



SUBMIT REPORTS

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Bellarmine University
 Traditional Program
 2009-10

Print Report Card

Program Information

Name of Institution: Bellarmine University
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Kentucky

Address: 2001 Newburg Road

 Louisville, KY, 40205

Contact Name: Dr. Robert Cooter
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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	Yes	Yes
Fee/Payment	No	No
Transcript	No	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	No	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum GRE score	No	Yes
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes

Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	No	No
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: Writing Prompt)	Yes	Yes

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

undergraduate: <http://www.bellarmine.edu/education/undergraduate/teachereducation.asp>

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

Sophomore year Postgraduate after filling prerequisites classes and applying

Does your initial teacher certification program conditionally admit students? No

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

Link above is for undergrad; below is the link to MAT/Alt Cert

<http://www.bellarmine.edu/education/graduate/requirements/mat.asp>

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:	265
Unduplicated number of males enrolled in 2009-10:	52
Unduplicated number of females enrolled in 2009-10:	213

2009-10	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	1
Race	
American Indian or Alaska Native:	1
Asian:	6
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	0
White:	243
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	189
Average number of clock hours required for student teaching	420
Number of full-time equivalent faculty in supervised clinical experience during this academic year	6
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	20
Number of students in supervised clinical experience during this academic year	103

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(h)(1)(H))

Academic major	Number prepared
Art, Grades P-12	2
Biological Science, Grades 8-12	3
Biological Science, Grades 8-12	1
Chemistry, Grades 8-12	1
English, Grades 8-12	8
Exceptional Children--Learning And Behavior Disorders, Grades P-12	3
Exceptional Children--Learning And Behavior Disorders, Grades P-12	13
In Elementary School, Grades P-5	11
In Elementary School, Grades P-5	41
Middle Grades English And Communications, Grades 5-9	1
Middle Grades English And Communications, Grades 5-9	8
Middle Grades Mathematics, Grades 5-9	1
Middle Grades Mathematics, Grades 5-9	4
Middle Grades Science, Grades 5-9	3
Middle Grades Social Studies, Grades 5-9	6
Middle Grades Social Studies, Grades 5-9	2
Social Studies, Grades 8-12	4
Social Studies, Grades 8-12	2
TOTAL	

Subject area	Number prepared
Art, Grades P-12	2
Biological Science, Grades 8-12	3
Biological Science, Grades 8-12	1
Chemistry, Grades 8-12	1
English, Grades 8-12	8
Exceptional Children--Learning And Behavior Disorders, Grades P-12	3
Exceptional Children--Learning And Behavior Disorders, Grades P-12	13
In Elementary School, Grades P-5	11
In Elementary School, Grades P-5	41
Middle Grades English And Communications, Grades 5-9	1
Middle Grades English And Communications, Grades 5-9	8
Middle Grades Mathematics, Grades 5-9	1
Middle Grades Mathematics, Grades 5-9	4
Middle Grades Science, Grades 5-9	3
Middle Grades Social Studies, Grades 5-9	6
Middle Grades Social Studies, Grades 5-9	2
Social Studies, Grades 8-12	4
Social Studies, Grades 8-12	2
TOTAL	

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: 63

2008-09: 92

2007-08: 96

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	<p>Academic year: 2009-10</p> <p>Goal: increase 5% enrollment</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>This goal presents an interesting dilemma because we did not increase our enrollment in mathematics preparation in our regular programs, but did increase our mathematics enrollment in our alternative certification program. There is overlap in these programs in that alternative certification candidates complete the MAT program. To encourage students to pursue mathematics, we "advertised" shortage areas at Open Houses and Orientation programs as well as recruited candidates through media and print announcements.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>This goal was hindered by a drop in program participants across all programs due to the economy. Additionally, we are committed to keeping high standards for admission, which can eliminate candidates particularly in mathematics and sciences. We plan to publicize mathematics education to prospective undergraduates interested in education and we have hired a full-time mathematics educator for 2010-11.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: increase 5% enrollment</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Our enrollment held the same in science. At the undergraduate level, students have a very difficult time completing the science curriculum in four years. We have talked with content area professors about encouraging science education as well as promoted the sciences as shortage areas in university publications, Open Houses and Orientation programs.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The state of the economy has affected enrollment across all program areas. Our commitment to maintaining high admission standards at admission and throughout our programs may have contributed to maintaining the status quo. We plan to publicize science education to prospective undergraduates interested in education, as well as encourage science education in promotional materials.</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: increase 5% enrollment</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Our enrollment in special education (dual certification) at the undergraduate level has remained stable, however has decreased at the graduate level. Again, the economy has played a role in that our initial certification graduate students must complete regular education certification in conjunction with special education endorsement. Graduate students needed to enter the work force earlier than adding special education endorsement would have permitted at additional cost.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

	We are emphasizing the necessity to be well-equipped to deal effectively with all learners in all of our programs. We provide financial incentives in the form of scholarships to candidates pursuing special education at the graduate level. We continue to publicize special education as a shortage area and promote it in all promotional materials.
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Program not offered</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</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:

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.

Yes

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:

- 1) Bellarmine provides a required dual certification (Gen Ed and LBD) program at the undergraduate level for all students seeking certification at the elementary and middle school levels.
- 2) Bellarmine has placement arrangements with our urban schools where candidates conduct field work and student teaching requirements.
- 3) All students complete a portion of their pre-service training in low-income schools.
- 4) Bellarmine student teachers are observed during their student teaching placement by the local district's Recruitment office staff.

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
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				95	171
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				96	170
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2009-10	1				95	165
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2007-08	2				88	163
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	168
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				90	167
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				100	165
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	165
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3				100	164
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1					
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1				90	162
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				93	172
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2009-10	16	177	15	94	99	174
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2008-09	18	176	18	100	99	174
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2007-08	23	176	23	100	99	174

ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2009-10	16	187	15	94	98	183
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2008-09	18	189	18	100	99	184
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) All program completers, 2007-08	23	186	23	100	97	183
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	38	172	38	100	92	164
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	24	169	24	100	85	161
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	50	171	49	98	98	166
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	53	169	53	100	99	166
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	60	169	60	100	98	165
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				97	176
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	188	10	100	91	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				96	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5				98	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6				98	178
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				72	155
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) Other enrolled students	2				72	157
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS)	8				95	162

All program completers, 2009-10					
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	5			97	161
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2007-08	6			94	161
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			96	163
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) Other enrolled students	2			96	166
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2008-09	2			100	165
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2007-08	3			100	166
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			96	148
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			85	149
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2			98	149
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3			100	151
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	8			84	174
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	5			93	174
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	1			99	174
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2007-08	5			97	173
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4			97	167
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	8			95	170
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS)	3			98	169

All program completers, 2009-10						
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	4				99	170
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	5				99	170
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	4				83	159
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	2				96	158
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	1				100	159
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2007-08	3				99	160
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				80	162
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	8				84	164
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	4				94	166
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2008-09	1				96	166
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2007-08	6				97	166
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				85	169
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	5				84	169
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	16	179	16	100	97	173
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	5				98	173
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	10	172	10	100	98	173
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				91	172

ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	3				92	173
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	20	179	20	100	99	176
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	14	177	14	100	100	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	24	176	24	100	99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	30	177	30	100	93	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2				91	173
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	50	179	50	100	99	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	53	180	53	100	99	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	60	179	59	98	99	176
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				92	165
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				90	165
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				97	168
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5				97	168
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	10	169	10	100	98	168
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				92	167

ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) Other enrolled students	3				84	166
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) All program completers, 2009-10	6				97	169
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) All program completers, 2008-09	5				98	170
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) All program completers, 2007-08	10	170	10	100	98	170

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	90	89	99	97
All program completers, 2008-09	72	72	100	98
All program completers, 2007-08	95	94	99	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
NCATE

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.

1) All pre-service teachers complete a required Instructional Technology course. Candidates must demonstrate technology proficiency in their benchmark assignment.

2) Candidates must complete a standards based unit of study which requires data collection to design and implement effective instruction.

3) Candidates evaluate their teaching effectiveness through data analysis and reflection as part of their benchmark assignments.

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.

1) Bellarmine's required dual certification program provides candidates with the knowledge, skills and dispositions to teach all students including those with disabilities effectively.

2) Dual certification candidates participate in IEP teams during their professional semester.

3) Student teaching placements provide opportunities for our candidates to interact and teach these diverse students.

Does your program prepare special 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 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.

See above

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.

Bellarmine University is located in Louisville, KY. We serve the largest urban school district in the state, Jefferson County Public Schools. JCPS has approximately 100,000 students with over 68 different languages spoken in the district. This provides our candidates with diverse field placements. Bellarmine offers initial certification programming at the undergraduate and graduate levels. Our undergraduate program requires dual certification in general ed and Learning and Behavior Disorders at the elementary and middle school level. Candidates seeking secondary certification graduate with a content major in addition to secondary certification. The Master of Arts in Teaching program is an alternative program designed to recruit career changes to the teaching profession. Certification is offered at the elementary, middle and secondary level. Students may choose, and often do choose, to add a Learning and Behavior Disorders (Special Education) program. We have maintained successful pass rates on the Praxis exams in all programs.

Supporting Files

Bellarmine University
Traditional Program
2009-10

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Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)
