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University of Notre Dame
Alternative, IHE-based Program

2017 | Title II Reports

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AY 2015-16

Institution Information

Name of Institution: University of Notre Dame
Institution/Program Type: Alternative, IHE-based
Academic Year: 2015-16
State: Indiana

Address: 107 Carole Sandner Hall
 Notre Dame, IN, 46556

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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?
<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based 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 <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Psychology	No
Biology	No
Chemistry	No
Earth/Space Science	No
Economics	No
Elementary Education	No
English Language Arts	No
Foreign Language	No
Geography	No
Government & Citizenship	No
History	No

History	No
Mathematics	No
Middle School: Language Arts	No
Middle School: Mathematics	No
Middle School: Science	No
Middle School: Social Studies	No
Physical Science	No
Physics	No
Sociology	No
Total number of teacher preparation programs: 19	

Section I.b Admissions

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

Postgraduate

Does your initial teacher certification program conditionally admit students?

No

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

www.ACE.nd.edu

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

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

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.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

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

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.6

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.8

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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.

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 2015-16:	168
Unduplicated number of males enrolled in 2015-16:	83
Unduplicated number of females enrolled in 2015-16:	85

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	14
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	9
Black or African American:	9
Native Hawaiian or Other Pacific Islander:	0
White:	134
Two or more races:	0

Section I.d Supervised Clinical Experience

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	91
Average number of clock hours required for student teaching	3000
Average number of clock hours required for mentoring/induction support	45
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	148
Number of students in supervised clinical experience during this academic year	168

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

Notre Dame candidates are supervised by a University faculty member and a clinical supervisor. They are placed across the country; however, receive an on-site visit each semester.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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))

Subject Area	Number Prepared
Education - General	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	30
Teacher Education - Junior High/Intermediate/Middle School Education	22
Teacher Education - Secondary Education	37
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	10
Teacher Education - Foreign Language	7
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	10
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	10
Teacher Education - Social Science	2
Teacher Education - Social Studies	12
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	3
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	0
Teacher Education - French	1
Teacher Education - German	0
Teacher Education - History	1
Teacher Education - Physics	2
Teacher Education - Spanish	6
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0

Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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))

Academic Major	Number Prepared
Education - General	3
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	0
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	2

Psychology	8
Social Sciences	0
Anthropology	3
Economics	2
Geography and Cartography	0
Political Science and Government	2
Sociology	4
Visual and Performing Arts	0
History	10
Foreign Languages	5
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	10
Philosophy and Religious Studies	6
Agriculture	0
Communication or Journalism	2
Engineering	3
Biology	4
Mathematics and Statistics	5
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	1
Geological and Earth Sciences/Geosciences	1
Physics	3
Business/Business Administration/Accounting	3
Computer and Information Sciences	0
Other Specify: His. St 1; Hum Dvl 2; Amer S. 2; Cr. Just 1; Nurs 1; Biochem 3; Pre Prof 3 FTT 1; Medieval 1; Tech 1	16

Section I.f Program Completers

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

2015-16: 89

2014-15: 83

2013-14: 83

Section II 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 <http://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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

0

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

The Notre Dame ACE program partners with Catholic schools and supplies the requested number of teachers in mathematics. Therefore, ACE does not have a set goal. Moreover, if there is a request for increased numbers of teachers in mathematics, ACE will provide the number requested. It is important to note that requests for teachers in math are consistent.

Academic year 2016-17**Is your program preparing teachers in mathematics in 2016-17?**

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

0

Provide any additional comments, exceptions and explanations below:

The Notre Dame ACE program partners with Catholic schools and supplies the requested number of teachers in mathematics. Therefore, ACE does not have a set goal. Moreover, if there is a request for increased numbers of teachers in mathematics, ACE will provide the number requested. It is important to note that requests for teachers in math are consistent.

Academic year 2017-18**Will your program prepare teachers in mathematics in 2017-18?**

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

0

Provide any additional comments, exceptions and explanations below:

The Notre Dame ACE program partners with Catholic schools and supplies the requested number of teachers in mathematics. Therefore, ACE does not have a set goal. Moreover, if there is a request for increased numbers of teachers in mathematics, ACE will provide the number requested. It is important to note that requests for teachers in math are consistent.

Section II 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. (**S205(a)(1)(A)(ii)**, **S206(a)**)

Information about teacher shortage areas can be found at <http://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 2015-16**Did your program prepare teachers in science in 2015-16?**

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

0

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:****Provide any additional comments, exceptions and explanations below:**

The Notre Dame ACE program partners with Catholic schools and supplies the requested number of teachers in science. Therefore, ACE does not have a set goal. Moreover, if there is a request for teachers in science, ACE will provide the number requested. It is important to note that requests for teachers in science are consistent.

Academic year 2016-17**Is your program preparing teachers in science in 2016-17?**

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

0

Provide any additional comments, exceptions and explanations below:

The Notre Dame ACE program partners with Catholic schools and supplies the requested number of teachers in science. Therefore, ACE does not have a set goal. Moreover, if there is a request for teachers in science, ACE will provide the number requested. It is important to note that requests for teachers in science are consistent.

Academic year 2017-18**Will your program prepare teachers in science in 2017-18?**

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

0

Provide any additional comments, exceptions and explanations below:

The Notre Dame ACE program partners with Catholic schools and supplies the requested number of teachers in science. Therefore, ACE does not have a set goal. Moreover, if there is a request for teachers in science, ACE will provide the number requested. It is important to note that requests for teachers in science are consistent.

Section II Annual Goals - Special Education

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 <http://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 2015-16**Did your program prepare teachers in special education in 2015-16?**

No

How many prospective teachers did your program plan to add in special education in 2015-16?**Did your program meet the goal for prospective teachers set in special education in 2015-16?**

Data not reported

Description of strategies used to achieve goal, if applicable:**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:****Provide any additional comments, exceptions and explanations below:****Academic year 2016-17****Is your program preparing teachers in special education in 2016-17?**

No

How many prospective teachers did your program plan to add in special education in 2016-17?**Provide any additional comments, exceptions and explanations below:****Academic year 2017-18****Will your program prepare teachers in special education in 2017-18?**

No

How many prospective teachers does your program plan to add in special education in 2017-18?**Provide any additional comments, exceptions and explanations below:****Section II 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 <http://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 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

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

Provide any additional comments, exceptions and explanations below:

Section II 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.

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

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

Yes

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

NA

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

Yes

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

Yes

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

Yes

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

Yes

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

Candidates have specific coursework in each of these areas. In addition, continuing coursework and teaching on-site for two years gives our prospective teachers more hands on experience. Each candidate has both a pastoral and academic supervisor. All candidates come to gather for an "academic" retreat at least three times a year for additional support and community.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS)	2			

All program completers, 2014-15				
0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0235.1-BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	7			
0245-CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2013-14	4			
5245-CHEMISTRY CONTENT KNOWLEDGE II (CD) Educational Testing Service (ETS) All program completers, 2014-15	2			
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15	27	186	26	96
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	11	181	10	91
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15	27	189	27	100
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	11	190	11	100
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15	27	181	26	96
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	11	181	11	100
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15	27	185	27	100
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	11	191	11	100
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	30	259	30	100
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	32	251	31	97
005-ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	14	250	14	100
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	48	242	46	96
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	30	246	30	100
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	6			
060-ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	48	260	47	98
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	30	245	29	97

061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	30	443	43	71
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	6			
061-ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	4			
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	48	256	46	96
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	30	251	30	100
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	6			
062-ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	3			
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	48	247	46	96
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	30	240	30	100
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	6			
063-ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2013-14	4			
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	10	189	10	100
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	7			
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	9			
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	9			
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	1			
5174-FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	2			
0930-GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	2			
035-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	9			
035-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	6			
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS)	1			

All program completers, 2015-16				
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	5			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
020-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	18	235	18	100
020-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	1			
5049-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2014-15	2			
5049-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2013-14	2			
0049.1-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS.1 Educational Testing Service (ETS) All program completers, 2013-14	2			
034-MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	7			
034-MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	3			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	3			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	2			
036-MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson Other enrolled students	24	240	24	100
036-MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	7			
0439.1-MIDDLE SCHOOL SCIENCE.1 Educational Testing Service (ETS) All program completers, 2014-15	6			
0439.1-MIDDLE SCHOOL SCIENCE.1 Educational Testing Service (ETS) All program completers, 2013-14	4			
037-MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	13	234	12	92
037-MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	5			
5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	6			
037-MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	1			
5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	2			
0089.1-MIDDLE SCHOOL SOCIAL STUDIES.1 Educational Testing Service (ETS) All program completers, 2014-15	1			
0089.1-MIDDLE SCHOOL SOCIAL STUDIES.1	1			

007-P-12 EDUCATION Educational Testing Service (ETS) All program completers, 2013-14				
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	7			
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	5			
007-P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	1			
0265-PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2013-14	2			
5265-PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2013-14	2			
043-SCIENCE—CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	5			
043-SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	3			
045-SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			
045-SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	5			
046-SCIENCE—PHYSICAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
047-SCIENCE—PHYSICS Evaluation Systems group of Pearson Other enrolled students	5			
047-SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	3			
047-SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	52	268	52	100
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	45	258	45	100
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	34	259	34	100
0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
5081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
048-SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
049-SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			
050-SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson Other enrolled students	3			

050-SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2015-16	2			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	9			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16	5			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	1			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2013-14	1			
052-SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	1			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2015-16	1			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2014-15	5			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2013-14	3			
5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2014-15	3			
0941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	5			
055-WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson Other enrolled students	2			
055-WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	1			
059-WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson Other enrolled students	9			
059-WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	5			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	89	87	98
All program completers, 2014-15	83	81	98
All program completers, 2013-14	71	69	97

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

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)?

No

Section V Use of Technology

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.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

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.

Candidates take courses in technology for teachers and employ technology in maintaining records and grades. Homework assignments and assessments are provided to each parent via technology. In addition, candidates take on-line coursework throughout the two-year student teaching experience. They upload all evidence of performance indicators into electronic portfolios.

Section VI 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.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

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.

Candidates take diversity courses and are educated in intervention methods along with differentiated instruction through required exceptionality courses. Again, the two-year teaching experience helps candidates create programs that enable them to form longitudinal strategies to meet the diverse needs of all struggling learners.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
NA
- **participate as a member of individualized education program teams**
NA
- **teach students who are limited English proficient effectively**
NA

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.

ND-ACE does not prepare special education teachers at the initial license level.

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The ND-ACE teaching program provides for a two-year supervised teaching experience while the candidates serve as teachers of record. When candidates finish the program with their supervised teaching and other course work (37-41 credit hours), they receive an M.Ed degree.

Supporting Files

[ND 1841 Basic Skills Admissions 2015-16](#)

Complete Report Card

AY 2015-16

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