

**CONTEXTUAL INFORMATION**

***Mission:***

The heart of Trinity's mission has always been to provide a liberal arts education from a Reformed Christian perspective. Students are challenged to explore and apply the implications of a Reformed world-and-life view to all areas of learning, living, and working.

***Teacher Preparation Programs:***

Trinity offers 12 baccalaureate programs leading to initial teacher certification in elementary education, secondary education (Biology, Business Education, English, General Science, History, Mathematics), and specialist certifications (K-12 Art Education, K-12 Music Education, K-12 Physical Education, K-12 Spanish, and LBS I – Special Education).

***Student Characteristics:***

Eighty-two percent of students at Trinity are of traditional college age, sixty-eight percent of whom live on campus. Students come from all areas of the United States and several foreign countries. About 43% of students are affiliated with Reformed or Presbyterian churches, while the other 57% represent a broad range of denominations, including Baptist, Pentecostal, Roman Catholic, Lutheran, and Methodist.

***Admissions Requirements:***

Admission to Teacher Education Program: Candidates must have at least sophomore standing, have a GPA of at least 2.5 (cumulative and in education foundation courses and in English Composition and Literature), pass the basic skills test (ICTS), and obtain the recommendation of the education department.

Admission to Student Teaching: Candidates must first be admitted into the teacher education program, have completed at least 120 clock hours of field experience, have obtained a minimum GPA of 2.7 in their concentration, and have obtained recommendations from the chairperson of the concentration and the education department.

***Accreditation:***

Trinity Christian College is accredited by the North Central Association of Colleges and Schools, and its teacher education program was re-accredited by the Illinois State Board of Education after its April 1999 Fifth- Year Review. All of its teacher-preparation programs are approved by the Illinois State Board of Education.

***Teacher Education Vision:*** The goals of Trinity's education department are to graduate candidates who will:

- Exhibit a passion for teaching as demonstrated by love of God, love of students, and love of subject matter.
- Create classroom communities where excellence and a Christ-like attitude of service is pervasive.
- Guide their candidates in making connections between subject matter and the world beyond the classroom.
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- Guide their students in making connections between subject matter and the world beyond the classroom.

***Best Practices:***

- Candidates get experience in a variety of schools and classrooms beginning in their sophomore year, with their first education foundations course.
- Candidates complete a five-week novice teaching practicum as part of their general methods course prior to student teaching.
- Student teachers complete two seven-week placements, giving them an opportunity to broaden their scope in both public and private settings and at two different grade levels, if they choose.
- Trinity readily accommodates persons with previous degrees who want to change careers and complete State of Illinois certification requirements either in a traditional program or in the Adult Studies evening program.

***Notable Features and Accomplishments:***

- The Adult Studies adult degree completion program is a cohort model which serves a more non-traditional population and helps to meet our nation's increasing need for teachers.
- Electronic Portfolios are created by each candidate. These portfolios include a philosophy of education, resume, and artifacts from coursework that show their growth as a professional. Using standards as guidelines candidates select artifacts that are evidence of meeting all the Professional Teaching Standards by the end of the program.
- The *Chicago Semester Internship* program allows candidates to live in downtown Chicago with other program participants while completing their internship in a Chicago Public School.
- The *New Horizons Internship* program provides exciting opportunities for candidates to immerse themselves in new settings and cultural exchanges. Candidates from this current year chose to complete one of their placements in such places as Chicago Semester, Michigan, Jamaica, and Nicaragua.
- Over the past five years, education faculty have accompanied education and other majors on *two week interims* to the Philippines, Belize, the Dominican Republic, Jamaica, Honduras, Spain, and Belize, providing workshops and lessons for teachers and students in elementary and high schools.
- Recently Trinity Christian College created a partnership with Elim Christian School by establishing the Center for Special Education, which is primarily housed at Trinity Christian College. The mission of the Center for Special Education is to prepare current and future teachers with the highest quality instruction and training to develop fully the God-given potential of individuals with special needs. The Center has several goals including addressing the acute shortage of special education educators. To meet this goal, the Center intends to recruit high school students to choose special education as their eventual career.
- A partnership with S.D. #148 in Dolton, IL was formed enabling Trinity candidates to participate in the *21<sup>st</sup> Century After School Program*. Trinity candidates tutor students and lead activities in this program.
- Regular meetings with internal and external stakeholders occur three times a semester. The P-12 Advisory Board which includes superintendents, principals, and teachers and Student Advisory Board which includes current students carefully examine the program and its requirements and best practice.

<b>Program Information for Trinity Christian College 2004-2005</b>	
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<b>S.1</b> Total number of students admitted into teacher preparation, all specializations, in academic year 2004-2005	<b>119</b>
<b>S.2</b> Number of candidates in supervised student teaching in academic year 2004-2005	<b>140</b>
<b>S.3</b> Number of faculty members who supervised student teachers:	
➤ <b>S.3A</b> Full-time faculty in professional education	<b>7.5</b>
➤ <b>S.3B</b> Part-time faculty in professional education but full-time in the institution	<b>16</b>
➤ <b>S.3C</b> Part-time faculty in professional education, not otherwise employed by the institution	<b>9</b>
<b>S.4</b> Total faculty student teaching supervisors	<b>32.5</b>
<b>S.5</b> Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	<b>4.31:1</b>
<b>S.6A</b> The average number of student teaching hours per week	<b>37.5</b>
<b>S.6B</b> The total number of weeks of supervised student teaching required	<b>14</b>
<b>S.7</b> Average total number of hours required	<b>525</b>