**List of Revisions**

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| **Reviewers’ Concerns** | **Relevant Changes** |
| As you prepare your revision, please unblind the article and add back in any "author" citations. | “Author” citations replaced accordingly in-text, in the Acknowledgement, and in the References. |
| **In-Text Comments** |
| According to APA, parenthetical citations always need the author and year. | Dates added to all parenthetical citations where they were missing. |
| n/a | Corrected a citation order error in paragraph 2 of the literature review |
| Interest~~ed~~ ; objectively | Corrected. |
| This is the first instance of this citation, thus all authors names should be listed rather than use et al. | Replaced with the full citation. |
| Kosnik, ~~Brown, & Beck~~ et al., 2005 | Corrected. |
| “…particularly if students receive help from outside sources when submitting their application” * Has this been shown to occur to a significant degree? If so, it would be helpful to the reader if you could mention that this is common, and how common?
 | Added two sentences clarifying that1. Receiving outside help on admissions tools is common in the United States, and
2. Canadian researchers have expressed concern about this affecting the reliability of written statements
 |
| Inter-~~rated~~ rater | Corrected. |
| Throughout this manuscript, you seem to be using “c.f.” to mean either “for example”, “see”, or “see also”. This is incorrect. The abbreviation “cf.” (no period between the letters) should only be used to provided contrasting or opposing information, that is, examples of studies or other sources which oppose what you have presented. To compare like things, the words “see” or “see also” should be used, and to offer examples of studies which support your claims, “e.g.” should be used. Please review your use of such abbreviations throughout, and consult APA rules to determine the correct one in each case. | Incorrect cf.’s have been removed throughout, and replaced with the appropriate see’s/e.g.’s |
| Does this refer to a candidates overall GPA from their undergrad degree? What if a candidate has 2 or 3 degrees already (additional bachelor’s degrees, grad and professional degrees), what courses are considered in this average? All of them, or just the most recent degree? | Added two sentences clarifying that these particulars vary significantly from institution to institution.  |
| Does this mean mid-70s, mid 80s, or what? Not all readers will understand the grade letter scheme as it differs by jurisdiction and from one institution to the next. | Corrected the consecutive average requirements and converted to use percentage scales consistently. |
| Since, in most cases, the concurrent degree is a applicants’ first degree, is the average that is considered for admission based on high school average? Perhaps I am not understanding this correctly. Can you clarify? | This is correct. Added a sentence to clarify. |
| n/a | Corrected an error in the list of Ontario’s three certification levels |
| Tyndale University College | Added. |
| …~~but~~ however Nipissing is, to our knowledge, the only ~~such requirement in an~~ Ontario institution to have such a requirement for an Aboriginal education program. | Changed. |
| ~~In that~~ as | Changed. |
| **Overall Comments** |
| This study would have been strengthened by an examination of the reasons why particular programs use particular admissions criteria. What value do faculty and admissions committees place on written statements as compared with references, interviews, etc. Rather than just assuming the reasons why particular criteria are used as opposed to others (e.g. cost effectiveness, objectiveness, time required, etc.), it would have been valuable to ask the program representatives about their reasons, motivations etc. Since the researchers were already sending these representatives questionnaires, and following up in conversation, the addition of these sorts of questions was perhaps feasible.  | This is useful feedback and is an important area to explore in further research with Ontario’s teacher education programs. The purpose of this study was to identify the admissions practices of Ontario’s teacher education programs during the transition to the four-semester structure, and to provide Ontario’s teacher educators with access to descriptive data that is otherwise not clearly or consistently presented. We believe that critically examining why particular tools are used is a valuable discussion, but one that requires a strengthening of trust and collaboration across Ontario’s teacher education programs. An in-depth investigation of this question was therefore not feasible for the scope of the present study. |
| Review your use of the abbreviation “c.f.” within parenthetical citations. Consult APA rules and the meanings of the abbreviation, and consider “e.g.”, “see”, and “see also” as replacements for someof your c.f.’s. | Changed – see in-text comment about cf.’s above. |
| I think readers would benefit from a little more explanation of academic averages. American literature refers to GPA, and usually specifies undergraduate GPA, or high school GPA, which are both understood terms. I know that GPA is not as common a term in the Canadian context, and “academic average” is likely the best term to use, however I feel that the reader is left wondering exactly what is being averaged in these calculations. Do all institutions average the same thing? Is it always the entirety of one’s undergraduate credits that are averaged, or do some institutions only average the last X credits that a student completed? What if a student has already completed a Masters or PhD program, do these credits get included in the average? What about the case of concurrent degree applicants? Is it high school marks that are averaged? There are enough unanswered questions that the reader is left with here to warrant some clarifying discussion in the manuscript. | Clarified (as noted above) that each institution calculates the academic average using unique criteria. Also clarified that academic averages are also referred to as GPAs, and clarified that concurrent averages tend to be based on students’ high school averages. As GPAs are usually measured on a non-percentage scale (e.g., 4.0), and since almost all of the participating institutions instead use specific percentages, we believe academic average is the term that best describes what is being used in the Ontario context.  |