

Title II Higher Education Act

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University of Notre Dame
Alternative, IHE-based Program
2009-10

Print Report Card

Program Information

Name of Institution: University of Notre Dame
Institution/Program Type: Alternative, IHE-based
Academic Year: 2009-10
State: Indiana

Address: 154 I.E.I Building

Notre Dame, IN, 46556

Contact Name: Mrs. Nancy Masters
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	NA	Yes
Fee/Payment	NA	Yes
Transcript	NA	Yes
Fingerprint check	NA	No
Background check	NA	Yes

Experience in a classroom or working with children	NA	No
Minimum number of courses/credits/semester hours completed	NA	No
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	Yes
Minimum GPA in professional education coursework	NA	Yes
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	Yes
Minimum basic skills test score	NA	No
Subject area/academic content test or other subject matter verification	NA	No
Minimum Miller Analogies test score	NA	No
Recommendation(s)	NA	Yes
Essay or personal statement	NA	Yes
Interview	NA	Yes
Resume	NA	Yes
Beachelor's degree or higher	NA	Yes
Job offer from school/district	NA	Yes
Personality test (e.g.,Myers-Briggs Assessment)	NA	No
Other (specify: Two year commitment)	NA	Yes

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

www.ACE@nd.edu

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

Postgraduate

Does your initial teacher certification program conditionally admit students? No

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

Section I.b Program 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.

Total number of students enrolled in 2009-10:	167
Unduplicated number of males enrolled in 2009-10:	79
Unduplicated number of females enrolled in 2009-10:	88

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	10
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	6
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	158
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	320
Average number of clock hours required for student teaching	2520
Number of full-time equivalent faculty in supervised clinical experience during this academic year	8
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	2
Number of students in supervised clinical experience during this academic year	167

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

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Teaching	86
TOTAL	86

Subject area	Number prepared
Elementary Generalist	17
Language Arts	16
Mathematics	11
Reading	17
Science	9
Social Studies	12

World Languages	7
TOTAL	89

Section I.e Program Completers

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

2009-10: 86

2008-09: 86

2007-08: 87

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2009-10 Goal: 11 Goal met? Yes Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Science	Academic year: 2009-10 Goal: 9 Goal met? Yes Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Special education	Academic year: 2009-10 Goal: NA Goal met?

	<p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Other (NA)</p>	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

We only accept students for paid placements as teachers-of-record.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

NA

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how 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 educational supervisor. All students come to gather for an "educational" retreat at least three times a year.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9				94	169
ETSo235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				97	170
ETSo245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	3				76	162
ETSo245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	5				100	169
ETSo571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETSo011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	28	186	28	100	98	180
ETSo041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	21	189	21	100	99	183
ETSo041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS)	13	194	13	100	100	182

All program completers, 2009-10						
ETSo173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2					
ETSo173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETSo061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	22	176	22	100	88	155
ETSo061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				95	157
ETSo049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	3					
ETSo049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	2					
ETSo069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6				94	180
ETSo069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	3					
ETSo439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	8				100	172
ETSo439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETSo089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	8				100	182
ETSo089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	1					
ETSo265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	3					
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	20	187	20	100	97	183

ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	75	187	75	100	99	183
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	20	184	20	100	98	182
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	75	184	75	100	99	182
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	20	183	20	100	99	178
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	75	182	75	100	99	179
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	28	591	28	100	100	540
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	14	182	14	100	98	174
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	12	181	12	100	99	173
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	11	178	10	91	94	176
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				97	179

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	81	81	100	98
All program completers, 2009-10	970	947	98	98
All program completers, 2008-09	482	475	99	99
All program completers, 2007-08	209	206	99	99

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. Technology

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 how your program 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 how your program 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.

Students 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. Students 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

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 how your program 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.

Students take diversity courses. Students are educated in intervention methods along with differentiated instruction through required exceptionality courses. Again, the two-year teaching experience helps students create programs that enables them to form longitudinal strategies .

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 how your program 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.

NA

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.

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

Supporting Files

University of Notre Dame
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