



Wittenberg University

THE INSTITUTION AT A GLANCE

Public Private ✓
Total institutional undergraduate enrollment 2,319
Accredited by North Central Association

TEACHER EDUCATION AT A GLANCE

Program Context

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.

Student Enrollment

- ✓ Total enrollment in teacher education in 2000-01 291
- ✓ Total number of students newly admitted to teacher education 83



Program Highlights

During the 2000-01 year, the Ohio Board of Regents and the North Central Association accredited Wittenberg to offer a master of arts in education degree. The program was scheduled to begin Fall 2001. Both the masters program and the undergraduate education program are supported by a local school partnership, the Springfield-Wittenberg Teacher Institute. In the spring of 2001, Wittenberg was selected to receive a Fund for the Improvement of Post-Secondary Education grant to support its teacher education program. Out of nearly 1,600 institutions who had submitted grants, Wittenberg was one of less than 100 institutions chosen. The award will allow the Education Department to design courses, hold conferences and seminars, and develop a publication with the aim of creating professional development opportunities that have an effect on P-12 student learning. Master P-12 practitioners called Teaching Associates will be chosen to help in program design and to assist in teaching courses at both the graduate and undergraduate level.

Participation in School Partnerships

- ✓ Assist in design, implementation, and evaluation of clinical experiences.
- ✓ Faculty members work directly in the schools.

Entrance Requirements

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

- ✓ Minimum GPA for content area **U/G**
2.5
- ✓ Interview **Yes**

Student Teaching

- ✓ Average number of weeks of supervised student teaching required **13.5**
- ✓ Average number of student teaching hours required per week **30**
- ✓ Average number of hours required for student teaching **405**
- ✓ Total number of students in supervised student teaching **87**
- ✓ Number of faculty members who supervised student teachers in 2000-2001 **17**
- ✓ Student teacher/faculty ratio **5.1:1**
- ✓ Full-time faculty in professional education **10**
- ✓ 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 **9**

Exit Requirements

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

- ✓ Minimum GPA **U/G**
2.5
- ✓ Successful completion of student teaching **Yes**
- ✓ Successful completion of internship **Yes**

Program Completers

- ✓ Total number of individuals completing teacher education **84**
- ✓ Total number of individuals recommended for licensure **77**

PRAXIS II PASS-RATE DATA

Academic Year: 2000-2001

NC = Not Calculated

	# Taking Praxis	# Passing Praxis	% Passing Praxis
Professional Knowledge			
Principles of Learning and Teaching K-6	60	57	95%
Principles of Learning and Teaching 7-12	25	24	96%

Academic Content Areas

Elementary Education: Curriculum/Instruction/Assessment	59	57	97%
English - Content Knowledge	4	NC	NC
Mathematics - Content Knowledge	1	NC	NC
Social Studies	1	NC	NC
Social Studies - Content Knowledge	3	NC	NC
Music - Content Knowledge	3	NC	NC
Art - Content Knowledge	3	NC	NC
French - Productive Language Skills	1	NC	NC
Spanish - Content Knowledge	1	NC	NC
Biology and General Science	3	NC	NC
French - Content Knowledge	1	NC	NC
Spanish - Productive Language Skills	1	NC	NC
Biology - Content Knowledge Part 1	2	NC	NC
Biology - Content Knowledge Part 2	2	NC	NC
Chemistry - Content Knowledge	2	NC	NC

Teaching Special Populations

Introduction to the Teaching of Reading	8	NC	NC
Teaching Students with Learning Disabilities	9	NC	NC

Pass Rates

Aggregate Professional Knowledge	85	81	95%
Aggregate Academic Content Areas	83	77	93%
Aggregate Teaching Special Populations	17	17	100%
Summary for All Test Takers	85	78	92%

PRAXIS II PASS-RATE DATA

Academic Year: 2000-2001

NC = Not Calculated

Performance Benchmarks*	State Requirement	IHE Performance	Institutional Status
1) Praxis II Pass Rate	>70%	92%	Successful
2) Ohio Approval of Teacher Education	Approved	✓	

* Ohio's institutions of higher education must meet two performance benchmark criteria:
 1) an institutional summary pass rate of greater than 70% on the Praxis II examinations and
 2) state approval of their teacher education program.

NC = Not Calculated

CONTACT INFORMATION

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