



# Wittenberg University



## THE INSTITUTION AT A GLANCE

Public      Private ✓  
Total institutional undergraduate enrollment . . . . . 1,960  
Total institutional graduate enrollment . . . . . 22

## TEACHER EDUCATION AT A GLANCE

### Program Description

The theme of the Teacher Education Program is “Educational Leaders for Constructive Social Change.” Our mission is to integrate the ideals of moral responsibility, social consciousness and vocational commitment into the lives of teachers in such a way that their character, competence and community involvement establish them as leaders for constructive social change.

The Teacher Education Program is designed to permit the student to meet the licensure requirements for teaching in the state of Ohio. Students may seek licensure in Early Childhood Education, Middle Grades Education, Special Education and many secondary areas of teaching.

## CONTACT INFORMATION

### Undergraduate Admissions

Brad Pochard  
Admissions Office  
Wittenberg University  
Springfield, OH 45501-0720  
937-327-6377  
mpochard@wittenberg.edu

### Graduate Admissions

Stefan Broidy, Ph.D  
Wittenberg University  
P.O. Box 720  
Springfield, OH 45501-0720  
937-327-6419  
sbroidy@wittenberg.edu

### Teacher Education

Kathryn Calabrese, Ph.D, Education  
Department Chair  
Wittenberg University  
Education Department  
Springfield, OH 45501-0720  
937-327-6417 (phone)  
937-327-6418 (fax)  
kcalabrese@wittenberg.edu (E-mail)

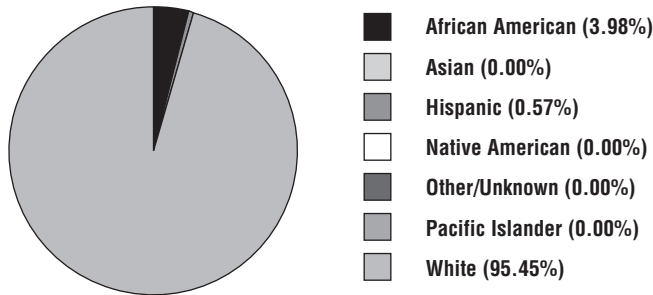
### Internet

[www.wittenberg.edu](http://www.wittenberg.edu)



## Student Enrollment

✓ Total enrollment in teacher education . . . . . 185



## Entrance Requirements

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

	UG	G
✓ Minimum High School GPA . . . . .	0.0	NA
✓ Minimum Undergraduate GPA . . . . .	2.5	3.0
✓ Minimum GPA for professional education . . . . .	NA	3.0
✓ Interview . . . . .	No.	Yes
✓ Recommendations . . . . .	No.	Yes
✓ Essay . . . . .	No.	Yes

✓ Total number of students newly admitted to teacher education . . . . . 80

## 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 . . . . .	79
✓ Number of faculty members who supervised student teachers . . . . .	15
✓ Student teacher/faculty ratio . . . . .	5.3:1
✓ Full-time faculty in professional education who supervise teacher preparation students . . . . .	5
✓ Part-time faculty in professional education who work full-time in the institution who supervise teacher preparation students . . . . .	4
✓ Part-time faculty in professional education not otherwise employed by the institution who supervise teacher preparation students . . . . .	6

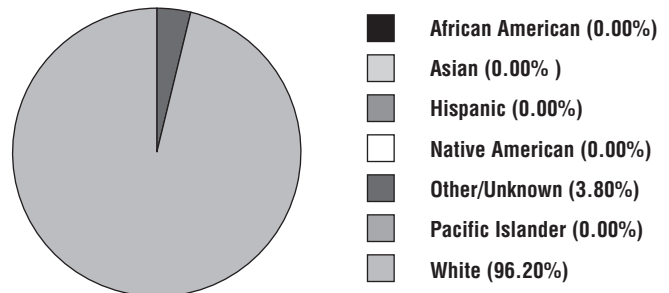
## Exit Requirements

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

	UG	G
✓ Minimum GPA . . . . .	2.5	3.0
✓ Successful completion of student teaching . . . . .	Yes	NA
✓ Successful completion of internship . . . . .	Yes	NA
✓ Interview . . . . .	No.	Yes
✓ Recommendations . . . . .	No.	Yes

## Program Completers

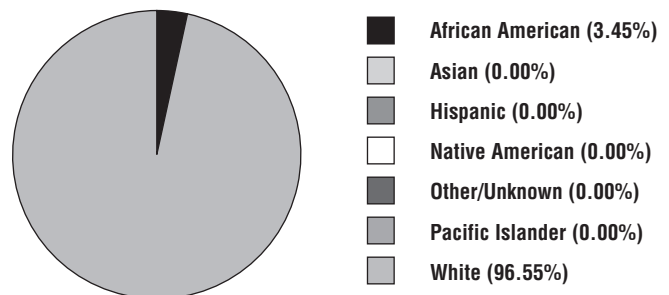
✓ Total number of individuals completing teacher education . . . . . 79



## Recommendations for Licensure

✓ Total number of individuals regardless of date of completion . . . . . 79  
 ✓ Total number of program completers recommended for licensure . . . . . 78

## Faculty Demographics



Unless otherwise noted, data are reflective of the 2005–2006 academic year.

## Program Highlights

Working in area schools continues to be a strong component of Wittenberg's teacher preparation program. This type of collaboration illustrates the theme of Educational Leaders for Constructive Social Change. In 2005-2006, the University continued its partnership with selected urban schools that hosted field experiences for a great many of Wittenberg's students. Further, university faculty collaborated with teachers at rural and suburban schools to develop experiences that will help each of our teacher candidates succeed with students coming from a diverse range of backgrounds. Our students begin their field work in their first education course and continue to have supervised field experiences in each course of their program.

Also, early in the program, teacher candidates take coursework on integrating the arts across subject areas. The program

emphasizes designing and implementing lessons that speak to the interests and needs of students as well as appropriate academic content standards.

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

During the 2005-2006 year, Wittenberg offered its Master of Arts in Education degree program for the fifth year. Some courses are designed and taught by master teachers who have been appointed as teaching associates. The program is designed for educators committed to best practice and classroom teaching.



## PRAXIS II PASS-RATE DATA 2005–2006

### Praxis II Pass Rate Data

Professional Knowledge	# Taking Praxis	# Passing Praxis	% Passing Praxis
PRINCIPLES LEARNING & TEACHING 5-9	22	22	100%
PRINCIPLES LEARNING & TEACHING 7-12	20	20	100%
PRINCIPLES LEARNING & TEACHING EARLY CHLD	37	36	97%
Academic Content Areas	# Taking Praxis	# Passing Praxis	% Passing Praxis
ART CONTENT KNOWLEDGE	3	NC	NC
BIOLOGY CONTENT KNOWLEDGE	3	NC	NC
EDUCATION OF YOUNG CHILDREN	34	33	97%
ENG LANG LIT COMP CONTENT KNOWLEDGE	6	NC	NC
MATHEMATICS: CONTENT KNOWLEDGE	1	NC	NC
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	10	10	100%
MIDDLE SCHOOL MATHEMATICS	15	15	100%
MIDDLE SCHOOL SCIENCE	9	NC	NC
MIDDLE SCHOOL SOCIAL STUDIES	6	NC	NC
MUSIC CONTENT KNOWLEDGE	3	NC	NC
SOCIAL STUDIES: CONTENT KNOWLEDGE	5	NC	NC
SPANISH CONTENT KNOWLEDGE	3	NC	NC
Teaching Special Populations	# Taking Praxis	# Passing Praxis	% Passing Praxis
SE KNOWLEDGE-BASED CORE PRINCIPLES	16	15	94%

## Performance Benchmarks

### Performance Benchmarks

	State Requirement	IHE Performance
Praxis II Summary Pass Rate 2005–2006	≥80%	97%
Praxis III Summary Pass Rate 2006–2007	≥85%	97.1%
Accreditation based on NCATE or TEAC Standards or Approval based on ODE Standards	Five/Seven-year Accreditation/Approval	Date of on-site visit: Spring 2003  NCATE 5-year accreditation  Date of next Institutional Review: Spring 2008
IHE Status		Effective
<i>Effective</i> - IHE meets all state requirements <i>Conditional</i> - IHE fails to meet one or more state requirements <i>Low Performing</i> - IHE in Conditional Status for three consecutive years <i>Denied</i> - State Board approval of teacher education program withdrawn		

NC = Not Calculated due to less than 10 examinees