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 2002-03 year was 917 men, including 908 full-time students, and 9 part time students. Of this number, 147 were minority students, with 30 international students. 675 students were from Indiana. Ninety nine % of the student body is of traditional college age, and the average SAT score for entering freshmen in 2002 was 1180 (580 Verbal and 600 Mathematics). Of the 18 admitted juniors, seniors, and ninth semester option students in the education program in 2002-03, 17 were white, and one was a minority student.

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 in the 2000-01 year, and remained approved under NCATE standards, by the Indiana Professional Standards Board. 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 Professional Standards Board. As of June 30, 2002, Wabash College had submitted its Unit Assessment System and it was reviewed with all categories completed by the IPSB.

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 – 5 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.

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, a recent addition to the College that supports the benefits of a liberal arts education. Through the Center of Inquiry teacher education candidates will 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.

**Teacher Education Program:**
- The teaching program hosted a workshop for teacher education faculty and students, liberal arts faculty, and country educators in the April on issues of gender and education. This continues to be an on-going workshop series for the entire educational community, although topics will change yearly.
- The teacher education program also served as the organizer for a learning through technology collaborative, Technology for Teacher Learning, in the fall of 2002. 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 2002-03 Program Completers

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

<table>
<thead>
<tr>
<th>Academic Year: 2002-03</th>
<th>Assessment Code Number</th>
<th># Taking Assessment = 6</th>
<th># Passing Assessment = 6</th>
<th>Institutional Pass Rate</th>
<th>State Pass Rate</th>
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<tbody>
<tr>
<td><strong>BASIC SKILLS</strong></td>
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<td></td>
</tr>
<tr>
<td>• Communication Skills</td>
<td>500</td>
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<td></td>
<td></td>
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<tr>
<td>• General Knowledge</td>
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<tr>
<td>• Prof.Knowledge</td>
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<tr>
<td>• PPST Reading</td>
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<tr>
<td>• CBT Reading</td>
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<tr>
<td>• PPST Mathematics</td>
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</tr>
<tr>
<td>• CBT Mathematics</td>
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<td><strong>ACADEMIC CONTENT AREAS</strong></td>
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<td>• Spanish Content</td>
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<td>• Spanish Productive</td>
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<tr>
<td>• Mathematics</td>
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</tbody>
</table>

Table 2: Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program is not reported for 2002-03 because the number of students taking the assessment was under 10.

**Update on cohort for 1999-00:**

There are no score changes for the 1999-00 academic year.
Contextual Information

Program Numbers:
Total number of students admitted to teacher education, all specializations, in academic year 2002-03.................18

Student Teaching Information:
Total number of students in supervised student teaching in academic year 2002-03........................................7

Number of faculty members who supervised student teachers:
- Full-time faculty in professional Education.................................................................3
- Part-time faculty in professional education and full time in the institution.............................1
- Part-time faculty in professional education, not otherwise employed by the institution..............1

Total faculty student teaching supervisors.........................3

Student teacher/faculty ratio .................................................2/1

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

Total number of weeks of supervised student teaching required.......................................................10 weeks

Average total number of hours required.................................350 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 10 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