

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, Chemistry, English, History, Math), 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-three percent of students at Trinity are of traditional college age, sixty-six percent of whom live on campus. Students come from all areas of the United States and several foreign countries. About 47% of students are affiliated with Reformed or Presbyterian churches, while the other 53% represent a broad range of denominations, including Baptist, Pentecostal, Roman Catholic, Lutheran, and Methodist.

Admissions Requirements:

Admission to Teacher Education: Candidates must have at least sophomore standing, have one education foundation course completed, 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), complete a self-assessment of professional dispositions, obtain the recommendation of the education department, and have two artifacts with reflections in their education portfolios.

Admission to Student Teaching: Candidates must first be admitted into the teacher education program, have completed at least 200 clock hours of field experience, have a GPA of at least 2.5 (cumulative and in education foundation courses and in English Composition and Literature), have obtained a minimum GPA of 2.7 in their specialization or Elementary education minor, completed one full-time semester at Trinity, have passed their content area test, have obtained recommendations from the chairperson of the concentration and the education department, and have six artifacts with reflections in their education portfolio.

Accreditation:

Trinity Christian College is accredited by the North Central Association of Colleges and Schools, and its teacher education program assigned accreditation with probation by the Illinois State Board of Education in November 2006. The follow-up visit is scheduled for March 2008. All of its teacher-preparation programs are approved by the Illinois State Board of Education.

Teacher Education Vision:

The education unit of Trinity Christian College provides an academic program for teacher candidates that is Biblically-based and from a Reformed perspective. The planned coursework exposes candidates to breadth (core and distribution studies), depth (a major and/or minor area), and experiential training (field experience, novice teaching, and clinical practice). Equipping candidates with a solid core of foundational studies parallels the mission of the college, which is to teach students to explore the implications of a Reformed world-and-life view and to apply it to all areas of learning, living, and working; in effect, to model Christ, who came to serve.

The Conceptual Framework is *Serving with Excellence in Education*. The Education unit is committed to preparing candidates to: 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 are pervasive; and fervently guide 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 twelve-week novice teaching practicum as part of their general methods course prior to student teaching.
- Student teachers complete one fourteen-week placement or two seven week placements, giving them intensive and extensive experiences in the classroom as well as the 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 key assignments connected with professional education courses at various stages of the program that show candidate's growth as a professional and 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, New Mexico, and Honduras.
- Awarded an Associated Colleges of Illinois (ACI) Grant for Diversity at the Blackboard. The grant focuses on recruiting, training, and inducing male and minor students to teach in Illinois *High Needs* schools. A collaborative summer project allowed pre-service candidates to work with students from high needs schools. A two-week interim allowed pre-service candidates to work in classrooms in high needs schools.
- Partnerships with the following schools: Elim Christian School (a school for the developmentally disabled); S.D. #148 in Dolton, IL enabling Trinity candidates to participate in the *21 Century After School Program* by tutoring students and leading activities in this program; S.D. #143½ - Posen/Robbins in Posen, IL; S.D. #147 - West Harvey/Dixmoor in Harvey, IL; S.D. #152 - Harvey, IL. Candidates complete field and clinical experiences in partner schools.
- 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.

Program Information for Trinity Christian College 2005-2006	
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S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2005-2006	191
S.2 Number of candidates in supervised student teaching in academic year 2005-2006	130
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	10
➤ S.3B Part-time faculty in professional education but full-time in the institution	8
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	11
S.4 Total faculty student teaching supervisors	29
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	4.48:1
S.6A The average number of student teaching hours per week	37.5
S.6B The total number of weeks of supervised student teaching required	14
S.7 Average total number of hours required	525