

WHEATON COLLEGE

Wheaton, Illinois

2003-2004 Title II Report

Mission:

Wheaton College exists to help build the church and improve society worldwide by promoting the development of whole and effective Christians through excellence in programs of Christian higher education. This mission expresses our commitment to do all things "For Christ and His Kingdom."

Teacher Preparation Programs:

Wheaton College offers programs leading to certification in elementary education, secondary education, and special certification. Secondary programs are available in English/Language Arts, Mathematics, Science (Biology, Chemistry, Earth/Space Science and Physics designations), and Social Science (History designation). Special K-12 certificates are available in Music and Foreign Language (French, German, or Spanish). The College also offers an M.A.T. degree designed for individuals seeking secondary certification in one of Wheaton College's certifying areas. An MAT program for individuals seeking certification in elementary education is also available.

Student Characteristics:

Students at Wheaton College come from 50 states and 15 foreign countries. Almost all (97%) attend on a full-time basis. Sixty-nine percent (69%) are from outside the State of Illinois, and 13% are minority students. The average ACT range for entering freshmen is 27-31, and the average combined SAT range is 1250-1400.

Admission Requirements:

Admission to the Wheaton Teacher Education Program (WheTEP): Candidates must have a minimum grade point average (GPA) of 2.50 in the major, in professional education, and cumulatively. Candidates must also complete 10 required hours in Education classes, receive satisfactory evaluations in two clinical experiences, and submit a satisfactory portfolio based on the INTASC/ISBE standards. Finally, candidates must pass the Illinois Test of Basic Skills. Department approval is required.

Admission to Student Teaching: Candidates must maintain at least a 2.50 GPA in all areas (major, professional education, and cumulatively) and successfully complete the methods sequence of classes and practica in their subject areas and in special education. Candidates must also successfully complete the content area examination administered by ISBE and submit an expanded portfolio based on INTASC/ISBE standards. Department approval is required.

Accreditation:

The Department of Education at Wheaton College is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers Wheaton College's initial teacher preparation programs. The Department of Education's teacher preparation programs are also accredited by the Illinois State Board of Education (ISBE). The most recent accreditations by both NCATE and ISBE were granted in 2000. Wheaton College is accredited by the North Central Association of Colleges and Schools, and the Conservatory of Music is accredited by the National Association of Schools of Music.

CONTEXTUAL INFORMATION

Teacher Education Vision:

The conceptual framework for WheTEP is the *Teacher as an Agent of Change*. This conceptual framework encompasses three major components: Teaching for Social Justice, Making Informed Decisions, and Acting Responsibly. WheTEP is devoted to preparing Christians to serve as teachers in the schools of our nation and the world. Tantamount to the reform spirit is an overriding concern for morality within the context of our nation's Judeo-Christian tradition, concern for the poor and disadvantaged, and systemic reform of institutions that do not alleviate or represent the concerns that the College has historically addressed.

Best Practices:

- All candidates complete clinical experiences with students who are culturally different from them.
- Clinical experiences are integrated throughout the entire preparation program.
- All secondary and special K-12 certificate candidates complete majors in their chosen subject areas.
- All education classes infuse technology into course requirements.
- Candidates enrolled in the secondary M.A.T. program complete an additional 12 semester hours in their certification fields.
- Candidates enrolled in the elementary M.A.T. program first complete a major in a liberal arts and sciences discipline. They also complete additional hours in education and content areas.
- All candidates complete reflective portfolios (submitted at intervals throughout their programs) based on INTASC/ISBE principles and the standards in their subjects as promulgated by the ISBE.
- All elementary education candidates complete an area of concentration in a liberal arts and sciences discipline.

Notable Features and Accomplishments:

- The Wheaton Teacher Education program has been recognized as a "Model of Excellence" by the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE). This recognition was for the integration of the liberal arts into the teacher education program.
- Certification candidates have the opportunity to complete student teaching and live in an urban, multicultural setting. The Department of Education has established a constructive working relationship with an exemplary elementary school and an arrangement with an exemplary high school in Chicago.
- Candidates in all fields have the opportunity to participate in student teaching at various overseas locations.
- All candidates participate in an academic/reflective retreat upon completion of student teaching. This retreat is held at the College's Northwoods Campus in Wisconsin.
- Expanded opportunities are available for undergraduate candidates to complete research projects in conjunction with professors.
- Wheaton College graduates are currently teaching in schools throughout the nation and in many other countries.

**Program Information for Wheaton College
2003-2004**

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2003-2004	138
S.2 Number of students in supervised student teaching in academic year 2003-2004	58
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	4
➤ S.3B Part-time faculty in professional education but full-time in the institution	5
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	13
S.4 Total faculty student teaching supervisors	22
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	2.64:1
S.6A The average number of student teaching hours per week	33.33
S.6B The total number of weeks of supervised student teaching required	12
S.7 Average total number of hours required	400