

NC

Guilford College  
Traditional Report AY 2017-18  
North Carolina



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

### ADDRESS

5800 West Friendly Ave.

### CITY

Greensboro

### STATE

North Carolina

### ZIP

27410

### SALUTATION

Dr.

### FIRST NAME

Julie

### LAST NAME

Burke

### PHONE

(336) 316-2192

### EMAIL

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes  
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

## List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

## Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
9-12 Secondary Comprehensive Science	No	
9-12 Secondary English	No	
9-12 Secondary Social Studies	No	
K-12 French	No	
K-12 Spanish	No	
K-6 Elementary Education	No	

**Total number of teacher preparation programs: 6**

# Program Requirements

## THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Other

If Other, please specify:

Generally, it is junior year and after they complete the formal admissions process.

2. Does your initial teacher certification program conditionally admit students?

- Yes  
 No

3. Provide a link to your website where additional information about admissions requirements can be found:

<http://www.guilford.edu/academics/departments/education/>

4. Please provide any additional information about or exceptions to the admissions information provided above:

Students who are licensure-only already have a bachelor's degree and are expected to take and follow the same courses and programmatic expectations as traditional students, less content-specific course requirements as based on their bachelor's degree. At times, we will accept students provisionally if they are missing an application requirement (e.g. a recommendation) or conditionally if there are concerns about, for example, dispositions. The missing item or issue must be submitted or the concern satisfactorily addressed before the student can begin courses in the advanced curriculum. The background check required at the time of application is self-reporting.

## Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Exit Evaluation Conference*	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.23

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.3

6. Please provide any additional information about the information provided above:

## Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
- No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

5. What was the median GPA of individuals completing the program in academic year 2017-18?

6. Please provide any additional information about the information provided above:

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	210
Average number of clock hours required for student teaching	520
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	28
Number of students in supervised clinical experience during this academic year	24

Please provide any additional information about or descriptions of the supervised clinical experiences:

Experiences are supervised by tenure-level full-time faculty. Number of adjunct faculty supervising clinical experiences during this academic year includes Cooperating Teachers and Clinical public school faculty for interns and student teachers.

# Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

## Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

### [Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2017-18	<input type="text" value="11"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="2"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="9"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="0"/>
<i>Race</i>	



2017-18

Number Enrolled

American Indian or Alaska Native

0

Asian

0

Black or African American

1

Native Hawaiian or Other Pacific Islander

0

White

10

Two or more races

0

## Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

### What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	8
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	5
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	2
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

### What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	8
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	5
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	1
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text" value="2"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	<input type="text" value="3"/>
16	Foreign Languages	<input type="text" value="1"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

## Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

[>> Program Completers](#)

## Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	<input type="text" value="13"/>
2016-17	<input type="text" value="12"/>
2015-16	<input type="text" value="13"/>



# Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

### Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- Yes  
 No  
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Our administrative unit has neither the resources nor personnel to support a math licensure program.

## Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

9. Provide any additional comments, exceptions and explanations below:

## Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

12. Provide any additional comments, exceptions and explanations below:

Our administrative unit has neither the resources nor personnel to support a math licensure program.

## Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

### Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- Yes

- No
- Not applicable

**4. Description of strategies used to achieve goal, if applicable:**

We continue to promote the Comprehensive Science Licensure during admissions fair, majors open houses, campus wide bulletins during and leading up to registration periods.

**5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**6. Provide any additional comments, exceptions and explanations below:**

Our numbers are steady.

**Academic year 2018-19**

**7. Is your program preparing teachers in science in 2018-19?**

- Yes
- No (leave remaining questions for year blank)

**8. How many prospective teachers did your program plan to add in science in 2018-19?**

**9. Provide any additional comments, exceptions and explanations below:**

Students in the program are promoting the program on campus and in the local schools where they do fieldwork.

**Academic year 2019-20**

**10. Will your program prepare teachers in science in 2019-20?**

- Yes
- No (leave remaining questions for year blank)

**11. How many prospective teachers does your program plan to add in science in 2019-20?**

**12. Provide any additional comments, exceptions and explanations below:**

Guilford College has adopted a new yearly schedule and new curriculum. Therefore, progress toward increasing our goal of the number of Comprehensive Science Licensure majors may be temporarily incalculable.

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

### Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- Yes  
 No  
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Until this academic year, Elementary Education has required a double major. This requirement was an obstacle in our path to offering courses and/or a concentration in SPED. We recognize the critical need for teachers to serve all populations in the schools. Since we have changed the elementary major to a stand-alone major we are in the process of infusing our elementary licensure program with more focus on Exceptional Children's topics and developing a minor or concentration in SPED with our current faculty and resources.

### Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

9. Provide any additional comments, exceptions and explanations below:

Guilford College Education Studies is working in collaboration with a local university to articulate a pathway from K-6 licensure at Guilford College to an EC license or MAT or M.Ed that is seamless and effective.

## Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

12. Provide any additional comments, exceptions and explanations below:

Education Studies has established a non-licensure track for Education Studies majors. One of the concentrations in this track is Exceptional/Special Education.

## Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.  [\(§205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

### Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- Yes
- No
- Not applicable

4. Description of strategies used to achieve goal, if applicable:

Our goal is to infuse instruction of Limited English Proficient students into both our Foundational and Processes (Methods) courses. Therefore, our minors, as well as our majors, receive this instruction. We are meeting that goal. We place students in highly impacted schools with an average of 27 languages for all clinical field positions, and require candidates to complete sixty hours of fieldwork working with LEP and/or ESOL students (course EDU302).

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

35

9. Provide any additional comments, exceptions and explanations below:

We are in transition. This is an area we are exploring. We are discussing resources and capacity on our campus. We have always emphasized teaching LEP students, but we are considering options for certification.

### Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

30

12. Provide any additional comments, exceptions and explanations below:

With our new non-licensure track in the Education Studies major, one concentration that will be available includes EL.

## Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes  
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes  
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
- No
- Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
- No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
- No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
- No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
- No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

Assurance #4: General education teachers are prepared to provide instruction to student with disabilities. \*We are strengthening instruction to students with disabilities. While we have always integrated instruction about teaching students with disabilities into coursework in foundations and processes (methods) we now have a specific course in SPED. Assurance 5: General education teachers receive training in providing instruction to limited English proficient students. \*A strength of the Education Studies Program is our focus on cultural and linguistic diversity. As part of this focus, candidates are required to work for a minimum of 60 hours with students who have recently emigrated to the USA prior to admittance to any Program. We especially encourage students to study abroad and work with students in a different country in order to experience being limited in the local language and acquiring as much insight into the culture as possible. We do this to intentionally promote understanding and empathy with Limited English Proficient people. Students who do not go abroad complete their field work in local refugee centers or with immigrant populations in the local public schools. An intention of these experiences is to practice teaching and learning in contexts where English is not a first language and where people have different cultural norms than in the U.S. Assurances 6&7: General education teachers receive training in providing instruction to children from low-income families; Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable. \*The vast majority of Guilford College Education Studies' placements are located in high poverty, highly impacted, and under-resourced schools. Our long standing partnerships with highly-impacted, low-resourced schools are intentional because of the opportunities they provide our candidates and students to recognize the different assets/strengths students develop as well as the stressors and obstacles low-income, under-served people face. For example, the average number of languages spoken in our partner schools is a minimum of 27, most of our schools serve majority minority populations, and some of our partner schools are highly impacted by absenteeism, lack of parental involvement and outside factors related to poverty. Additionally, our students often work within countries in historically economically stressed regions including but not limited to: Ghana, Guatemala, and Mexico, when they study abroad. Assurance 7: Prospective teachers receive training on how to effectively teach in urban and rural schools. (This description adds to details given in Assurances 6 & 7 above). \*Education Studies candidates work in myriad settings. We purposefully place students/candidates in multiple and diverse field work settings. We use two different places in our licensure programs; one for the semester prior to Student-Teaching and one for the Student-Teaching. The semester prior to Student-Teaching students do extensive clinical field work as described in Assurances 6 & 7 above. Student-Teaching placements are purposefully changed in order for our candidates to experience the broadest possible range of teaching conditions. In the semesters prior to admission into Teacher Education we require respectively, 10, 20, and 60 hours of field work in a variety of settings including urban and rural as well as suburban settings.

## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16	1			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2016-17	2			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2015-16	15	237	11	73
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	2			
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	12	225	6	50
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All program completers, 2016-17	2			
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All program completers, 2015-16	12	250	11	92
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	1			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			

## Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

### Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	1		
All program completers, 2016-17	3		
All program completers, 2015-16	16	10	63
All program completers, combined 3 academic years	20	14	70

## Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

1. Is your teacher preparation program currently approved or accredited?

- Yes  
 No

If yes, please specify the organization(s) that approved or accredited your program:

- State  
 NCATE  
 TEAC  
 CAEP  
 Other specify:

SACS and NCDPI

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- Yes  
 No

# Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes  
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Guilford faculty believe that the curriculum should be inherently flexible, based on the needs of the students, both in our programs and in the public schools. We constantly encourage our candidates to, "always begin with the student: who they are, what they individually bring to the learning environment, their needs, and what we, as educators, can do to meet these needs". Consequently, the first step in successful teaching is the identification of "who is the student?" and, given this, what should educators do/ create that best meets the needs of the student. How to do this is always different, based on the student. This is especially true for technology as we serve a large population of adult students whose exposure, experiences and the accessibility to technology is quite different from our more traditional students'. In all of our advanced "methods" courses, we study and practice the implementation of instructional technology as a form of effective instruction and engagement and differentiation. Candidates must create and teach lessons beginning in their internship field study. Differentiation in instruction is based on data which the schools collect from local and nationally standardized measures of achievement and progress as well as teacher assessment. Candidates continue to utilize data from various technological sources as they develop effective instruction that is both universal and differentiated learning projects in student teaching. All candidates are expected to learn about, use, and critique the technology available in their schools. Our candidates are encouraged to practice the use of technology including projection techniques, Internet searches, iPads and iPods, Podcasts and video streaming, and blogging, for example. From a pedagogical perspective, Education Studies candidates use various technologies to augment their instruction. As part of this goal, students begin to question when it

is (and when it is not) appropriate to infuse technology into lesson planning and instruction, making their decisions based on both the curricular and the contextual needs of the students. This is a critical first step in the use of technology in teaching that is often overlooked. Education studies students are required to teach their peers beginning in the first education studies course. During these "teaches", they are required to use technology: PowerPoint, Prezi, the Internet, infusion of multimedia, videos, for example, as appropriate. Additionally, course work is often presented and responses shared using an electronic platform called Canvas throughout all of our courses. In the candidates' cross cultural course, Skype and Podcasts are used. Once candidates are admitted to a Licensure Program and begin their "methods" courses, they learn to use content-specific technologies to augment instruction. While in the schools, candidates use as many technologies as are available and supported, and search for ways to increase their impact on student success. This is especially true as it pertains to technologies used for formative assessment and data collection and analysis for instruction. There is wide variability in the availability of technology and types of technology in our partnership schools. Thus we work to promote technology capabilities that can be extended to under-resourced schools by teaching many alternate technological practices. As mentioned earlier, we often work in under-resourced schools so technology availability varies broadly. In methods courses, students learn about and use content-specific technologies. For example, in science, students learn to use various interactive technologies and pedagogical software packages that focus on content-specific constructs such as dissection, physics, and environmental science. Likewise, in ELA, assessment technologies such as DIBELS are taught and practiced. While in the schools, our students learn to use software and other technologies that the schools currently use (attendance, grade book, SmartBoards, eBeams, and student-assessment packages). Education Studies faculty require, as part of their internships and student teaching, that candidates learn to use the same technologies the teachers currently use. We place special emphasis on the students learning to use the technology to gather assessment data about the students and to use those data to improve instruction. Cooperating teachers play a large role in the success of this objective. Interns and Student-teachers take part in school sponsored data collection and analysis. They meet with their teams for "data days". Candidates participate in "data days" and other school-supported data analyses activities as an expected part of their fieldwork. We, as a faculty, continue to model the use of technology in our own classrooms. We have employed blogging and the use of iPad applications in several of our classes. Faculty participate in college- sponsored and local/NCDPI workshops to learn and incorporate technology that is relevant to all classrooms. We, Guilford College Education Studies faculty, are constantly working to stay abreast of technological innovations and systems to support instruction, research and administrative data organization and utilization. We regularly attend College workshops on technological updates as well as NCDPI sponsored webinars and workshops. We work with our partner Curriculum and Technology personnel to insure that our candidates are doing what is most needed and reasonable in our local schools. We work closely with the instructional technology faculty in our library to update and make plans to stay current in educational technology. As we completed the Digital Standards Survey for PEPSC we determined that we have several strengths that we need to continue to enhance ( see above) and we have several areas that we need to develop more intentionally and consistently, specifically in the areas of College-wide support, policies and programs. Some areas that need attention also demand financial investment on the part of the college in terms of technology infrastructure. We continue to lobby, along with others on campus, for advancement of the infrastructure as well as investment in both hardware and software. In addition, in Fall 2018, we added technology specific courses in the Education Studies Program.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(G\)](#))

### 1. Does your program prepare general education teachers to:

#### a. teach students with disabilities effectively

- Yes  
 No

#### b. participate as a member of individualized education program teams

- Yes  
 No

#### c. teach students who are limited English proficient effectively

- Yes  
 No

### 2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Education studies majors are instructed in special education/ exceptional education theories and practices throughout all our programs. Our curriculum is spiral so we begin with theory and build in comprehension and applications. Students learn how to identify special needs and learn to create differentiated education opportunities. We require candidates to work with EC teachers in their placements to facilitate this process, as well as have direct experience in the referral process. Nearly all of our field placements are in inclusive classrooms. We do not offer a licensure in EC so our approach is to teach all teacher candidates to recognize, and support Exceptional Children. We teach candidates to employ Universal Design principles. These are emphasized in all our methods courses. In addition, in all of their instructional planning teacher candidates are held accountable for including specific appropriate interventions, accommodations, and modifications that are supported by valid research. Candidates are taught the processes by which IEPs are developed and the legal and ethical expectations for the use of IEPs and rights of children with exceptionalities and families of children with exceptionalities or special needs. EC educators from our partner schools visit our classes to teach. Interns and student teachers are required to sit in on IEP meetings with their cooperating teachers (when this is allowed) and learn to effectively function as members of an IEP team. All teacher candidates are taught to make careful observations, discern patterns of student performance and utilize EC resources. In methods classes we take a universal design approach. That is, there is a strong emphasis on making learning accessible to all students. Finally, regarding working with LEP students, education studies students and candidates complete fieldwork in very diverse settings. Guilford, as a College, focuses on service to the community; therefore, many of our students and candidates have established and managed tutoring services in the city for ELL students. As previously mentioned, some of our candidates go abroad and teach English to students in different countries as part of their EDU 302 coursework experience. Many candidates work with refugee and immigrant populations in cultural support and linguistic acquisition. Within the context of universal design we emphasize strategies to teach LEP. In our literacy classes we teach theories about learning in a second (or third) language, as well as language acquisition more generally.

**3. Does your program prepare special education teachers to:**

**a. teach students with disabilities effectively**

- Yes
- No
- Program does not prepare special education teachers

**b. participate as a member of individualized education program teams**

- Yes
- No
- Program does not prepare special education teachers

**c. teach students who are limited English proficient effectively**

- Yes
- No
- Program does not prepare special education teachers

**4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Please see comments in previous section. In addition, the requirements for Electronic Evidences 3,5 & 6 include evidence of proficiencies in teaching students who are ELP and have learning differences.

## Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Guilford College is a small (under 3000), liberal arts institution founded by the Society of Friends. The Education Studies Program is based on the Quaker belief that within everyone lies a teacher, which can be found and nurtured through the practice of in-depth and meaningful self-discovery and reflection. Our Program thus dedicates significant time to teaching students to look within; to reflect on that which will enable them to be a successful and gifted educators; teacher/learner/leaders who can identify and strengthen the gifts that students bring to the classroom. To achieve this goal of helping education students discover their strengths as teachers/learners/leaders, we have implemented a spiral curriculum that is developed around a core of critical self-reflection. This spiral curriculum emphasizes through continual development and integration: instructional planning, motivation, classroom management, historical and sociological issues, philosophy, law, pedagogical strategies, and assessment (to name a few) permits students to continually revisit critical constructs about teaching throughout their development as educators at increasingly deeper, more intellectual, relevant, and complex levels. Additionally, the Education Studies Program focuses on teaching as a means to address social inequalities. It is our belief that education is a vehicle by which social change can be made. We, consequently, challenge students to examine how their strengths as educators can be used to empower students to learn and be successful members of society as well as critique and transform society so that it is more just, equitable and fair. Included in our ethos of social justice is facilitation of our candidates' involvement in the profession. One way we help increase awareness is by focusing on the need to teach to and with diversity in the schools. Our cross-cultural requirement, wherein candidates work closely with students who are of a different cultures than their own, enables our candidates to challenge themselves not only as teachers, but as global citizens dedicated to a fair society. Due to our focus on teaching to diversity, the Education Studies Program has previously been cited by NCATE for having exemplary practices in preparing candidates in multicultural education. Finally, it is with pride that we, the Education Studies Department, can state without equivocation that our students are highly sought after. At least 95% of our candidates are hired within one year of their licensure completion. Several of our alumni have been nominated and then awarded Rookie Teacher of the year. We have served these students/candidates with only four full time Education Studies faculty. Our candidates come from a wide- range of backgrounds and experiences including traditional and adult students, people from a range of socio-economic backgrounds, individuals from all over the world, and those who are not native English Language speakers. We continue to work diligently to increase diversity among the teaching population and to increase the capability of all teachers to persevere in the field.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.



# Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **11**.

Number of program completers from Section I: Program Information, Program Completers is **13**.

For a total enrollment of **24**.

## Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Julie Burke

TITLE:

Chair, Professor Education Studies

## Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Deidre Pearman

TITLE:

Admin Asst/Licensure Officer

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	15	11	-26.67%
<a href="#">Male Enrollment</a>	4	2	-50.00%
<a href="#">Female Enrollment</a>	11	9	-18.18%
<a href="#">Hispanic/Latino Enrollment</a>	0	0	
<a href="#">American Indian or Alaska Native Enrollment</a>	0	0	
<a href="#">Asian Enrollment</a>	1	0	
<a href="#">Black or African American Enrollment</a>	0	1	
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	0	0	

Item	Last Year	This Year	Change
<a href="#">White Enrollment</a>	14	10	-28.57%
<a href="#">Two or more races Enrollment</a>	0	0	
<a href="#">Average number of clock hours required prior to student teaching</a>	210	210	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	520	520	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	0	0	
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	3	2	-33.33%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	29	28	-3.45%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	27	24	-11.11%
<a href="#">Total completers for current academic year</a>	12	13	8.33%
<a href="#">Total completers for prior academic year</a>	13	12	-7.69%
<a href="#">Total completers for second prior academic year</a>	13	13	0.00%