

CONTEXTUAL INFORMATION

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 elementary certification or secondary certification in one of Wheaton College's certifying areas.

Student Characteristics:

Students at Wheaton College come from 50 states and 18 foreign countries. Almost all (97%) attend on a full-time basis. Seventy-eight percent (78%) are from outside the state of Illinois, and 15% are minority students. The average ACT range for entering freshmen is 27-31, and the average combined SAT range is 1220-1460.

Admissions Requirements:

Admission to the Wheaton Teacher Education Program (WheTEP): Candidates must have a minimum grade point average of 2.50 in the major, in professional education, and cumulatively. Candidates must also complete 10 semester 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's 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 Higher Learning Commission of the North Central Association of Colleges and Schools, and the Conservatory of Music is accredited by the National Association of Schools of Music.

Teacher Education Vision:

The Conceptual Framework 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 certification 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.
- 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" for the integration of the liberal arts by the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE).
- Certification candidates have the opportunity to complete student teaching at exemplary Chicago schools and to live in an urban environment.
- Candidates in all fields have the opportunity to participate in student teaching at various overseas locations and at a school for Native American students in New Mexico.
- All candidates participate in an academic/reflective retreat at the College's Northwoods campus in Wisconsin upon completion of student teaching.
- Expanded opportunities are available for candidates to complete research projects in conjunction with professors.
- Education professors are leaders in a number of state and national organizations.
- One recent graduate has been named as a recipient of a Fulbright research award to conduct research in Chile.
- A 2005 graduate teaching in the Chicago Public Schools was elected and currently serves as a member of her Local School Council.
- An Education professor teaches in the Slovak Republic as a Fulbright Scholar.

Program Information for Wheaton College 2005-2006	
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S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2005-2006	111
S.2 Number of candidates in supervised student teaching in academic year 2005-2006	56
S.3 Number of faculty members who supervised student teachers:	22
➤ 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)	2.55
S.6A The average number of student teaching hours per week	30
S.6B The total number of weeks of supervised student teaching required	12
S.7 Average total number of hours required	400