title **II** highereducationact

2016 | Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: University of Notre Dame
Institution/Program Type: Alternative, IHE-based
Academic Year: 2014-15
State: Indiana

Address: 107 Carole Sandner Hall

Notre Dame, IN, 46556

Contact Name: Dr. Christine Bonfiglio
Phone: 574-631-3430
Email: bonfiglio.1@nd.edu

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
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 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

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
OtherGRE	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 2014-15

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 2014-15

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 2014-15:	185
Unduplicated number of males enrolled in 2014-15:	87
Unduplicated number of females enrolled in 2014-15:	98

2014-15	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	7
Race	
American Indian or Alaska Native:	2
Asian:	9
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	164
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	87.5
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)	129
Number of students in supervised clinical experience during this academic year	183

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

Please note the substantial increase in the question regarding adjunct faculty related to supervision. Last year's data neglected the P-12 staff. As the new Director of Professional Standards, I want to ensure the validity of the data. Please know that this year's data reflect the definition for this question and the issue has been corrected.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	33
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	13
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	8
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	6
Teacher Education - Social Science	
Teacher Education - Social Studies	9
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	3
Teacher Education - Physics	1
Teacher Education - Spanish	5
Teacher Education - Speech	

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

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	

Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	1
Psychology	7
Social Sciences	
Anthropology	2
Economics	3
Geography and Cartography	
Political Science and Government	10
Sociology	3
Visual and Performing Arts	
History	7
Foreign Languages	7
Family and Consumer Sciences/Human Sciences	
English Language/Literature	13
Philosophy and Religious Studies	7
Agriculture	
Communication or Journalism	1
Engineering	
Biology	4
Mathematics and Statistics	6
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	3
Geological and Earth Sciences/Geosciences	
Physics	1
Business/Business Administration/Accounting	4
Computer and Information Sciences	
Other Specify: Media Studies=1 Pre-Med=4 Environ. Science=2 Nursing=1 Peace/Justice=1 Am. Studies=1 Human Dvlpt=1	11

Section I.f Program Completers

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

2014-15: 83

2013-14: 83

2012-13: 85

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 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

0

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

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:

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.

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.

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

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

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 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

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does 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 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. (§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 science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

0

Did your program meet the goal for prospective teachers set in science in 2014-15?

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.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

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

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 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does 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.

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 2014-15

Did your program prepare teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Did your program meet the goal for prospective teachers set in special education in 2014-15?

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 2015-16

Is your program preparing teachers in special education in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

No

How many prospective teachers does your program plan to add in special education in 2016-17?

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 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

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 2015-16

Is your program preparing 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?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

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

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:

Continuing coursework and teaching on-site for two years gives our prospective teachers more hands on experience. Each student 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	2			

Educational Testing Service (ETS) All program completers, 2014-15				
0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0235.1-BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	7			
0235.1-BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
0245-CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2013-14	4			
0245-CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	2			
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
5033-ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	14	189	14	100
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
5032-ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	14	189	14	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
5035-ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	14	184	14	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
5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	14	184	14	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	37	238	31	84

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	37	241	33	89
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	37	245	33	89
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	37	235	30	81
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			
5041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	7			
0041.1-ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	10	188	10	100
021-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	10	233	9	90
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			
0930-GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	2			
035-MATHEMATICS	9			

Evaluation Systems group of Pearson Other enrolled students				
5061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
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			
0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
020-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	4			
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			
5049-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2012-13	1			
0049.1-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS.1 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, 2012-13	4			
034-MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	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			
0069-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	2			
036-MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson Other enrolled students	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			
0439.1-MIDDLE SCHOOL SCIENCE.1 Educational Testing Service (ETS) All program completers, 2012-13	3			
037-MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	6			
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 Educational Testing Service (ETS) All program completers, 2013-14	1			
0089.1-MIDDLE SCHOOL SOCIAL STUDIES.1 Educational Testing Service (ETS) All program completers, 2012-13	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			
0265-PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	3			
043-SCIENCE—CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	3			
045-SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	6			
047-SCIENCE—PHYSICS Evaluation Systems group of Pearson Other enrolled students	2			
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, 2014-15	45	258	45	100
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	32	259	32	100
006-SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			
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			
0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
048-SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson Other enrolled students	2			
050-SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson Other enrolled students	3			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES	2			

051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	8			
051-SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	1			
052-SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
0191-SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	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			
5195-SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
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			
5941-WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2013-14	1			
055-WORLD LANGUAGES—FRENCH Evaluation Systems group of Pearson Other enrolled students	1			
059-WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson Other enrolled students	9			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	83	81	98
All program completers, 2013-14	71	69	97
All program completers, 2012-13	64	63	98

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

Complete Report Card   AY 2014-15

title **II**
higher**education**act

VIEW TITLE II REPORTS   SUBMIT REPORTS

Login   Webinars   Technical Assistance   User Manuals

About Title II Contacts

University of Notre Dame
Alternative, IHE-based Program

2016 Title II Reports

Section VIII Report Certification

AY 2014-15

Program Data Collection

State Guidance

Choose Report Card

Welcome

Instructions

Institution Information

Section I.a Program Information

Section I.b Admissions

Section I.b Undergraduate Requirements

Section I.b Postgraduate Requirements

Section I.c Enrollment

Section I.d Supervised Clinical Experience

Section I.e Teachers Prepared by Subject Area

Section I.e Teachers Prepared by Academic Major

Section I.f Program Completers

Section II Annual Goals - Mathematics

Section II Annual Goals - Science

Section II Annual Goals - Special Education

Section II Annual Goals - Instruction of Limited
English Proficient Students

Section II Assurances

Section III Assessment Pass Rates

Section III Summary Pass Rates

Section IV Low-Performing

Section V Use of Technology

Section VI Teacher Training

Section VII Contextual Information

Section VIII Report Certification

Print Report

Print Prior Report

Account Information

Log Out

Report Card Certification

Information in this report has been certified as accurate and complete by:
Christine M. Bonfiglio, Ph.D
Director of Professional Standards

This submission was reviewed and certified as accurate and complete by:
Daniel K. Lapsley, Ph.D
Academic Director for the Alliance for Catholic Education

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	175	185	5.71%
Male Enrollment	84	87	3.57%
Female Enrollment	91	98	7.69%
Hispanic/Latino Enrollment	14	7	-50.00%
American Indian or Alaska Native Enrollment	2	2	0.00%
Asian Enrollment	5	9	80.00%
Black or African American Enrollment	3	3	0.00%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	151	164	8.61%
Two or more races Enrollment	0	0	
Average number of clock hours required prior to student teaching	87.5	87.5	0.00%
Average number of clock hours required for student teaching	3000	3000	0.00%
Average number of clock hours required for mentoring	45	45	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	6	5	-16.67%
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	119	129	8.40%
Number of students in supervised clinical experience during this academic year	175	183	4.57%
Total completers for current academic year	83	83	0.00%
Total completers for prior academic year	85	83	-2.35%
Total completers for second prior academic year	82	85	3.66%

Section VIII Report Certification

AY 2014-15

ED.gov This is a United States Department of Education computer system.

About Title II| Technical Assistance| Privacy Policy| Contacts