

# COLUMBIA COLLEGE

Chicago, Illinois

2003-2004 Title II Report

## **Mission:**

Founded in 1890 as an oratory college and reinvented in 1964 with the intention of fashioning a new approach to liberal arts education, the College has striven to combine the pragmatic and theoretical, the entrepreneurial and the academic. Columbia College aims to provide excellence in undergraduate and graduate studies within an arts and communication curriculum and to extend the college's unique educational opportunities to a large and diverse population.

## **Teacher Preparation Programs:**

Initial certification programs are offered at the undergraduate and graduate levels and include: Early Childhood, Elementary Education, and Special K-12 Art. With the exception of the Early Childhood Program, all programs are at the graduate level and lead to the Master of Arts in Teaching (MAT) degree, as well as to the teaching credential. In addition, one of the Elementary Education programs includes coursework leading to permanent bilingual approval.

## **Student Characteristics:**

At both the graduate and undergraduate levels, teacher candidate enrollment is racially and ethnically diverse, with 60% of all candidates representing various minority groups. Seventy-seven percent of the candidates are female, and 23% are male. The majority of the College's teacher candidates are career changers in the graduate-level programs, almost 95% of whom attend on a part-time basis. At the undergraduate level, almost 100% of the teacher candidates attend on a full-time basis.

## **Admission Requirements:**

### Admission to the Undergraduate Teacher Education Program:

Candidates must complete 60 credits with at least a 2.5 GPA; complete, with a grade of B or better, the Introduction to Early Childhood course, two English composition courses, and a math course; pass a standardized basic skills test in reading, language arts, writing, and math; and provide two character references.

### Admission to Graduate-Level Teacher Education Programs:

Candidates must have a bachelor's degree from an accredited college or university with a minimum GPA of 3.0; an 18-hour or more concentration in a discipline for Elementary Education; a 32-hour major for Art; pass a standardized basic skills test in reading, language arts, writing, and mathematics; and provide two letters of recommendation from educators.

### Admission to Undergraduate-Level Student Teaching:

Candidates must complete professional education courses with a grade of B or better, successfully complete pre-student teaching practica experiences at the pre-primary and primary school site levels, and submit passing scores for the Early Childhood Content Area test.

### Admission to Graduate-Level Student Teaching:

Candidates must complete pre-student teaching observation and participation hours; complete required professional and general education course work with a minimum 3.0 GPA; submit passing scores for their Content Area test; and receive positive recommendations from at least 80% of their MAT instructors.

## **Accreditation:**

Columbia College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. All the College's teacher preparation programs are approved for certification by the Illinois State Board of Education.

# CONTEXTUAL INFORMATION

## **Teacher Education Vision:**

Columbia College's teacher preparation programs were designed in response to the needs of urban schools, based on the conviction that the educational complexities and needs of the urban community must be addressed by focusing on creative, ongoing assessment of teaching and learning. Working collaboratively with the P-12 school community, the professional education unit's primary purpose and ultimate goal is to prepare teachers who are creative leaders in the educational communities of which they become a part; as well as teachers who are both artists and scientists, with the abilities to skillfully blend the artistic and scientific elements of the teaching discipline and related pedagogical practices into the dynamic act of teaching.

## **Best Practices:**

- Early Childhood teacher candidates have an eighteen-hour concentration chosen from the visual arts, performing arts, or language and culture.
- Early Childhood faculty and students collaborate with their counterparts in the Interactive Multimedia Department and Dr. Alan Kay of Viewpoints Research to investigate productive uses of technology with young children.
- Early Childhood teacher candidates participate in extensive student teaching experiences at both the pre-primary and primary levels over a two-year period.
- A series of workshops is offered to explore arts integration and related topics.
- Candidates in the graduate-level non-traditional program are supervised in their classrooms by university personnel over a five-semester period, combining the supportive structures of teacher induction with traditional field supervision.
- Candidates fulfill their pre-student teaching and student teaching requirements in a variety of cultural and socioeconomic school settings.
- Teacher candidates' classroom performance is assessed using a system that is nationally recognized for its effectiveness in formative assessment of classroom teaching practice.
- Availability and assistance in the use of an interactive computer-based instructional program help applicants prepare for the Illinois Basic Skills test.
- Capstone projects at both the graduate and undergraduate levels require an extensive teacher portfolio, which documents teaching competencies as defined by the Illinois Professional Teaching Standards.
- Graduate-level programs include coursework to teach candidates how to prepare for action research in their classrooms.
- Review workshops are held for the state's Content and Assessment of Professional Teaching certification tests.

## **Notable Features and Accomplishments:**

- First state-approved non-traditional program to prepare Bilingual teachers holding temporary Type 29 certificates for initial Elementary Certification with permanent Bilingual approval.
- A Master of Arts in Teaching graduate received a 2000 Milliken Award.
- Three Master of Arts in Teaching graduates were selected to be among the 32 finalists for the 2002 and the 2003 Golden Apple Awards for Excellence in Teaching.
- A Master of Arts in Teaching graduate was a 2004 Golden Apple Awards for Excellence in Teaching recipient.
- A Master of Arts in Teaching graduate was among the first Chicago Public School teachers to earn National Board for Professional Teaching Standards certification.
- Seven Early Childhood Education teacher candidates have been selected as Golden Apple Pathway Scholars.

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

<b>14S.1</b> Total number of students in your teacher preparation program, all specializations in academic year 2003-2004.	100
<b>S.2</b> Number of students in supervised student teaching in academic year 2003-2004	67
<b>S.3 NUMBER OF FACULTY MEMBERS WHO SUPERVISED STUDENT TEACHERS:</b>	
➤ <b>S.3A</b> Full-time faculty in professional education	2
➤ <b>S.3B</b> Part-time faculty in professional education but full-time in the institution	2
➤ <b>S.3C</b> Part-time faculty in professional education, not otherwise employed by the institution	11
<b>S.4</b> Total faculty student teaching supervisors	15
<b>S.5</b> Student teacher/faculty ratio	4.5:1
<b>S.6A.</b> The average number of student teaching hours per week required	35
<b>S.6B</b> The total number of weeks of supervised student teaching required	14.5
<b>S.7</b> Average total number of hours required	507

*Student teaching is one full semester for the traditional graduate-level programs, five partial semesters for the non-traditional graduate-level program, and three partial semesters for the undergraduate program.*

