upon Algebra I, Geometry, and Algebra II.

All college-intending students, regardless of their perceived interests or prospective majors, should experience mathematics in their senior year so that they may be ready for the competitive challenges that lie ahead. A fourth unit of college-preparatory mathematics is recommended.

Algebra I Basic topics including linear equations and systems of equations, integer exponents, polynomial products, factoring, together with the analysis and solution of word problems.

Geometry Basic properties of geometric figures in two and three dimensions, applications of geometric formulas, right triangle, trigonometry, basic postulates of Euclidean geometry, and construction of proofs of geometric theorems. Experience in visualizing and drawing in two and three dimensions is important.

Algebra II Extensions of Algebra I including quadratic equations (and the method of completing the square), complex numbers, polynomials, rational expressions, graphs of functions, fractional exponents, radicals, linear and quadratic inequalities, absolute value inequalities, arithmetic and geometric sequences, the binomial theorem, together with the analysis and solution of word problems.

Fourth-Year Recommendations Some high schools also are able to offer a course in probability and statistics, or in computer programming, or in precalculus or calculus. These courses are valuable college preparatory courses for students who can take them in addition to the courses described above.

Science

Science course work should stress an inquiry method of learning that will allow the student to synthesize scientific ideas through problem solving.

Utilization of facts is most important. Courses should strive for an analytical approach that is objective and logical.

Course content should cover identifying and defining scientific problems, suggesting hypotheses, interpreting data, doing quantitative and symbolic reasoning, making comparisons, distinguishing facts from hypotheses and opinions, and applying scientific principles and laws. Significant student laboratory experiences should be part of each course to reinforce concepts. Such exploratory and investigative activities should employ observation, measurement, quantification, and estimation skills.

Finally, it is essential that course work allow the student to become familiar with scientific vocabulary through the reading of magazines and books in the field and through the writing of reports.

Social studies

Social studies course work should enable students to develop an idea of how their cultural heritage evolved. It should provide a knowledge of how they can participate in our democratic process and how our democratic institutions interact with our free enterprise system.

Such course work should facilitate the development of problem-solving learning skills, objective analysis, historical research and writing, inquiry techniques, discussions skills, tolerance of conflicting viewpoints, note-taking, and essay composition. In addition, courses should also provide in-depth study, incorporate significant library usage, and emphasize extensive report writing.

Foreign language

Foreign language course work should focus on listening, speaking, reading, and writing skills. A fundamental grounding in grammar and syntax is desired. Conversational experience with a firm understanding of such discourse is important. In addition, students should be able to express their thoughts in written form in the chosen foreign language. Ohio State will accept American sign language to fulfill this requirement.

If your native language is not English, you may use your native language course work to meet this requirement.

The arts

Appropriate fine arts experiences for high school students preparing for college should include essential content in the following: (a) creating or performing works of art, (b) understanding the history of the arts, and/or (c) responding to the aesthetic features of works of art.

Ohio State will accept the following courses to fulfill visual and performing arts requirements:

- Visual arts, including drawing and painting, printmaking, sculpture and other three-dimensional media, photography, cinema.
- Music, including vocal, instrumental, theory, composition.
- Theatre and drama, including performance, production, oral interpretation, speech.
- Dance, including performance, choreography.
- Multidisciplinary arts, including courses with two or more arts areas, aesthetic education, humanities, arts appreciation.
- Agricultural education, including design and construction, horticulture, metal working, woodworking.
- Other, including clothing design and construction, drafting, mechanical drawing.

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