



Approved by the
Ohio Department of Education
NCATE Accredited

Wittenberg University

THE INSTITUTION AT A GLANCE

Public Private ✓
Total institutional undergraduate enrollment 2,243
Total institutional graduate enrollment 18

TEACHER EDUCATION AT A GLANCE

Program Description

Institutional Mission: Wittenberg University strives to educate students by developing in harmony the intellectual, spiritual, aesthetic, social and physical qualities which characterize wholeness of person. Wittenberg's primary purpose is to provide a learning environment and a teaching faculty of superior quality committed to liberal arts education and designed to impart knowledge, inspire inquiry, and encourage independent thought so that Wittenberg men and women will live responsibly, think critically and creatively, judge rationally, communicate effectively, appreciate the aesthetic, and develop a commitment and enthusiasm for learning that will last throughout their lives. Mission of Teacher Education: Wittenberg's teacher education program integrates the ideals of moral responsibility, social consciousness and vocational commitment into the lives of teachers so that their character, competence and community involvement establish them as leaders for constructive social change.

Program Highlights

During the 2002-2003 year, Wittenberg offered its Master of Arts in Education degree program for the second year. Eighteen practitioners enrolled in the program to develop strategies that result in student learning. Master teachers have been appointed as Teaching Associates, and they help design and teach many of the courses. With the support of funding from a Fund for the Improvement of Post Secondary Education grant, the University also developed courses to help teachers attend to the cognitive and social/emotional needs of young people.

CONTACT INFORMATION

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In the undergraduate program, practitioners teach some of the content methods courses. These courses help our teacher candidates develop strategies for teaching in particular subject fields. These courses immediately proceed student teaching provide connections between academic content standards and student teaching responsibilities.

Working in partnership schools continues to be a large component of our teacher preparation program. This type of collaboration coincides with our theme of Educational Leaders for Constructive Social Change. In 2002-2003, we continued our partnership with seven local schools where our students might be placed in higher numbers for field experience.

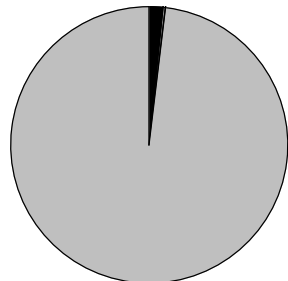
These schools are all located in urban environments. In conjunction with the teachers at the buildings, we are developing experiences that will help our students gain the skills and background necessary to succeed in public education. The partnerships are also meant to help the schools. This was the case in one local middle school where over 50 of our first year students tutored local students throughout the term on subjects related to Ohio proficiency tests.



Student Enrollment

Note: Data are analyzed by specific license which may result in a duplicate count of individuals who are seeking multiple licenses.

✓ Total enrollment in teacher education 194



- African American (1.55%)
- Asian (0.00%)
- Hispanic (0.52%)
- Native American (0.00%)
- Other/Unknown (0.00%)
- Pacific Islander (0.00%)
- White (97.94%)

Entrance Requirements

To be admitted to the teacher education program, prospective students must meet the following requirements (list is non-inclusive):

	U/G	G
✓ Minimum High School GPA	2.5	NA
✓ Minimum Undergraduate GPA	NA	3.0
✓ Interview	No	Yes
✓ Recommendations	No	Yes
✓ Essay	No	Yes

✓ Total number of students newly admitted to teacher education 123

Student Teaching

- ✓ Average number of weeks of supervised student teaching required 10
- ✓ Average number of student teaching hours required per week 30
- ✓ Average number of hours required for student teaching 300
- ✓ Total number of students in supervised student teaching 64
- ✓ Number of faculty members who supervised student teachers 14
- ✓ Student teacher/faculty ratio 5:1
- ✓ Full-time faculty in professional education 11
- ✓ Part-time faculty in professional education who work full-time in the institution 0
- ✓ Part-time faculty in professional education not otherwise employed by the institution 11

Exit Requirements

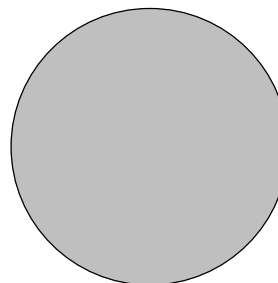
To successfully complete the teacher education program, students must meet the following requirements (list is non-inclusive):

	U/G	G
✓ Minimum GPA	2.5	3.0
✓ Successful completion of student teaching	Yes	No
✓ Successful completion of internship	Yes	No

Program Completers

Note: Data are analyzed by specific license which may result in a duplicate count of individuals who are seeking multiple licenses.

✓ Total number of individuals completing teacher education 74



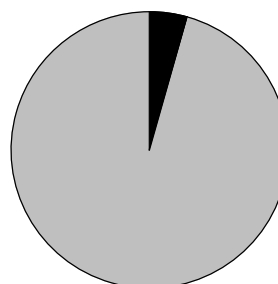
- African American (0.00%)
- Asian (0.00%)
- Hispanic (0.00%)
- Native American (0.00%)
- Other/Unknown (0.00%)
- Pacific Islander (0.00%)
- White (100.00%)

Recommendations for Licensure

Note: Data are analyzed by specific license which may result in a duplicate count of individuals who are seeking multiple licenses.

- ✓ Total number of individuals regardless of date of completion 74
- ✓ Total number of program completers recommended for licensure 74

Faculty Demographics



- African American (4.55%)
- Asian (0.00%)
- Hispanic (0.00%)
- Native American (0.00%)
- Other/Unknown (0.00%)
- Pacific Islander (0.00%)
- White (95.45%)

Praxis II Pass Rate Data

Professional Knowledge	# Taking Praxis	# Passing Praxis	% Passing Praxis
PRINCIPLES LEARNING & TEACHING 5-9	14	12	86%
PRINCIPLES LEARNING & TEACHING 7-12	22	22	100%
PRINCIPLES LEARNING & TEACHING K-6	10	10	100%
PROFESSIONAL KNOWLEDGE	1	NC	NC
Academic Content Areas	# Taking Praxis	# Passing Praxis	% Passing Praxis
ART CONTENT KNOWLEDGE	5	NC	NC
BIOLOGY CONTENT KNOWLEDGE PART 1	4	NC	NC
BIOLOGY CONTENT KNOWLEDGE PART 2	4	NC	NC
EARLY CHILDHOOD EDUCATION	28	28	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	1	NC	NC
MATHEMATICS: CONTENT KNOWLEDGE	2	NC	NC
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	4	NC	NC
MIDDLE SCHOOL MATHEMATICS	7	NC	NC
MIDDLE SCHOOL SOCIAL STUDIES	8	NC	NC
SOCIAL STUDIES: CONTENT KNOWLEDGE	9	NC	NC
SPANISH CONTENT KNOWLEDGE	1	NC	NC
Teaching Special Populations	# Taking Praxis	# Passing Praxis	% Passing Praxis
INTRO TO THE TEACHING OF READING	4	NC	NC
SE KNOWLEDGE-BASED CORE PRINCIPLES	10	10	100%

NC = Not Calculated due to less than 10 examinees

Performance Benchmarks

	State Requirement	IHE Performance	Institutional Status
Praxis II Summary Pass Rate	80%	95.00%%	Effective
State Benchmark			
<i>Effective</i> - Overall IHE summary pass rate of 80% or higher on Praxis II			
<i>Conditional</i> - Overall IHE summary pass rate at less than 80% on Praxis II			
<i>Low Performing</i> - Conditional Status held for three consecutive years			
Praxis III Summary Pass Rate	85%	95.35%%	Effective
State Benchmark			
<i>Effective</i> - Overall IHE summary pass rate of 85% or higher on Praxis III			
<i>Conditional</i> - Overall IHE summary pass rate at less than 85% on Praxis III			
<i>Low Performing</i> - Conditional Status held for three consecutive years			
Ohio Approval of Teacher Education	Five-year approval	Five-year approval	Effective
State Benchmark			
<i>Effective</i> - Teacher Education Unit approved for five/seven years			
<i>Conditional</i> - Teacher Education Unit approved for two years			
<i>Low Performing</i> - Conditional Status held for three consecutive years			
<i>Denied</i> - State Board approval of teacher education program withdrawn			