

Wabash College

Mission of the College and Teacher Education:

Wabash College is an independent liberal arts college for men, and follows the following mission statement: “Wabash College educates men to think critically, act responsibly, lead effectively, and live humanely.” The College achieves excellence in teaching and learning within a community built on close and caring relationships among students, faculty, and staff. The mission of the teacher education program at Wabash College, as a deeply embedded part of this liberal education, is to prepare and develop teachers who can further particular goals of secondary schooling, which include educating young people by providing them with a broad general education, one that helps them develop the intellectual, social and moral tools to live productive lives within a democratic society. To this end, Wabash teachers are educated within the conceptual framework of the “liberally educated professional”.

Student Demographic Characteristics:

The College’s enrollment for the 2004-05 year was 856 men, including 849 full-time students, and 7 part time students. Of this number, 122 were minority students, with 34 international students. 611 students were from Indiana. Ninety nine % of the student body is of traditional college age, and the average SAT score for entering freshmen in 2004 was 1196 (592 Verbal and 604 Mathematics). Of the 24 admitted juniors, seniors, and ninth semester option students in the education program in 2004-05, 21 were white, and 3 were minority.

Type of Institution:

Category: Wabash College remains defined as a **Gatekeeper** institution. The Praxis I tests are required for entry; however, students may enter the programs on probation provided that they meet other admission criteria. They may remain in the program if they take and pass PPST tests at the state cut-off levels prior to entering student teaching.

Program characteristics: Wabash College is an undergraduate college only and is a college for men. The program in teacher education prepares undergraduate men for positions in secondary education fields.

Accreditation Information: The College is accredited by the North Central Association of Colleges and Schools and the Commission on Institutions of Higher Education. The teacher education program is a member of the American Association for Colleges of Teacher Education, the Indiana Association for Colleges of Teacher Education, and the Association of Independent Liberal Arts Colleges in Teacher Education.

Definition of Program Completer: For the secondary teacher education program, a program completer is a student who has completed his degree and is a graduate and who has finished all requirements of the teaching program.

Teacher Education Preparation Programs Offered:

Wabash College offers 13 programs leading to state licensure in secondary education, grades 9 – 12.

Accreditation Status:

The teaching unit was fully accredited by NCATE (National Council for Accreditation of Teacher Education) in the 2000-01 year, and after a successful NCATE visit in the Fall, 2005, has remained approved under NCATE standards, by the Indiana Department of Education (Division of Professional Standards). It had been approved under state and NCATE standards prior to this review also. All academic programs at Wabash College are currently fully approved under the standards and licensure guidelines set by the Indiana Department of Education (Division of Professional Standards). As of June 30, 2002, Wabash College had submitted its Unit Assessment System and it was reviewed with all categories completed by the Indiana Professional Standards Board (currently Division of Professional Standards). As of April, 2004, the Unit Assessment System was initially reviewed positively by Indiana Professional Standards Boards' team of reviewers.

Unique Program Characteristics

Teacher Education Program:

- The teaching program at Wabash College consists of classes of admitted students from 7 –12 per class year. This allows the program low student-teacher ratios in teacher education classes. Foundations classes have from 15 - 25 students, senior content methods classes have anywhere from 1 – 10 students. Content methods are all team taught by a College faculty member and a qualified high school teacher.
- The governance structure of the unit includes participation of liberal arts faculty, teacher educators, and representation from the P-12 education community.
- The program offers a Ninth Semester Tuition Free Option for students who apply in the sophomore year because they can provide evidence for needing the additional semester beyond graduation for licensure.
- Initiated in Fall, 2005, the program offers the Lab Science 4+1 Option, which allows Wabash students admitted to the program to return for two additional semesters immediately following graduation to complete teacher education course work and licensure on a tuition free basis.

<http://www.wabash.edu/depart/educate> is the link to the departmental web page at the Wabash College site in case more information is necessary.

Notable Features and Accomplishments

The College:

- Wabash College has a \$20.8 million dollar Center of Inquiry in the Liberal Arts, an addition to the College that supports the benefits of a liberal arts education. Through the Center of Inquiry teacher education candidates can be exposed to the very finest pedagogical practices from around the world. Students may also have opportunities to become research partners and interns through that Center. Faculty in teacher education have become involved in the Center's work as it relates to the liberal arts and teacher education.
- The Center of Inquiry in the Liberal Arts at Wabash College was awarded another grant for \$12.5 million in the Fall, 2005 for five years to continue the work of researching and advancing liberal arts education. Students in the teacher education program continue to directly and indirectly benefit from the Center.

Teacher Education Program:

- The teacher education program continues to facilitate a Classroom Based Research project working collaboratively with teachers in the community.
- The teacher education program in collaboration with the history department hosts outreach professional development workshops for social studies teachers in the region.
- The teacher education program also served as the organizer for a learning through technology collaborative, Technology for Teacher Learning, in the fall of 2003. This was a joint teaching of course components via the internet for five liberal arts colleges: Wabash, Hope, Albion, Denison, and Depauw.

Report of Teacher Testing Scores for 2004-05 Program Completers

Table 1: Single-Assessment Pass-Rate Data: Regular Teacher Preparation Program

Academic Year: 2004-05	Assessment Code Number	# Taking Assessment = 5	# Passing Assessment = 5	Institutional Pass Rate	State Pass Rate
BASIC SKILLS					
• Communication Skills	500				
• General Knowledge	510				
• Prof.Knowledge	520				
• PPST Reading	710	5	5	100%	
• CBT Reading	711			100%	
• PPST Writing	720	5	5	100%	
• CBT Writing	721			100%	
• PPST Mathematics	730	5	5	100%	
• CBT Mathematics				100%	

ACADEMIC CONTENT AREAS					
• Social Studies	081	4	4	100%	
• Science (physics)	265	1	1	100%	

Table 2: Aggregate and Summary Institution-Level Pass-Rate Data:

Update on cohort for 2001-02:

There are no score changes for the 2001-02 academic year.

Contextual Information

Program Numbers:

Total number of students admitted to teacher education,
all specializations, in academic year , 2003-04.....24

Student Teaching Information:

Total number of students in supervised student
teaching in academic year 2004-05.....6

Number of faculty members who supervised
student teachers:

 Full-time faculty in professional
 Education2

• Part-time faculty in professional education
and full time in the institution.....0

• Part-time faculty in professional education,
not otherwise employed by the institution1

Total faculty student teaching supervisors.....3

Student teacher/faculty ratio2/1

Average number of student teaching hours per
week required.....35 hours

Total number of weeks of supervised student
teaching required.....11 weeks

Average total number of hours required385 hours

Note: Student teaching hours do not reflect outside planning time, extracurricular activities involvement, nor the four week seminar and observation time required prior to the 11 week student teaching activity.

Other Program Information:

Is the teacher preparation program currently approved or accredited by the state? **Yes**

Is your teacher preparation program currently under a designation as “low performing”? **No**