

**Bellarmino University Office of Institutional Research & Effectiveness**  
 2017 Title II Reports (AY1617): Report Card for Teacher Preparation Programs

**Section I.a Program Information**

**Bellarmino University, Traditional (1056)**

Each teacher preparation provider may offer a variety of unique teacher preparation programs (such as Elementary Education, Special Education, Secondary English, or Secondary Biology).

Program Information, Bellarmino University, Traditional	
Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Art (P-12)	No
Biological Science (8-12)	No
Chemistry (8-12)	No
Elementary Education	No
English (8-12)	No
Integrated Music (P-12)	No
Learning and Behavior Disorders (P-12)	No
Mathematics (8-12)	No
Middle Grades English and Communications (5-9)	No
Middle Grades Mathematics (5-9)	No
Middle Grades Science (5-9)	No
Middle Grades Social Studies (5-9)	No
Physics (8-12)	No
Social Studies Grades (8-12)	No

**Bellarmino University, Alternative, IHE-based (1056)**

Each teacher preparation provider may offer a variety of unique teacher preparation programs (such as Elementary Education, Special Education, Secondary English, or Secondary Biology).

**Program Information, Bellarmine University, Alternative, IHE-based**

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Biological Science (8-12)	No
Chemistry (8-12)	No
Elementary Education	No
English (8-12)	No
Learning and Behavior Disorders (P-12)	No
Mathematics (8-12)	No
Middle Grades English and Communications (5-9)	No
Middle Grades Mathematics (5-9)	No
Middle Grades Science (5-9)	No
Middle Grades Social Studies (5-9)	No
Physics (8-12)	No
Social Studies (8-12)	No

**Bellarmino University, Alternative, not IHE-based (1056)**

Each teacher preparation provider may offer a variety of unique teacher preparation programs (such as Elementary Education, Special Education, Secondary English, or Secondary Biology).

There were no Alternative, not IHE-based programs at Bellarmine University for 2017 (AY 2015-16)

## Section 1.b Traditional Route Undergraduate Entry/Exit Requirements

Bellarmine University, (1056)

Are there initial teacher certification programs at the undergraduate level?		Yes
Traditional Route Undergraduate Entry/Exit Requirements, Bellarmine University		
Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	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	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No

### Traditional Route Undergraduate Entry/Exit Requirements, Bellarmine University

Element	Required for Entry	Required for Exit
Interview	Yes	No
Other:Evaluation of on demand writing.	Yes	No

## Section 1.b - Traditional Route Undergraduate GPA Requirements

Each teacher preparation program reports the minimum GPA required for admission into the teacher preparation program (if applicable), the median GPA of individuals accepted into the teacher preparation program, the minimum GPA required to complete the program (if applicable), and the median GPA of program completers.

### Bellarmine University, (1056)

#### Traditional Route Undergraduate GPA Requirements, Bellarmine University

Is Minimum GPA Required for Admission?	Yes
Minimum GPA Required for Admission	2.75
Median GPA of Individuals Accepted	3.26
Is Minimum GPA Required for Completion?	Yes
Minimum GPA Required for Completion	2.75
Median GPA of Completers	3.67

## Section 1.b Traditional Route Postgraduate Entry/Exit Requirements

### Bellarmine University, (1056)

Are there initial teacher certification programs at the postgraduate level?	Yes
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## Traditional Route Postgraduate Entry/Exit Requirements, Bellarmine University

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	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	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other:Evaluation of on demand writing.	Yes	No

### Section 1.b Traditional Route Postgraduate GPA Requirements

Source: [https://title2.ed.gov/Public/Report/FullReport/FullReport.aspx?p=3\\_01](https://title2.ed.gov/Public/Report/FullReport/FullReport.aspx?p=3_01), 11/28/2018

Each teacher preparation program reports the minimum GPA required for admission into the teacher preparation program (if applicable), the median GPA of individuals accepted into the teacher preparation program, the minimum GPA required to complete the program (if applicable), and the median GPA of program completers.

### **Bellarmine University, (1056)**

<b>Traditional Route Postgraduate GPA Requirements, Bellarmine University</b>	
<b>Is Minimum GPA Required for Admission?</b>	<b>Yes</b>
Minimum GPA Required for Admission	2.75
Median GPA of Individuals Accepted	3.34
<b>Is Minimum GPA Required for Completion?</b>	<b>Yes</b>
Minimum GPA Required for Completion	3
Median GPA of Completers	3.81

## Section 1.c Alternative Route Undergraduate Entry/Exit Requirements

### Bellarmino University, (1056)

Are there initial teacher certification programs at the undergraduate level?

No

There were no Alternative programs at Bellarmine University for 2017 (AY 2015-16)

## Section 1.c Alternative Route Undergraduate GPA Requirements

Each teacher preparation program reports the minimum GPA required for admission into the teacher preparation program (if applicable), the median GPA of individuals accepted into the teacher preparation program, the minimum GPA required to complete the program (if applicable), and the median GPA of program completers.

### Bellarmino University, (1056)

There were no Alternative programs at Bellarmine University for 2017 (AY 2015-16)

## Section 1.c Alternative Route Postgraduate Entry/Exit Requirements

### Bellarmino University, (1056)

Are there initial teacher certification programs at the postgraduate level?

Yes

#### Alternative Route Postgraduate Entry/Exit Requirements, Bellarmine University

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No

## Alternative Route Postgraduate Entry/Exit Requirements, Bellarmine University

Element	Required for Entry	Required for Exit
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	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:Evaluation of on demand writing.	Yes	No

### Section 1.c Alternative Route Postgraduate GPA Requirements

Each teacher preparation program reports the minimum GPA required for admission into the teacher preparation program (if applicable), the median GPA of individuals accepted into the teacher preparation program, the minimum GPA required to complete the program (if applicable), and the median GPA of program completers.



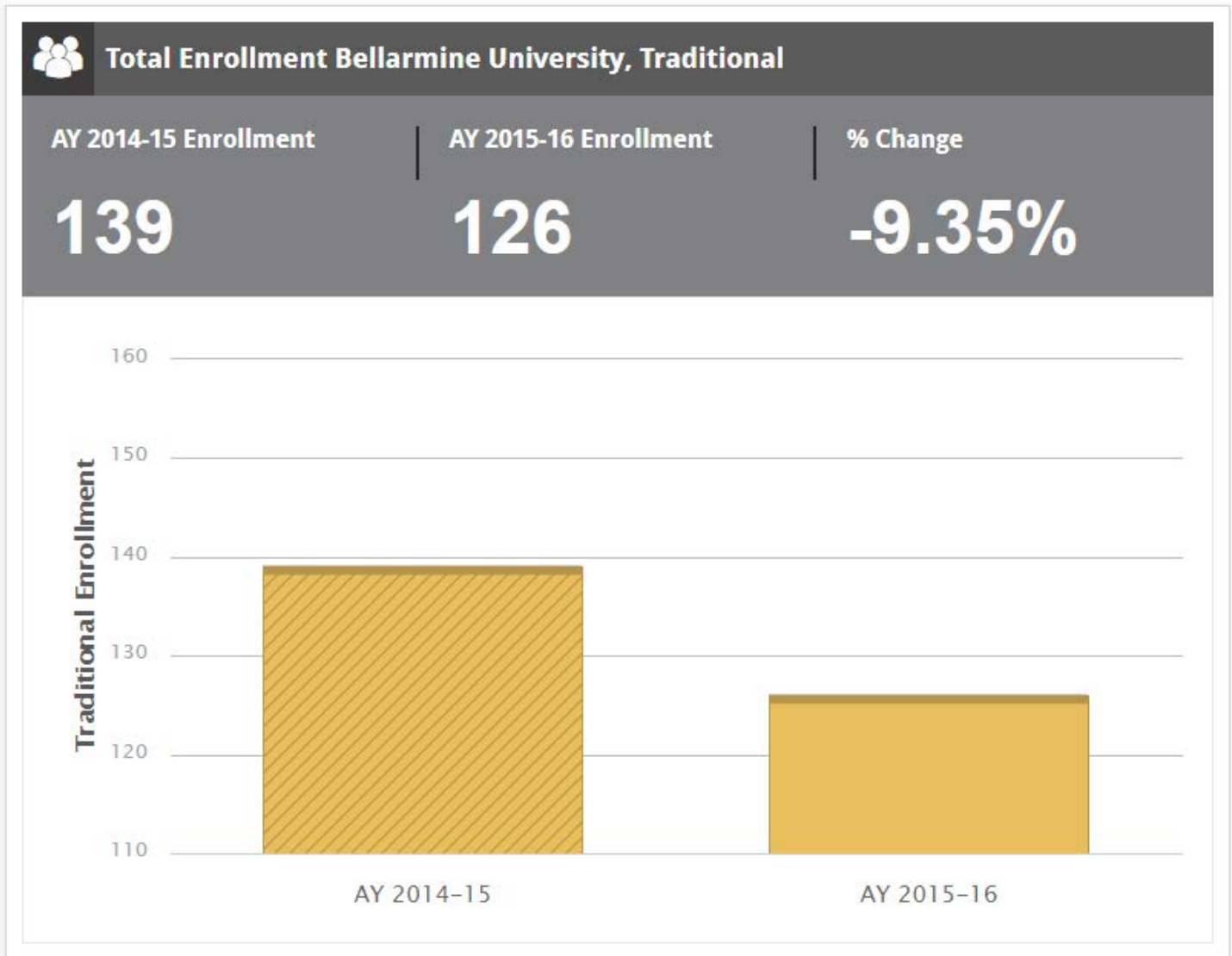
## Bellarmino University, (1056)

Alternative Route Undergraduate GPA Requirements, Bellarmine University	
Is Minimum GPA Required for Admission?	Yes
Minimum GPA Required for Admission	2.75
Median GPA of Individuals Accepted	3.31
Is Minimum GPA Required for Completion?	Yes
Minimum GPA Required for Completion	3
Median GPA of Completers	3.85

## Section I.d Enrollment

### Bellarmino University, Traditional (1056)

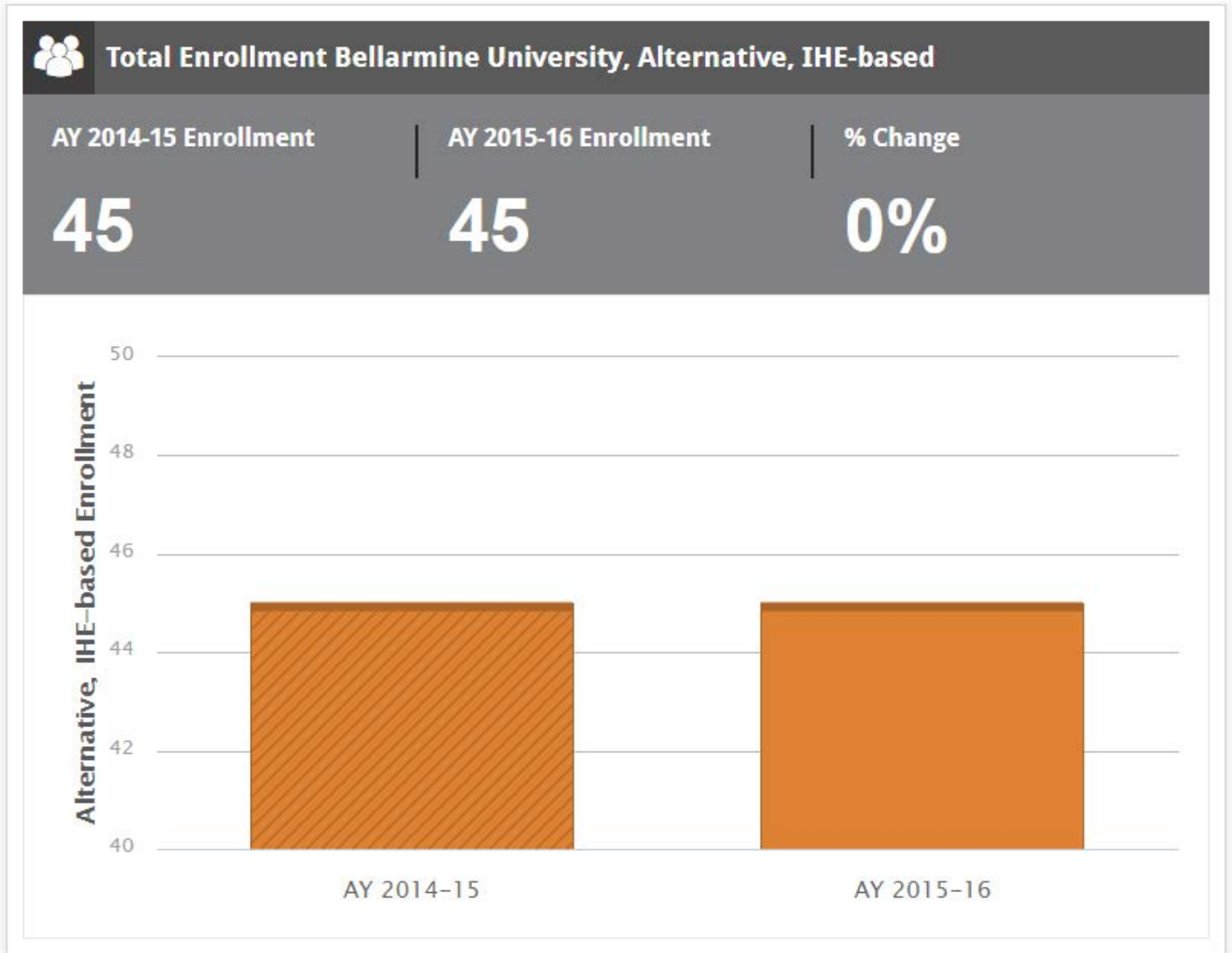
The count of individuals enrolled includes all individuals that have been admitted to a teacher preparation program, but have not yet completed the program in the academic year being reported.



Total Enrollment Bellarmine University, Traditional		
AY 2014-15	AY 2015-16	% Change
139	126	-9.35%

## Bellarmine University, Alternative, IHE-based (1056)

The count of individuals enrolled includes all individuals that have been admitted to a teacher preparation program, but have not yet completed the program in the academic year being reported.



Total Enrollment Bellarmine University, Alternative, IHE-based		
AY 2014-15	AY 2015-16	% Change
45	45	0%

## Bellarmino University, Alternative, not IHE-based (1056)

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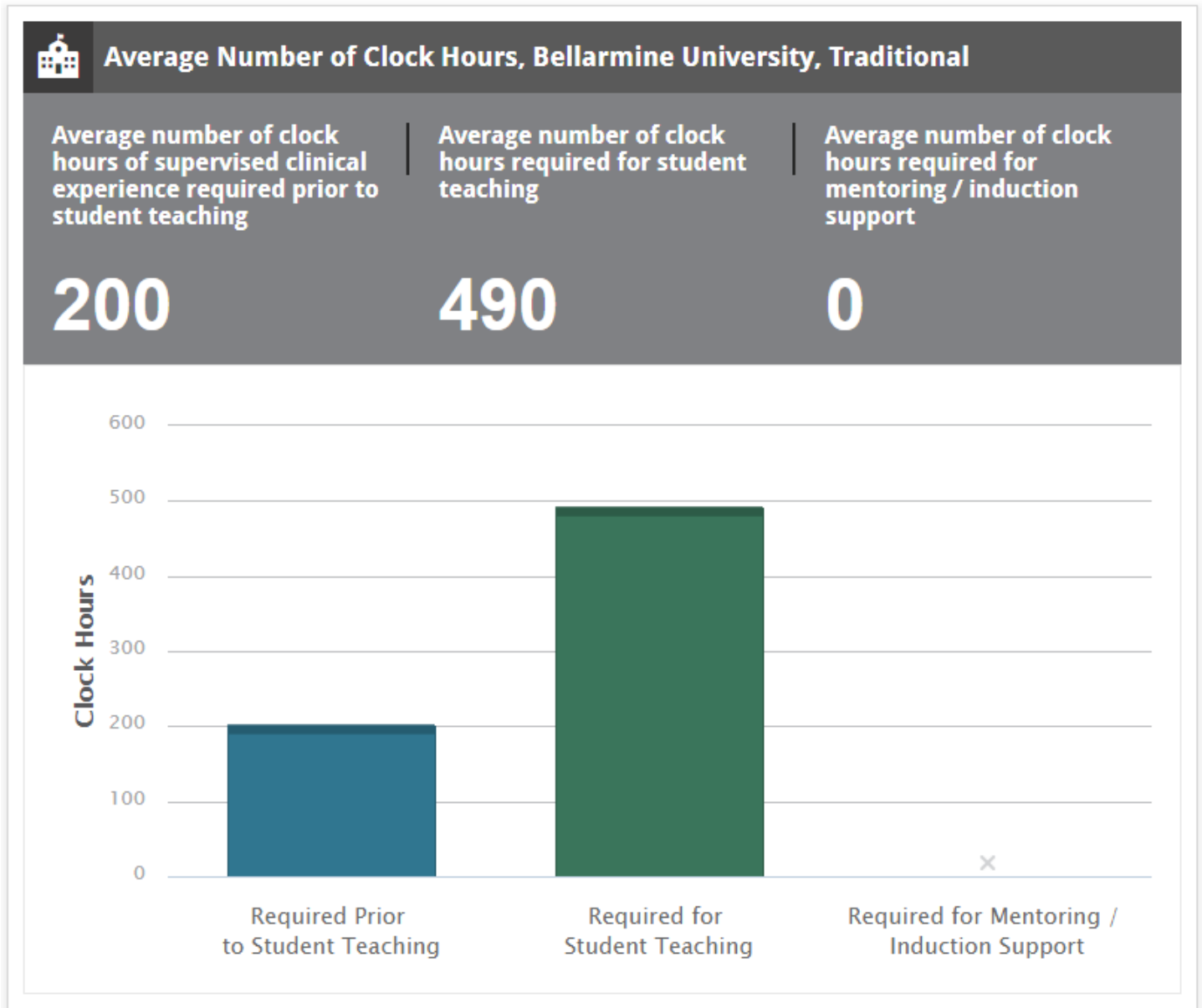
The count of individuals enrolled includes all individuals that have been admitted to a teacher preparation program, but have not yet completed the program in the academic year being reported.

There were no Alternative, not IHE-based programs at Bellarmine University for 2017 (AY 2015-16)

## Section I.e Supervised Clinical Experience

### Bellarmine University, Traditional (1056)

Teacher preparation providers report on their supervised clinical experience requirements, as well as the number of faculty, adjunct faculty, and teaching candidates participating in clinical experiences.





## Number of Faculty & Students, Bellarmine University, Traditional

Number of faculty supervising clinical experiences

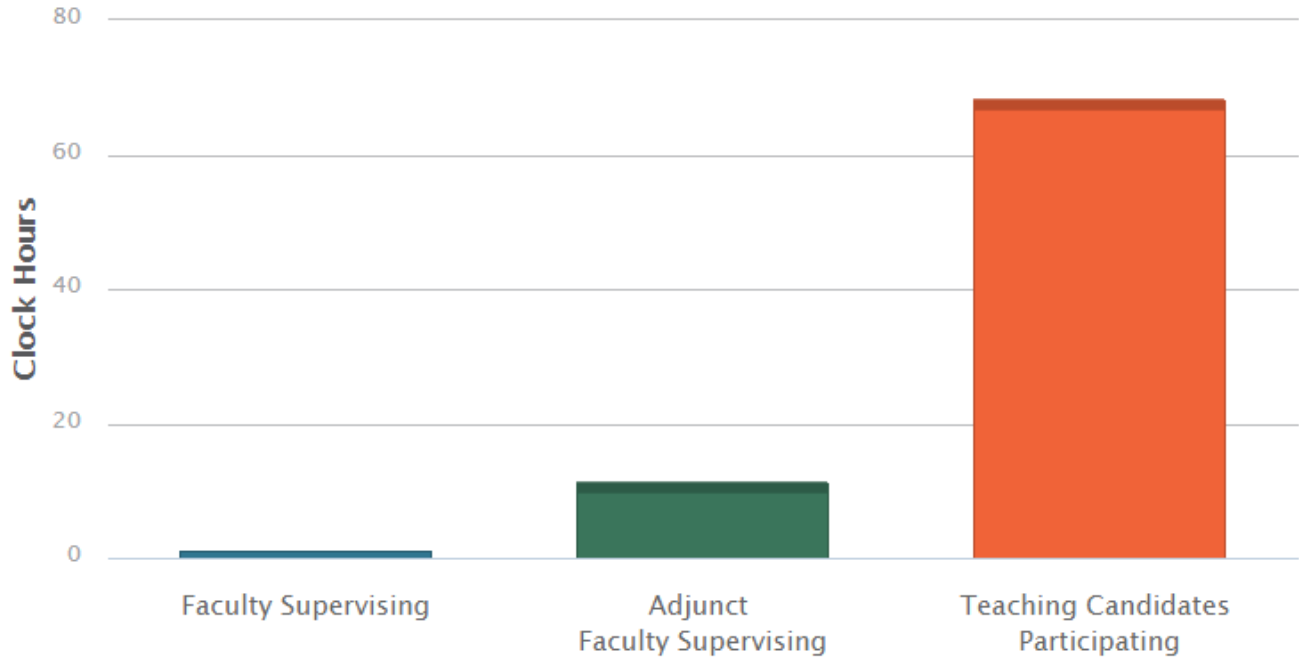
1

Number of adjunct faculty supervising clinical experiences

11

Number of teaching candidates participating in clinical experiences

68



### Bellarmine University, Traditional

Average number of clock hours of supervised clinical experience required prior to student teaching

200

Average number of clock hours required prior to student teaching

490

Average number of clock hours required for mentoring / induction support

0

Number of faculty supervising clinical experiences

1

Number of adjunct faculty supervising clinical experiences

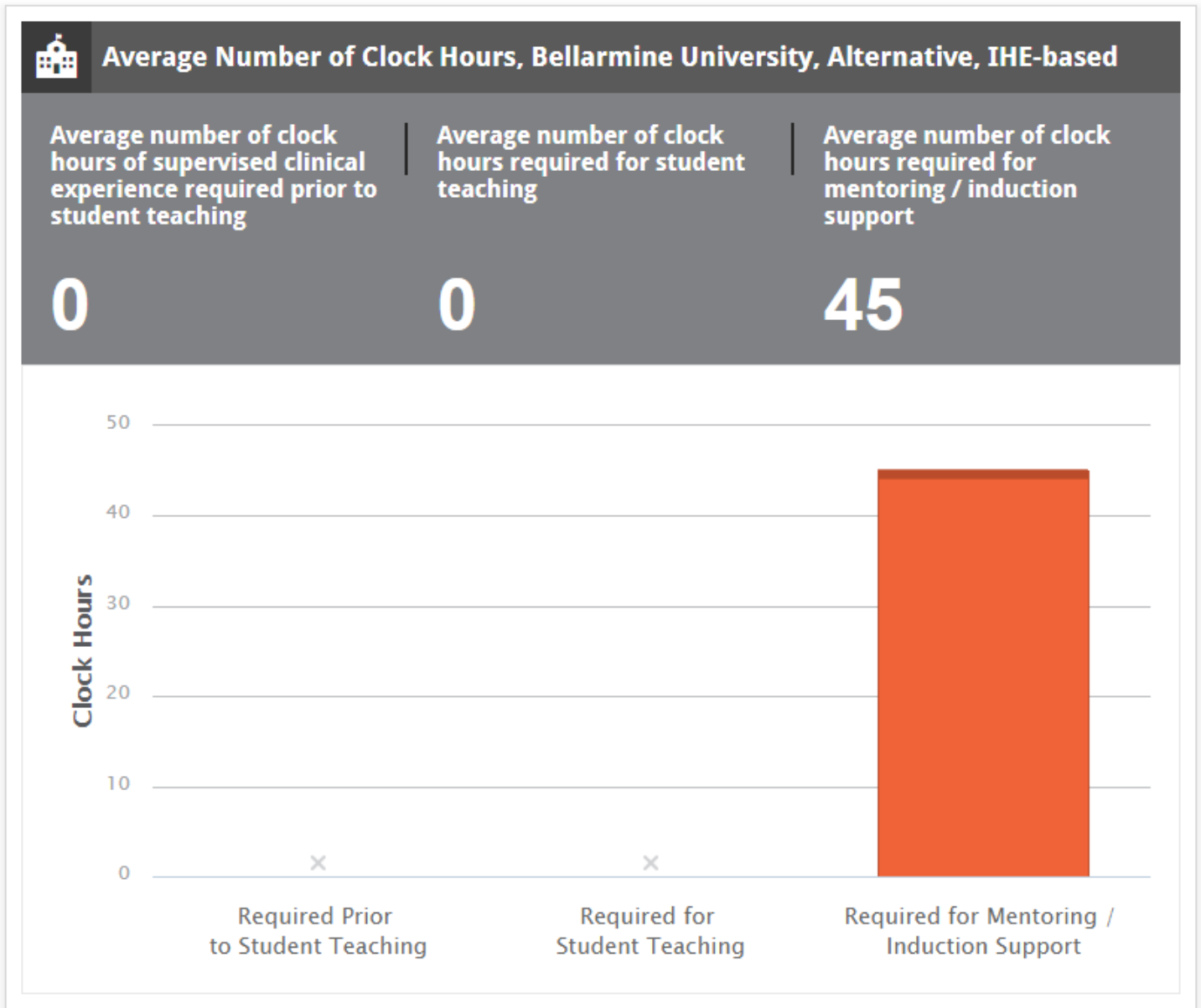
11

Number of teaching candidates participating in clinical experiences

68

## Bellarmine University, Alternative, IHE-based (1056)

Teacher preparation providers report on their supervised clinical experience requirements, as well as the number of faculty, adjunct faculty, and teaching candidates participating in clinical experiences.





## Number of Faculty & Students, Bellarmine University, Alternative, IHE-based

Number of faculty supervising clinical experiences

0

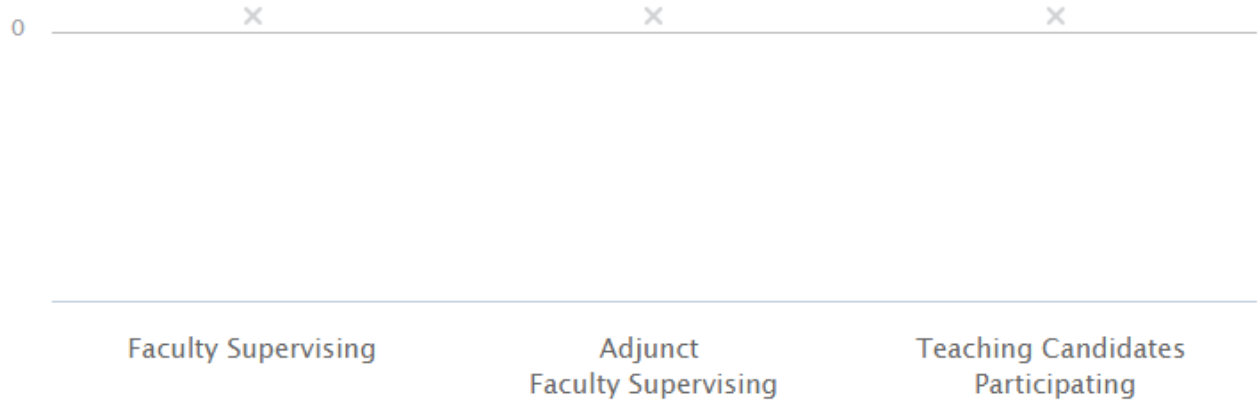
Number of adjunct faculty supervising clinical experiences

0

Number of teaching candidates participating in clinical experiences

0

Clock Hours



### Bellarmine University, Alternative, IHE-based

Average number of clock hours of supervised clinical experience required prior to student teaching

0

Average number of clock hours required prior to student teaching

0

Average number of clock hours required for mentoring / induction support

45

Number of faculty supervising clinical experiences

0

Number of adjunct faculty supervising clinical experiences

0

Number of teaching candidates participating in clinical experiences

0



## Bellarmino University, Alternative, not IHE-based (1056)

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Teacher preparation providers report on their supervised clinical experience requirements, as well as the number of faculty, adjunct faculty, and teaching candidates participating in clinical experiences.

There were no Alternative, not IHE-based programs at Bellarmine University for 2017 (AY 2015-16)

## Section I.f Teachers Prepared by Area of Credential

### Bellarmine University, Traditional (1056)

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States report the areas of credential earned by teacher preparation program completers in the state. Individuals that earned more than one initial teaching credential are counted in each applicable area of credential.

Bellarmine University, Traditional	
Area of credential	Number prepared
Elementary Education	42
English	4
Learning and Behavior Disorders	29
Mathematics	3
Middle Grades English and Communications	2
Middle Grades Mathematics	3
Middle Grades Social Studies	1
Social Studies	3

### Bellarmine University, Alternative, IHE-based (1056)

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States report the areas of credential earned by teacher preparation program completers in the state. Individuals that earned more than one initial teaching credential are counted in each applicable area of credential. Click on a teacher preparation provider to view the number of teachers prepared in each area of credential.

Bellarmine University, Alternative, IHE-based	
Area of credential	Number prepared
Middle Grades English and Communications	1

### Bellarmine University, Alternative, not IHE-based (1056)

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States report the areas of credential earned by teacher preparation program completers in the state. Individuals that earned more than one initial teaching credential are counted in each applicable area of credential. Click on a teacher preparation provider to view the number of teachers prepared in each area of credential.

There were no Alternative, not IHE-based programs at Bellarmine University for 2017 (AY 2015-16)

## Section I.f Teachers Prepared by Subject Area

### Bellarmine University, Traditional (1056)

States report the subject areas in which teacher preparation program completers in the state have been prepared to teach. Individuals that are prepared in more than one subject area are counted in each subject area in which they are prepared to teach.

Bellarmine University, Traditional	
Subject Area	Number prepared
Education - General	0
Education - Other Specify:	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Teacher Education - Biology	0
Teacher Education - Business	0
Teacher Education - Chemistry	0
Teacher Education - Computer Science	0
Teacher Education - Drama and Dance	0
Teacher Education - Early Childhood Education	0
Teacher Education - Earth Science	0
Teacher Education - Elementary Education	43
Teacher Education - English as a Second Language	0

**Bellarmino University, Traditional**

Subject Area	Number prepared
Teacher Education - English/Language Arts	6
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Foreign Language	0
Teacher Education - French	0
Teacher Education - Geography	0
Teacher Education - German	0
Teacher Education - Health	0
Teacher Education - History	0
Teacher Education - Junior High/Intermediate/Middle School Education	9
Teacher Education - Latin	0
Teacher Education - Mathematics	7
Teacher Education - Multiple Levels	31
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Physics	0
Teacher Education - Psychology	0
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Secondary Education	11
Teacher Education - Social Science	0
Teacher Education - Social Studies	6
Teacher Education - Spanish	0
Teacher Education - Special Education	31
Teacher Education - Speech	0

**Bellarmino University, Traditional**

Subject Area	Number prepared
Teacher Education - Technical Education	0
Teacher Education - Technology Teacher Education/Industrial Arts	0

**Bellarmino University, Alternative, IHE-based (1056)**

States report the subject areas in which teacher preparation program completers in the state have been prepared to teach. Individuals that are prepared in more than one subject area are counted in each subject area in which they are prepared to teach.

**Bellarmino University, Alternative, IHE-based**

Subject Area	Number prepared
Education - General	0
Education - Other Specify:	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Teacher Education - Biology	3
Teacher Education - Business	0
Teacher Education - Chemistry	0
Teacher Education - Computer Science	0
Teacher Education - Drama and Dance	0
Teacher Education - Early Childhood Education	0
Teacher Education - Earth Science	0
Teacher Education - Elementary Education	0
Teacher Education - English as a Second Language	0

**Bellarmino University, Alternative, IHE-based**

Subject Area	Number prepared
Teacher Education - English/Language Arts	7
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Foreign Language	0
Teacher Education - French	0
Teacher Education - Geography	0
Teacher Education - German	0
Teacher Education - Health	0
Teacher Education - History	0
Teacher Education - Junior High/Intermediate/Middle School Education	10
Teacher Education - Latin	0
Teacher Education - Mathematics	5
Teacher Education - Multiple Levels	1
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Physics	0
Teacher Education - Psychology	0
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Secondary Education	7
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Spanish	0
Teacher Education - Special Education	1
Teacher Education - Speech	0

### Bellarmino University, Alternative, IHE-based

Subject Area	Number prepared
Teacher Education - Technical Education	0
Teacher Education - Technology Teacher Education/Industrial Arts	0

### Bellarmino University, Alternative, not IHE-based (1056)

States report the subject areas in which teacher preparation program completers in the state have been prepared to teach. Individuals that are prepared in more than one subject area are counted in each subject area in which they are prepared to teach.

There were no Alternative, not IHE-based programs at Bellarmine University for 2017 (AY 2015-16)

## Section I.f Teachers Prepared by Academic Major

### Bellarmino University, Traditional (1056)

States report the academic majors of teacher preparation program completers. Individuals that have more than one academic major are counted under each academic major.

### Bellarmino University, Traditional

Academic Major	Number prepared
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Teacher Education - Biology	0
Teacher Education - Business	0
Teacher Education - Chemistry	0
Teacher Education - Computer Science	0
Teacher Education - Drama and Dance	0
Teacher Education - Early Childhood Education	0

**Bellarmino University, Traditional**

<b>Academic Major</b>	<b>Number prepared</b>
Teacher Education - Earth Science	0
Teacher Education - Elementary Education	28
Teacher Education - English as a Second Language	0
Teacher Education - English/Language Arts	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Foreign Language	0
Teacher Education - French	0
Teacher Education - Geography	0
Teacher Education - German	0
Teacher Education - Health	0
Teacher Education - History	0
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Latin	0
Teacher Education - Mathematics	1
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Physics	0
Teacher Education - Psychology	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Secondary Education	2
Teacher Education - Social Science	0
Teacher Education - Social Studies	1
Teacher Education - Spanish	0



**Bellarmino University, Traditional**

Academic Major	Number prepared
Teacher Education - Special Education	30
Teacher Education - Speech	0
Teacher Education - Technical Education	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Agriculture	0
Anthropology	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Biology	0
Business/Business Administration/Accounting	2
Chemistry	0
Communication or Journalism	1
Computer and Information Sciences	0
Economics	0
Education - Curriculum and Instruction	0
Education - General	1
Education - Social and Philosophical Foundations of Education	0
Engineering	0
English Language/Literature	2
Family and Consumer Sciences/Human Sciences	1
Foreign Languages	1
Geography and Cartography	0
Geological and Earth Sciences/Geosciences	0
History	2

**Bellarmino University, Traditional**

Academic Major	Number prepared
Liberal Arts/Humanities	5
Mathematics and Statistics	4
Other Specify: Corrections	1
Philosophy and Religious Studies	3
Physical Sciences	0
Physics	0
Political Science and Government	0
Psychology	4
Social Sciences	0
Sociology	2
Visual and Performing Arts	4

**Bellarmino University, Alternative, IHE-based (1056)**

States report the academic majors of teacher preparation program completers. Individuals that have more than one academic major are counted under each academic major.

**Bellarmino University, Alternative, IHE-based**

Academic Major	Number prepared
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Teacher Education - Biology	0
Teacher Education - Business	0
Teacher Education - Chemistry	0

**Bellarmino University, Alternative, IHE-based**

Academic Major	Number prepared
Teacher Education - Computer Science	0
Teacher Education - Drama and Dance	0
Teacher Education - Early Childhood Education	0
Teacher Education - Earth Science	0
Teacher Education - Elementary Education	0
Teacher Education - English as a Second Language	0
Teacher Education - English/Language Arts	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Foreign Language	0
Teacher Education - French	0
Teacher Education - Geography	0
Teacher Education - German	0
Teacher Education - Health	0
Teacher Education - History	0
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Latin	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Physics	0
Teacher Education - Psychology	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Secondary Education	0

**Bellarmino University, Alternative, IHE-based**

Academic Major	Number prepared
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Spanish	0
Teacher Education - Special Education	0
Teacher Education - Speech	0
Teacher Education - Technical Education	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Agriculture	0
Anthropology	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Biology	3
Business/Business Administration/Accounting	3
Chemistry	0
Communication or Journalism	1
Computer and Information Sciences	0
Economics	0
Education - Curriculum and Instruction	0
Education - General	0
Education - Social and Philosophical Foundations of Education	0
Engineering	0
English Language/Literature	4
Family and Consumer Sciences/Human Sciences	2
Foreign Languages	0

**Bellarmino University, Alternative, IHE-based**

Academic Major	Number prepared
Geography and Cartography	0
Geological and Earth Sciences/Geosciences	0
History	0
Liberal Arts/Humanities	1
Mathematics and Statistics	1
Other Specify: Aviation (1), Police Studies (1)	2
Philosophy and Religious Studies	0
Physical Sciences	0
Physics	0
Political Science and Government	1
Psychology	0
Social Sciences	0
Sociology	0
Visual and Performing Arts	0

**Bellarmino University, Alternative, not IHE-based (1056)**

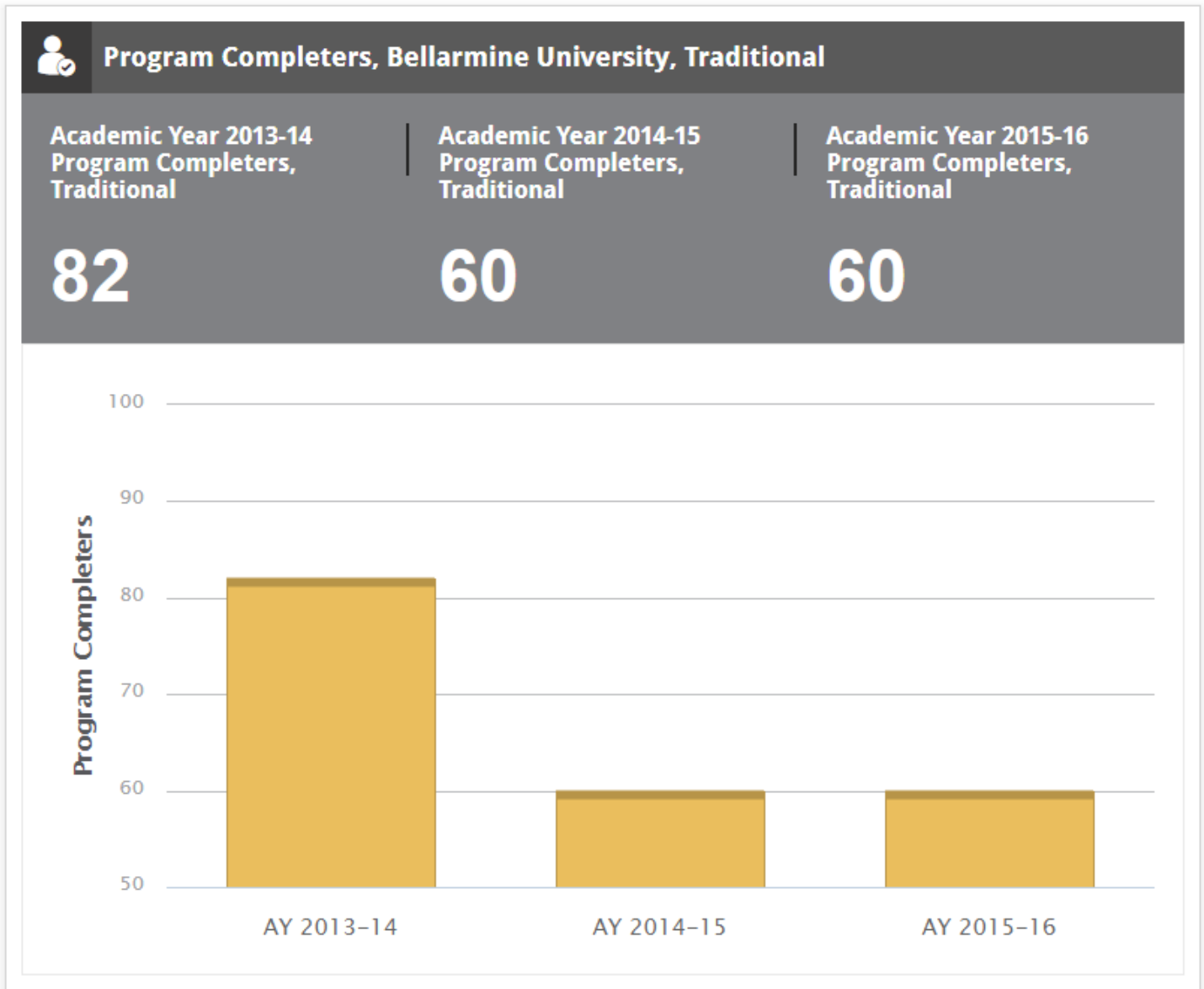
States report the academic majors of teacher preparation program completers. Individuals that have more than one academic major are counted under each academic major.

There were no Alternative, not IHE-based programs at Bellarmine University for 2017 (AY 2015-16)

## Section I.g Program Completers

### Bellarmine University, Traditional (1056)

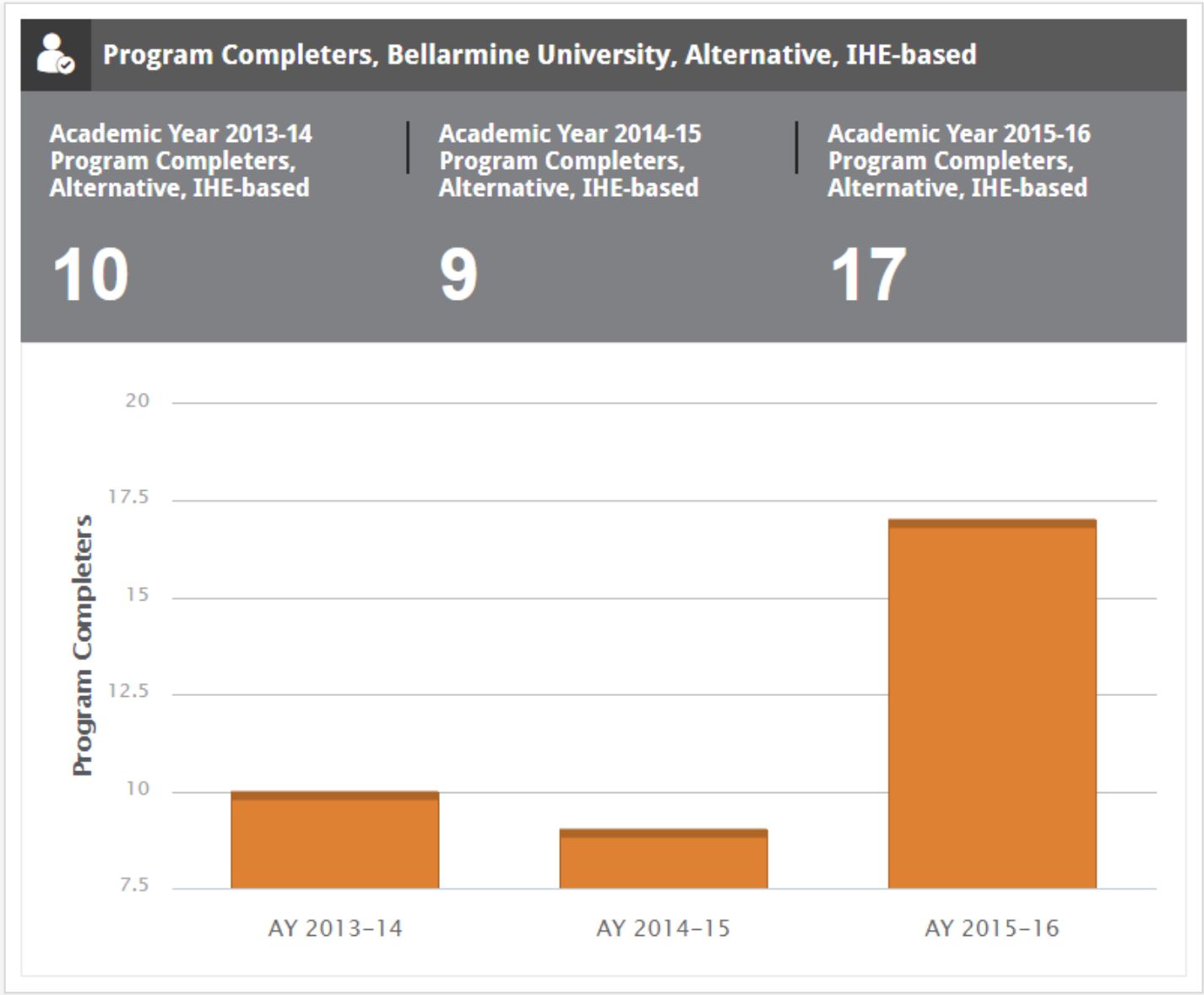
A program completer is defined as a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential,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



Program Completers, Bellarmine University, Traditional		
AY 2013-14	AY 2014-15	AY 2015-16
82	60	60

**Bellarmino University, Alternative, IHE-based (1056)**

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



Source: [https://title2.ed.gov/Public/Report/FullReport/FullReport.aspx?p=3\\_01](https://title2.ed.gov/Public/Report/FullReport/FullReport.aspx?p=3_01), 11/28/2018

Program Completers, Bellarmine University, Alternative, IHE-based		
AY 2013-14	AY 2014-15	AY 2015-16
10	9	17

### Bellarmine University, Alternative, not IHE-based (1056)

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

There were no Alternative, not IHE-based programs at Bellarmine University for 2017 (AY 2015-16)

### Section I.g Credentials Issued (Kentucky Statewide)

Teachers Credentialed, Prepared In-State	
Total number of persons receiving initial teacher credential in the state in 2015-16:	2,411
Total number of persons receiving initial teacher credential in the state in 2014-15:	2,341
Total number of persons receiving initial teacher credential in the state in 2013-14:	3,226

Teachers Credentialed, Prepared Out-of-State	
Total number of persons receiving initial teacher credential in the state in 2015-16 who completed their teacher preparation program in another state:	458
Total number of persons receiving initial teacher credential in the state in 2014-15 who completed their teacher preparation program in another state:	470
Total number of persons receiving initial teacher credential in the state in 2013-14 who completed their teacher preparation program in another state:	561



## Section II. Assurances

### Bellarmine University, Traditional (1056)

Bellarmine University, Traditional		
01	Program 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
02	Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Yes
03	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Yes
04	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Yes
05	Prospective general education teachers are prepared to provide instruction to limited English proficient students.	Yes
06	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Yes
07	Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.	Yes

### Bellarmine University, Alternative, IHE-based (1056)

Bellarmine University, Alternative, IHE-based		
01	Program 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
02	Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Yes
03	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Yes
04	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Yes
05	Prospective general education teachers are prepared to provide instruction to limited English proficient students.	Yes

06	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Yes
07	Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.	Yes

**Bellarmine University, Alternative, not IHE-based (1056)**

There were no Alternative, not IHE-based programs at Bellarmine University for 2017 (AY 2015-16)

## Section III. Credential Requirements

States report on each teaching credential offered by the state, including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any credentials given specifically to those participating in or completing alternative route programs. Click [here](#) to expand and view additional information.

## Section IV. Standards and Criteria

(§205(b)(1)(B), §205(b)(1)(C))

Standards and Criteria		
01	Has the state developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure?	Yes
02	Is there a unique, overarching set of teacher standards that currently applies to all teaching fields and grade levels?	Yes
03	Are there distinct state teacher standards for early childhood education (birth through age 6)?	Yes
04	Are there distinct state teacher standards for early elementary education (grades K-3)?	Yes
05	Are there distinct state teacher standards for upper elementary education (grades 4-6)?	Yes
06	Are there distinct state teacher standards for middle grades education?	Yes
07	Are there distinct state teacher standards for secondary education?	Yes
08	Were the standards of any national organizations used, modified or referenced in the development of the state teacher standards?	Yes
	A	<b>If yes, please specify.</b> Interstate Teacher Assessment and Support Consortium (InTASC)
09	Are there state teacher standards for the following specific teaching fields and grade levels? (Add any additional teaching fields in your state at the bottom of the list.)	

	Teaching field	All Levels	Grade-Specific Standards				
			Early childhood	Grades K-3	Grades 4-6	Middle grades	Secondary grades
	Arts	Yes	No	Yes	Yes	Yes	Yes
	Bilingual education, ESL	Yes	No	Yes	Yes	Yes	Yes
	Civics/ government	No	No	No	Yes	Yes	Yes
	Economics	Yes	No	No	No	Yes	Yes
	English/ language arts	Yes	No	Yes	Yes	Yes	Yes
	Foreign languages	Yes	No	Yes	Yes	Yes	Yes
	Geography	No	No	Yes	Yes	Yes	Yes
	History	Yes	Yes	Yes	Yes	Yes	Yes
	Mathematics	Yes	Yes	Yes	Yes	Yes	Yes
	Science	Yes	No	No	Yes	Yes	Yes
	Social studies	Yes	No	No	Yes	Yes	Yes
	Special education	Yes	No	No	Yes	Yes	Yes
	Technology in teaching	Yes	No	No	No	Yes	Yes
	Vocational/ technical education	No	No	No	No	Yes	Yes
10	Has the state established challenging academic content standards for K-12 students that specify what children are expected to know and be able to do; contain coherent and					Yes	

	rigorous content; and encourage the teaching of advanced skills?	
11	Has the state established early learning standards for early childhood education programs?	Yes
12	Has the state established a policy that links, aligns or coordinates teacher certification or licensure standards with the assessments required for teacher certification or licensure?	Yes
13	Has the state established a policy that links, aligns or coordinates teacher certification or licensure standards with the challenging academic content standards for K-12 students?	Yes
14	Has the state established a policy that links, aligns or coordinates teacher certification or licensure standards with early learning standards for early childhood education programs?	Yes
15	Has the state established a policy that links, aligns or coordinates teacher certification or licensure assessments with the challenging academic content standards for K-12 students?	Yes
16	Has the state established a policy that links, aligns or coordinates teacher certification or licensure assessments with early learning standards for early childhood education programs?	Yes
17	Are there other steps being taken to develop or implement teacher standards and align teacher preparation, certification, licensure or assessment standards with content standards for students?	Yes
	A	<p><b>If yes, please describe</b>  Program guidelines require all institutions to prepare candidates to use the following:  KY Academic Standards</p>

## Section V. Assessment Information (Kentucky Statewide)

### Traditional Programs

Assessment Code	Assessment	Test Company	Low score	High score	Cut Score	State Average Scaled Score
ETS5701	AGRICULTURE	Educational Testing Service (ETS)	100	200	147	
ETS0700	AGRICULTURE (DISCONTINUED)	Educational Testing Service (ETS)	250	990	520	
ETS5135	ART CONTENT AND ANALYSIS	Educational Testing Service (ETS)	100	200	161	
ETS0133	ART CONTENT KNOWLEDGE (DISCONTINUED)	Educational Testing Service (ETS)	100	200	158	
ETS0131	ART MAKING (DISCONTINUED)	Educational Testing Service (ETS)	100	200	154	
ETS0235	BIOLOGY CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	146	
ETS5101	BUSINESS ED CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	154	
ETS0245	CHEMISTRY CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	147	
ETS5665	CHINESE (MANDARIN) WORLD LANGUAGE	Educational Testing Service (ETS)	100	200	164	
ETS5571	EARTH AND SPACE SCIENCES - CK	Educational Testing Service (ETS)	100	200	147	
ETS5272	ED OF DEAF AND HARD OF HEARING	Educational Testing Service (ETS)	100	200	160	
ETS0353	ED OF EXCEPTIONAL STUDENTS CORE CK(DISCONTINUED)	Educational Testing Service (ETS)	100	200	157	

Assessment Code	Assessment	Test Company	Low score	High score	Cut Score	State Average Scaled Score
ETS0542	ED OF EXCEPTIONAL STUDENTS MTMD	Educational Testing Service (ETS)	100	200	172	
ETS5003	ELEM ED MULTI SUBJ MATHEMATICS	Educational Testing Service (ETS)	100	200	157	
ETS5033	ELEM ED MULTI SUBJ MATHEMATICS (DISC)	Educational Testing Service (ETS)	100	200	164	
ETS5002	ELEM ED MULTI SUBJ READING LANG ARTS	Educational Testing Service (ETS)	100	200	157	
ETS5032	ELEM ED MULTI SUBJ READING LANG ARTS (DISC)	Educational Testing Service (ETS)	100	200	165	
ETS5005	ELEM ED MULTI SUBJ SCIENCES	Educational Testing Service (ETS)	100	200	159	
ETS5035	ELEM ED MULTI SUBJ SCIENCES (DISC)	Educational Testing Service (ETS)	100	200	159	
ETS5004	ELEM ED MULTI SUBJ SOCIAL STUDIES	Educational Testing Service (ETS)	100	200	155	
ETS5034	ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC)	Educational Testing Service (ETS)	100	200	155	
ETS5044	ENG LANG LIT COMP CONTENT & ANALYSIS (DISC)	Educational Testing Service (ETS)	100	200	166	
ETS0041	ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC)	Educational Testing Service (ETS)	100	200	160	
ETS0042	ENG LANG LIT COMP ESSAYS (DISCONTINUED)	Educational Testing Service (ETS)	100	200	155	



Assessment Code	Assessment	Test Company	Low score	High score	Cut Score	State Average Scaled Score
ETS5039	ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS	Educational Testing Service (ETS)	100	200	168	
ETS5361	ENGLISH TO SPEAKERS OF OTHER LANGUAGES	Educational Testing Service (ETS)	100	200	157	
ETS5122	FAMILY AND CONSUMER SCIENCES	Educational Testing Service (ETS)	100	200	153	
ETS5121	FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2)	Educational Testing Service (ETS)	100	200	162	
ETS5174	FRENCH WORLD LANGUAGE	Educational Testing Service (ETS)	100	200	162	
ETS5183	GERMAN WORLD LANGUAGE	Educational Testing Service (ETS)	100	200	163	
ETS5857	HEALTH AND PE	Educational Testing Service (ETS)	100	200	160	
ETS5856	HEALTH AND PE (DISC)	Educational Testing Service (ETS)	100	200	156	
ETS5551	HEALTH EDUCATION	Educational Testing Service (ETS)	100	200	155	
ETS5023	INTERDIS EARLY CHILD EDUCATION	Educational Testing Service (ETS)	100	200	166	
ETS5601	LATIN	Educational Testing Service (ETS)	100	200	166	
ETS0600	LATIN (DISCONTINUED)	Educational Testing Service (ETS)	250	990	700	
ETS5311	LIBRARY MEDIA SPECIALIST	Educational Testing Service (ETS)	100	200	156	
ETS0063	MATH PROOFS MODELS	Educational Testing Service (ETS)	100	200	141	

Assessment Code	Assessment	Test Company	Low score	High score	Cut Score	State Average Scaled Score
	PROBLEMS PART 1 (DISC)					
ETS5161	MATHEMATICS CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	160	
ETS0061	MATHEMATICS CONTENT KNOWLEDGE (DISC)	Educational Testing Service (ETS)	100	200	125	
ETS5047	MIDDLE SCHOOL ENG LANG ARTS	Educational Testing Service (ETS)	100	200	164	
ETS5049	MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED)	Educational Testing Service (ETS)	100	200	158	
ETS5169	MIDDLE SCHOOL MATHEMATICS	Educational Testing Service (ETS)	100	200	165	
ETS0069	MIDDLE SCHOOL MATHEMATICS (DISCONTINUED)	Educational Testing Service (ETS)	100	200	148	
ETS5440	MIDDLE SCHOOL SCIENCE	Educational Testing Service (ETS)	100	200	150	
ETS0439	MIDDLE SCHOOL SCIENCE (DISCONTINUED)	Educational Testing Service (ETS)	100	200	144	
ETS5089	MIDDLE SCHOOL SOCIAL STUDIES	Educational Testing Service (ETS)	100	200	149	
ETS0111	MUSIC CONCEPTS AND PROCESSES (DISCONTINUED)	Educational Testing Service (ETS)	100	200	145	
ETS5114	MUSIC CONTENT & INSTRUCTION	Educational Testing Service (ETS)	100	200	162	
ETS0113	MUSIC CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	154	
ETS5095	PHYSICAL ED CONTENT AND DESIGN	Educational Testing Service (ETS)	100	200	169	

Assessment Code	Assessment	Test Company	Low score	High score	Cut Score	State Average Scaled Score
ETS5265	PHYSICS CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	133	
ETS5623	PRINC LEARNING AND TEACHING 5-9	Educational Testing Service (ETS)	100	200	160	
ETS0523	PRINC LEARNING AND TEACHING 5-9 (DISCONTINUED)	Educational Testing Service (ETS)	100	200	161	
ETS5624	PRINC LEARNING AND TEACHING 7-12	Educational Testing Service (ETS)	100	200	160	
ETS0524	PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED)	Educational Testing Service (ETS)	100	200	161	
ETS5622	PRINC LEARNING AND TEACHING K-6	Educational Testing Service (ETS)	100	200	160	
ETS0522	PRINC LEARNING AND TEACHING K-6 (DISCONTINUED)	Educational Testing Service (ETS)	100	200	161	
ETS5543	SE CK AND MILD TO MODERATE APPL	Educational Testing Service (ETS)	100	200	158	
ETS5545	SE CK AND SEVERE TO PROF APPL	Educational Testing Service (ETS)	100	200	158	
ETS5354	SE CORE KNOWLEDGE & APPLICATIONS	Educational Testing Service (ETS)	100	200	151	
ETS5086	SOCIAL STUDIES CONTENT & INTERPRETATION	Educational Testing Service (ETS)	100	200	153	
ETS0081	SOCIAL STUDIES CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	151	
ETS0083	SOCIAL STUDIES INTERPRET MATERIAL (DISC)	Educational Testing Service (ETS)	100	200	159	
ETS5195	SPANISH WORLD LANGUAGE	Educational Testing Service (ETS)	100	200	168	

Assessment Code	Assessment	Test Company	Low score	High score	Cut Score	State Average Scaled Score
ETS5331	SPEECH LANGUAGE PATHOLOGY	Educational Testing Service (ETS)	100	200	162	
ETS5330	SPEECH LANGUAGE PATHOLOGY (DISC)	Educational Testing Service (ETS)	250	990	600	
ETS5051	TECHNOLOGY EDUCATION	Educational Testing Service (ETS)	100	200	159	
ETS5641	THEATRE	Educational Testing Service (ETS)	100	200	162	

### Alternative, IHE-based Programs

Assessment Code	Assessment	Test Company	Low score	High score	Cut Score	State Average Scaled Score
ETS5135	ART CONTENT AND ANALYSIS	Educational Testing Service (ETS)	100	200	161	
ETS0235	BIOLOGY CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	146	
ETS5101	BUSINESS ED CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	154	
ETS0245	CHEMISTRY CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	147	
ETS5665	CHINESE (MANDARIN) WORLD LANGUAGE	Educational Testing Service (ETS)	100	200	164	
ETS0542	ED OF EXCEPTIONAL STUDENTS MTMD	Educational Testing Service (ETS)	100	200	172	
ETS5033	ELEM ED MULTI SUBJ	Educational Testing Service (ETS)	100	200	164	

Assessment Code	Assessment	Test Company	Low score	High score	Cut Score	State Average Scaled Score
	MATHEMATICS (DISC)					
ETS5032	ELEM ED MULTI SUBJ READING LANG ARTS (DISC)	Educational Testing Service (ETS)	100	200	165	
ETS5035	ELEM ED MULTI SUBJ SCIENCES (DISC)	Educational Testing Service (ETS)	100	200	159	
ETS5034	ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC)	Educational Testing Service (ETS)	100	200	155	
ETS5044	ENG LANG LIT COMP CONTENT & ANALYSIS (DISC)	Educational Testing Service (ETS)	100	200	166	
ETS5361	ENGLISH TO SPEAKERS OF OTHER LANGUAGES	Educational Testing Service (ETS)	100	200	157	
ETS5121	FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2)	Educational Testing Service (ETS)	100	200	162	
ETS5023	INTERDIS EARLY CHILD EDUCATION	Educational Testing Service (ETS)	100	200	166	
ETS0063	MATH PROOFS MODELS PROBLEMS PART 1 (DISC)	Educational Testing Service (ETS)	100	200	141	
ETS5161	MATHEMATICS CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	160	
ETS0061	MATHEMATICS CONTENT KNOWLEDGE (DISC)	Educational Testing Service (ETS)	100	200	125	
ETS5049	MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED)	Educational Testing Service (ETS)	100	200	158	

Assessment Code	Assessment	Test Company	Low score	High score	Cut Score	State Average Scaled Score
ETS5169	MIDDLE SCHOOL MATHEMATICS	Educational Testing Service (ETS)	100	200	165	
ETS0069	MIDDLE SCHOOL MATHEMATICS (DISCONTINUED)	Educational Testing Service (ETS)	100	200	148	
ETS0439	MIDDLE SCHOOL SCIENCE (DISCONTINUED)	Educational Testing Service (ETS)	100	200	144	
ETS5089	MIDDLE SCHOOL SOCIAL STUDIES	Educational Testing Service (ETS)	100	200	149	
ETS0111	MUSIC CONCEPTS AND PROCESSES (DISCONTINUED)	Educational Testing Service (ETS)	100	200	145	
ETS5114	MUSIC CONTENT & INSTRUCTION	Educational Testing Service (ETS)	100	200	162	
ETS0113	MUSIC CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	154	
ETS5095	PHYSICAL ED CONTENT AND DESIGN	Educational Testing Service (ETS)	100	200	169	
ETS5265	PHYSICS CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	133	
ETS5623	PRINC LEARNING AND TEACHING 5-9	Educational Testing Service (ETS)	100	200	160	
ETS0523	PRINC LEARNING AND TEACHING 5-9 (DISCONTINUED)	Educational Testing Service (ETS)	100	200	161	
ETS5624	PRINC LEARNING AND TEACHING 7-12	Educational Testing Service (ETS)	100	200	160	
ETS5622	PRINC LEARNING AND TEACHING K-6	Educational Testing Service (ETS)	100	200	160	
ETS0522	PRINC LEARNING AND TEACHING K-6 (DISCONTINUED)	Educational Testing Service (ETS)	100	200	161	

Assessment Code	Assessment	Test Company	Low score	High score	Cut Score	State Average Scaled Score
ETS5543	SE CK AND MILD TO MODERATE APPL	Educational Testing Service (ETS)	100	200	158	
ETS5545	SE CK AND SEVERE TO PROF APPL	Educational Testing Service (ETS)	100	200	158	
ETS5354	SE CORE KNOWLEDGE & APPLICATIONS	Educational Testing Service (ETS)	100	200	151	
ETS5086	SOCIAL STUDIES CONTENT & INTERPRETATION	Educational Testing Service (ETS)	100	200	153	
ETS0083	SOCIAL STUDIES INTERPRET MATERIAL (DISC)	Educational Testing Service (ETS)	100	200	159	
ETS5195	SPANISH WORLD LANGUAGE	Educational Testing Service (ETS)	100	200	168	
ETS5051	TECHNOLOGY EDUCATION	Educational Testing Service (ETS)	100	200	159	

### Alternative, not IHE-based

Assessment Code	Assessment	Test Company	Low score	High score	Cut Score	State Average Scaled Score
ETS0235	BIOLOGY CONTENT KNOWLEDGE	Educational Testing Service (ETS)	100	200	146	
ETS5571	EARTH AND SPACE SCIENCES - CK	Educational Testing Service (ETS)	100	200	147	
ETS5003	ELEM ED MULTI SUBJ MATHEMATICS	Educational Testing Service (ETS)	100	200	157	
ETS5033	ELEM ED MULTI SUBJ MATHEMATICS (DISC)	Educational Testing Service (ETS)	100	200	164	

Assessment Code	Assessment	Test Company	Low score	High score	Cut Score	State Average Scaled Score
ETS5002	ELEM ED MULTI SUBJ READING LANG ARTS	Educational Testing Service (ETS)	100	200	157	
ETS5032	ELEM ED MULTI SUBJ READING LANG ARTS (DISC)	Educational Testing Service (ETS)	100	200	165	
ETS5005	ELEM ED MULTI SUBJ SCIENCES	Educational Testing Service (ETS)	100	200	159	
ETS5035	ELEM ED MULTI SUBJ SCIENCES (DISC)	Educational Testing Service (ETS)	100	200	159	
ETS5004	ELEM ED MULTI SUBJ SOCIAL STUDIES	Educational Testing Service (ETS)	100	200	155	
ETS5034	ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC)	Educational Testing Service (ETS)	100	200	155	
ETS5044	ENG LANG LIT COMP CONTENT & ANALYSIS (DISC)	Educational Testing Service (ETS)	100	200	166	
ETS0063	MATH PROOFS MODELS PROBLEMS PART 1 (DISC)	Educational Testing Service (ETS)	100	200	141	
ETS0061	MATHEMATICS CONTENT KNOWLEDGE (DISC)	Educational Testing Service (ETS)	100	200	125	
ETS5089	MIDDLE SCHOOL SOCIAL STUDIES	Educational Testing Service (ETS)	100	200	149	
ETS5623	PRINC LEARNING AND TEACHING 5-9	Educational Testing Service (ETS)	100	200	160	
ETS5624	PRINC LEARNING AND TEACHING 7-12	Educational Testing Service (ETS)	100	200	160	
ETS5622	PRINC LEARNING AND TEACHING K-6	Educational Testing Service (ETS)	100	200	160	



Assessment Code	Assessment	Test Company	Low score	High score	Cut Score	State Average Scaled Score
ETS5086	SOCIAL STUDIES CONTENT & INTERPRETATION	Educational Testing Service (ETS)	100	200	153	
ETS5195	SPANISH WORLD LANGUAGE	Educational Testing Service (ETS)	100	200	168	

## Section V. Traditional Assessment Pass Rates

### Bellarmine University, Traditional (1056)

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Traditional							
Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS5135 -ART CONTENT AND ANALYSIS	All program completers, 2013-14	1				97	170
ETS0235 - BIOLOGY CONTENT KNOWLEDGE	Other enrolled students	1				88	162
ETS0235 - BIOLOGY CONTENT KNOWLEDGE	All program completers, 2013-14	1				100	169
ETS0245 - CHEMISTRY CONTENT KNOWLEDGE	All program completers, 2013-14	2				94	168
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS	All enrolled students who have completed all noncl	2				91	176
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS	Other enrolled students	26	176	26	100	93	176
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS	All program completers, 2015-16	8				97	176
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC)	All enrolled students who have	9				81	169

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Traditional

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
	completed all noncl						
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC)	Other enrolled students	2				59	165
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC)	All program completers, 2015-16	32	177	32	100	95	174
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC)	All program completers, 2014-15	38	175	37	97	95	174
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC)	All program completers, 2013-14	29	177	29	100	94	174
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS	Other enrolled students	24	171	23	96	91	170
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS	All program completers, 2015-16	7				96	170
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC)	All enrolled students who have completed all noncl	9				94	178

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Traditional

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC)	Other enrolled students	2				82	173
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC)	All program completers, 2015-16	32	179	32	100	98	179
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC)	All program completers, 2014-15	38	182	38	100	99	179
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC)	All program completers, 2013-14	29	183	29	100	99	179
ETS5005 -ELEM ED MULTI SUBJ SCIENCES	All enrolled students who have completed all noncl	1				74	166
ETS5005 -ELEM ED MULTI SUBJ SCIENCES	Other enrolled students	25	167	22	88	79	167
ETS5005 -ELEM ED MULTI SUBJ SCIENCES	All program completers, 2015-16	10	169	9	90	94	169
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC)	All enrolled students who have completed all noncl	9				91	172

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Traditional

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC)	Other enrolled students	2				69	163
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC)	All program completers, 2015-16	32	171	32	100	98	171
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC)	All program completers, 2014-15	38	173	37	97	97	170
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC)	All program completers, 2013-14	29	173	29	100	96	170
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES	All enrolled students who have completed all noncl	2				75	163
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES	Other enrolled students	20	167	18	90	80	164
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES	All program completers, 2015-16	7				91	165
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC)	All enrolled students who have completed all noncl	9				91	169
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC)	Other enrolled students	2				71	162

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Traditional

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC)	All program completers, 2015-16	32	169	31	97	95	168
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC)	All program completers, 2014-15	38	170	37	97	97	167
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC)	All program completers, 2013-14	29	170	29	100	95	167
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC)	All enrolled students who have completed all noncl	1					
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC)	All program completers, 2015-16	3				94	182
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC)	All program completers, 2014-15	2				95	179
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC)	All program completers, 2013-14	2				98	179
ETS5039 - ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS	All enrolled students who have completed all noncl	3				94	177

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Traditional

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS5039 - ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS	Other enrolled students	11	178	11	100	76	172
ETS5039 - ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS	All program completers, 2015-16	1				98	178
ETS5039 - ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS	All program completers, 2014-15	1				94	179
ETS5039 - ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS	All program completers, 2013-14	1					
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 (DISC)	All program completers, 2013-14	2				100	167
ETS5161 - MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2015-16	3				81	166
ETS0061 - MATHEMATICS CONTENT KNOWLEDGE (DISC)	All program completers, 2013-14	2				100	154

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Traditional

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS	Other enrolled students	4				61	165
ETS5049 -MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED)	All program completers, 2015-16	1					
ETS5049 -MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED)	All program completers, 2014-15	1				100	180
ETS5049 -MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED)	All program completers, 2013-14	3				96	177
ETS5169 -MIDDLE SCHOOL MATHEMATICS	All program completers, 2015-16	1				98	176
ETS5169 -MIDDLE SCHOOL MATHEMATICS	All program completers, 2014-15	1				94	175
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED)	All program completers, 2015-16	2				100	169
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	5				100	169
ETS0069 -MIDDLE SCHOOL	All program completers, 2013-14	6				100	174



Pass Rates on Teacher Credentialing Exams: Bellarmine University, Traditional

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
MATHEMATICS (DISCONTINUED)							
ETS5440 -MIDDLE SCHOOL SCIENCE	All enrolled students who have completed all noncl	1				81	163
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED)	All enrolled students who have completed all noncl	1					
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED)	All program completers, 2015-16	2				100	163
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED)	All program completers, 2014-15	1				99	158
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED)	All program completers, 2013-14	1				98	159
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES	All enrolled students who have completed all noncl	1				94	165
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES	Other enrolled students	4				87	165
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES	All program completers, 2015-16	3				94	165

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Traditional

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES	All program completers, 2014-15	1				98	167
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES	All program completers, 2013-14	2				97	166
ETS5623 -PRINC LEARNING AND TEACHING 5-9	Other enrolled students	2				81	171
ETS5623 -PRINC LEARNING AND TEACHING 5-9	All program completers, 2015-16	9				99	175
ETS5623 -PRINC LEARNING AND TEACHING 5-9	All program completers, 2014-15	7				100	175
ETS5623 -PRINC LEARNING AND TEACHING 5-9	All program completers, 2013-14	11	176	11	100	99	175
ETS5624 -PRINC LEARNING AND TEACHING 7-12	All enrolled students who have completed all noncl	3				96	175
ETS5624 -PRINC LEARNING AND TEACHING 7-12	Other enrolled students	2				94	175
ETS5624 -PRINC LEARNING AND TEACHING 7-12	All program completers, 2015-16	11	181	11	100	98	177

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Traditional

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS5624 -PRINC LEARNING AND TEACHING 7-12	All program completers, 2014-15	8				99	176
ETS5624 -PRINC LEARNING AND TEACHING 7-12	All program completers, 2013-14	14	175	14	100	99	176
ETS5622 -PRINC LEARNING AND TEACHING K-6	All enrolled students who have completed all noncl	10	180	10	100	98	176
ETS5622 -PRINC LEARNING AND TEACHING K-6	Other enrolled students	4				95	176
ETS5622 -PRINC LEARNING AND TEACHING K-6	All program completers, 2015-16	44	180	44	100	99	176
ETS5622 -PRINC LEARNING AND TEACHING K-6	All program completers, 2014-15	40	181	40	100	100	177
ETS5622 -PRINC LEARNING AND TEACHING K-6	All program completers, 2013-14	54	180	54	100	99	177
ETS5543 -SE CK AND MILD TO MODERATE APPL	Other enrolled students	5				97	174
ETS5543 -SE CK AND MILD TO MODERATE APPL	All program completers, 2015-16	35	178	34	97	100	174

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Traditional

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS5543 -SE CK AND MILD TO MODERATE APPL	All program completers, 2014-15	24	178	24	100	100	175
ETS5543 -SE CK AND MILD TO MODERATE APPL	All program completers, 2013-14	34	176	34	100	100	173
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION	All enrolled students who have completed all noncl	1				86	162
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION	Other enrolled students	4				77	161
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION	All program completers, 2015-16	5				95	165
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION	All program completers, 2014-15	5				97	167
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION	All program completers, 2013-14	5				97	165

## Section V. Traditional Summary Pass Rates

### Bellarmine University, Traditional (1056)

Total Enrollment				
Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2015-16	64	63	98	93
All program completers, 2014-15	56	55	98	96
All program completers, 2013-14	82	81	99	96

## Section V. Traditional, IHE-based Assessment Pass Rates

### Bellarmine University, Alternative, IHE-based Assessment (1056)

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Alternative, IHE-based							
Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS0235 -BIOLOGY CONTENT KNOWLEDGE	All enrolled students who have completed all noncl	1					
ETS0235 -BIOLOGY CONTENT KNOWLEDGE	Other enrolled students	1				100	166
ETS0235 -BIOLOGY CONTENT KNOWLEDGE	All program completers, 2015-16	3				100	169
ETS0235 -BIOLOGY CONTENT KNOWLEDGE	All program completers, 2014-15	2				100	167

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Alternative, IHE-based

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS0245 - CHEMISTRY CONTENT KNOWLEDGE	Other enrolled students	1				89	168
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC)	All enrolled students who have completed all noncl	5					
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC)	All enrolled students who have completed all noncl	5					
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC)	All enrolled students who have completed all noncl	5					
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC)	All enrolled students who have completed all noncl	5					
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC)	All enrolled students who have completed all noncl	2					
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC)	All program completers, 2015-16	2				100	182

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Alternative, IHE-based

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC)	All program completers, 2014-15	2				100	180
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC)	All program completers, 2013-14	1					
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS	All enrolled students who have completed all noncl	2					
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 (DISC)	Other enrolled students	1					
ETS5161 - MATHEMATICS CONTENT KNOWLEDGE	All enrolled students who have completed all noncl	1					
ETS5161 - MATHEMATICS CONTENT KNOWLEDGE	Other enrolled students	1				67	162
ETS0061 - MATHEMATICS CONTENT KNOWLEDGE (DISC)	All enrolled students who have completed all noncl	1					
ETS0061 - MATHEMATICS CONTENT	All program completers, 2015-16	1					

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Alternative, IHE-based

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
KNOWLEDGE (DISC)							
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS	All enrolled students who have completed all noncl	1					
ETS5049 -MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED)	All enrolled students who have completed all noncl	3					
ETS5049 -MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED)	All program completers, 2015-16	2					
ETS5049 -MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED)	All program completers, 2014-15	1					
ETS5169 -MIDDLE SCHOOL MATHEMATICS	Other enrolled students	1				100	183
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED)	All enrolled students who have completed all noncl	2					
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED)	All program completers, 2015-16	4					



Pass Rates on Teacher Credentialing Exams: Bellarmine University, Alternative, IHE-based

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	2					
ETS5440 -MIDDLE SCHOOL SCIENCE	Other enrolled students	1				90	171
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED)	All enrolled students who have completed all noncl	1					
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED)	All program completers, 2015-16	2				100	177
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES	All enrolled students who have completed all noncl	1					
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES	All program completers, 2013-14	1					
ETS5623 -PRINC LEARNING AND TEACHING 5-9	All enrolled students who have completed all noncl	8					
ETS5623 -PRINC LEARNING AND TEACHING 5-9	All program completers, 2015-16	9				100	180

Pass Rates on Teacher Credentialing Exams: Bellarmine University, Alternative, IHE-based

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS5623 -PRINC LEARNING AND TEACHING 5-9	All program completers, 2014-15	2				100	178
ETS5623 -PRINC LEARNING AND TEACHING 5-9	All program completers, 2013-14	1				100	176
ETS0523 -PRINC LEARNING AND TEACHING 5-9 (DISCONTINUED)	All program completers, 2014-15	1					
ETS5624 -PRINC LEARNING AND TEACHING 7-12	All enrolled students who have completed all noncl	9				100	184
ETS5624 -PRINC LEARNING AND TEACHING 7-12	All program completers, 2015-16	5				100	179
ETS5624 -PRINC LEARNING AND TEACHING 7-12	All program completers, 2014-15	4				100	180
ETS5624 -PRINC LEARNING AND TEACHING 7-12	All program completers, 2013-14	1				98	177
ETS5622 -PRINC LEARNING AND TEACHING K-6	All enrolled students who have completed all noncl	5					
ETS5622 -PRINC LEARNING AND TEACHING K-6	All program completers, 2014-15	2					

**Pass Rates on Teacher Credentialing Exams: Bellarmine University, Alternative, IHE-based**

Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Avg. pass rate (%)	State Avg. scaled score
ETS5622 -PRINC LEARNING AND TEACHING K-6	All program completers, 2013-14	1					
ETS5543 -SE CK AND MILD TO MODERATE APPL	Other enrolled students	1				97	171
ETS5543 -SE CK AND MILD TO MODERATE APPL	All program completers, 2015-16	1				100	172
ETS5543 -SE CK AND MILD TO MODERATE APPL	All program completers, 2013-14	1				100	171
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION	Other enrolled students	1				92	169

**Section V. Alternative, IHE-based Summary Pass Rates**

**Bellarmine University, Alternative, IHE-based (1056)**

Total Enrollment					
Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)	
All program completers, 2015-16	14	14	100	99	
All program completers, 2014-15	9			100	
All program completers, 2013-14	3			99	

Total Enrollment				
Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, combined 3 academic years	26	26	100	

**Section V. Alternative, Not IHE-based Assessment Pass Rates**

**Bellarmine University, Alternative, Not IHE-based Assessment(1056)**

No assessment pass rates have been reported.

**Section V. Alternative, Not IHE-based Summary Pass Rates**

**Bellarmine University, Alternative, Not IHE-based (1056)**

No summary pass rate data are available for Bellarmine University, Alternative, Not IHE-based.

## Section VI. Alternative Routes (Kentucky Statewide)

States report on the approved alternative routes to a teaching credential offered in the state. Click [here](#) to view additional information about alternative routes.

## Section VII. Program Performance

States report on their criteria for assessing the performance of teacher preparation providers in the state.

Program Performance		
01	Has the state implemented criteria for assessing the performance of traditional teacher preparation programs?	Yes
	A	<b>If yes, provide the implementation date.</b> 1/1/1998
02	Has the state implemented criteria for assessing the performance of alternative routes to teacher certification or licensure?	Yes
	A	<b>If yes, provide the implementation date.</b> 1/1/1998
03	List the entities involved in implementation:	
	A	Education Professional Standards Board (EPSB)
04	Specify any national organizations whose criteria are being used or that are involved in some other way:	Council for the Accreditation of Educator Preparation (CAEP)
05	If the state has not implemented criteria, has the state proposed criteria for assessing teacher preparation program performance?	NA
06	Do the state criteria include a determination of passing rates on state certification or licensure assessments in the academic content areas?	Yes
07	Do the state criteria include indicators of teaching skills?	Yes
08	Describe the state criteria for assessing the performance of teacher preparation programs for:	
	A	<b>Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students who are gifted and talented, and to tailor academic instruction to such needs.</b> 1) All preparation programs must address the EPSB requirement (theme) of diversity. All programs must demonstrate how the teacher candidates are prepared to work with exceptional children including gifted and talented students.

		<p>2) All teacher preparation programs must be EPSB approved. In order to be accredited all institutions must demonstrate how its “candidates are aware of different learning styles and adapt instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities” and how “candidate proficiencies related to diversity are assessed, and the data are used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn” (CAEP cross cutting theme of Diversity).</p>
B		<p><b>Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students with disabilities, and to tailor academic instruction to such needs.</b></p> <p>1) All preparation programs must address the EPSB requirement (theme) of diversity. All programs must demonstrate how the teacher candidates are prepared to work with exceptional children.</p> <p>2) All teacher preparation programs must be EPSB accredited. In order to be accredited all institutions must demonstrate how its “candidates are aware of different learning styles and adapt instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities” and how “candidate proficiencies related to diversity are assessed, and the data are used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn”(CAEP cross cutting theme of Diversity).</p>
C		<p><b>Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students who are limited English proficient, and to tailor academic instruction to such needs.</b></p> <p>1) All teacher preparation programs must be EPSB accredited. In order to be accredited all institutions must demonstrate how its “curriculum and field experiences provide a well grounded framework for understanding diversity, including English language learners ...” and candidates are aware of different learning styles and adapt</p>

	D	<p>instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities”(CAEP cross cutting theme of Diversity).</p> <p><b>Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students with low literacy levels, and to tailor academic instruction to such needs.</b></p> <p>1) All preparation programs must address the EPSB requirement (theme) of literacy.</p>
09	Do teacher preparation programs prepare teachers, including general education and special education teachers, to participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> ? Include both traditional programs and alternative routes to teacher certification or licensure, as applicable.	Yes
	A	<p><b>Provide planning activities and timelines if these activities are not currently in place.</b></p> <p>Data Not Reported</p>
10	Do the state criteria include progress in increasing the percentage of highly qualified teachers in the state?	Yes
11	Do the state criteria include progress in increasing professional development opportunities?	Yes
12	Do the state criteria include progress in improving student academic achievement for elementary and secondary students?	Yes
13	Do the state criteria include progress in raising the standards for entry into the teaching profession?	Yes
14	Are there any other criteria?	No
	A	<p><b>If yes, please specify.</b></p> <p>Data Not Reported</p>



## Section VIII. Low Performing

States report on their processes and criteria for determining low-performing teacher preparation programs, as well as any programs that were identified as low-performing or at-risk.

Low Performing	
0 1	<p>Provide a list of the criteria your state has defined for classifying traditional teacher preparation programs as "low performing" or "at risk of being low performing."</p>
A	<p>Definitions of "at risk of low performing" and "low performing" are tied directly to the state/NCATE teacher education institution accreditation program. Institutions identified as "at risk of low performing" or as "low performing" (in accordance with 20 U.S.V. 1027 and 1028) during the accreditation process will receive continuous technical assistance from EPSB staff. Following two years of technical assistance, a low performing institution will be subject to a second full accreditation review.</p> <p>Additionally, EPSB has implemented the following procedure for emergency review of certification programs. A certification program is defined as a certification area, e.g., English, math, health. "Program" should not be confused with "unit," which is defined as the entire education department and reviewed during the accreditation visit.</p> <p>Pursuant to KRS 161.028(1), the EPSB has the authority to discontinue approval of educator preparation programs whose graduates do not perform according to criteria set by the Board. If the criteria set forth below are met, the following two-phase procedure will be used to conduct an emergency review of a program to determine if the deficiencies can be corrected or if the Board should take action to discontinue its approval.</p> <p>Criteria:</p> <p>A certification program is subject to emergency review if any one or more PRAXIS (or state) assessments required for that respective certification evidence a pass rate below 80 percent, effective with the 2003-04 Title II Report. For cells less than 10 persons, an aggregate of program completer data from the past three years will be used to determine the need for an emergency review.</p> <p>Procedure:</p> <p>Phase One: The Executive Director is authorized by the Board to notify an institution that one or more of its certification programs is/are subject to emergency review. Within 30 working days of this notification, the institution submits to the Executive Director a written narrative, which may, at the Executive Director's discretion, address one or more of the following questions specific to the program(s) under review:</p> <ol style="list-style-type: none"><li>Why is (are) the PRAXIS (or state) pass rate(s) so low?</li><li>What is being done to provide remedial help for students who fail the assessments?</li><li>How is course content aligned with the PRAXIS (or state) assessments and the Kentucky Board of Education's Core Curriculum?</li><li>How are students prepared to take the PRAXIS (or state) assessments?</li><li>What will be done to improve the PRAXIS (or state) assessment pass rate(s) so that at least 80 percent of program completers are successful, and what will be the timeframe within which this will be accomplished?</li></ol> <p>The Executive Director reviews the institution's submission and (1) accepts the institution's</p>

documentation and plan for improvement, (2) requests a modification in the documentation and/or plan for improvement, or (3) assigns the institution to Phase Two. The Executive Director then makes a report to the Board.

Phase Two: The Executive Director is authorized by the Board to send a team composed of Board of Examiner members and EPSB staff to do an emergency review of the certification program(s) pursuant to 16 KAR 5:010. The team makes recommendations to the Board regarding technical assistance needed in the areas addressed in Phase One, and the institution may respond to the recommendations if it so chooses. The Board reviews the recommendations, modifying them if necessary, and forwards the recommendations to the institution for implementation as the institution deems appropriate. The Board also informs the institution of the timeframe within which the certification program's(s') PRAXIS (or state) assessment pass rate(s) will be expected to reach at least the 80 percent level. Subsequently, staff reports to the Board regarding the institution's progress.

0  
2 Provide a list of the criteria your state has defined for classifying alternative routes to teacher certification or licensure as "low performing" or "at risk of being low performing."

Definitions of "at risk of low performing" and "low performing" are tied directly to the state/NCATE teacher education institution accreditation program. Institutions identified as "at risk of low performing" or as "low performing" (in accordance with 20 U.S.V. 1027 and 1028) during the accreditation process will receive continuous technical assistance from EPSB staff. Following two years of technical assistance, a low performing institution will be subject to a second full accreditation review.

Additionally, EPSB has implemented the following procedure for emergency review of certification programs. A certification program is defined as a certification area, e.g., English, math, health. "Program" should not be confused with "unit," which is defined as the entire education department and reviewed during the accreditation visit.

Pursuant to KRS 161.028(1), the EPSB has the authority to discontinue approval of educator preparation programs whose graduates do not perform according to criteria set by the Board. If the criteria set forth below are met, the following two-phase procedure will be used to conduct an emergency review of a program to determine if the deficiencies can be corrected or if the Board should take action to discontinue its approval.

Criteria:

A certification program is subject to emergency review if any one or more PRAXIS (or state) assessments required for that respective certification evidence a pass rate below 80 percent, effective with the 2003-04 Title II Report. For cells less than 10 persons, an aggregate of program completer data from the past three years will be used to determine the need for an emergency review.

Procedure:

Phase One: The Executive Director is authorized by the Board to notify an institution that one or more of its certification programs is/are subject to emergency review. Within 30 working days of this notification, the institution submits to the Executive Director a written narrative, which may, at the Executive Director's discretion, address one or more of the following questions specific to the program(s) under review:

- a) Why is (are) the PRAXIS (or state) pass rate(s) so low?
- b) What is being done to provide remedial help for students who fail the assessments?
- c) How is course content aligned with the PRAXIS (or state) assessments and the Kentucky Board of Education's Core Curriculum?
- d) How are students prepared to take the PRAXIS (or state) assessments?

e) What will be done to improve the PRAXIS (or state) assessment pass rate(s) so that at least 80 percent of program completers are successful, and what will be the timeframe within which this will be accomplished?

The Executive Director reviews the institution's submission and (1) accepts the institution's documentation and plan for improvement, (2) requests a modification in the documentation and/or plan for improvement, or (3) assigns the institution to Phase Two. The Executive Director then makes a report to the Board.

Phase Two: The Executive Director is authorized by the Board to send a team composed of Board of Examiner members and EPSB staff to do an emergency review of the certification program(s) pursuant to 16 KAR 5:010. The team makes recommendations to the Board regarding technical assistance needed in the areas addressed in Phase One, and the institution may respond to the recommendations if it so chooses. The Board reviews the recommendations, modifying them if necessary, and forwards the recommendations to the institution for implementation as the institution deems appropriate. The Board also informs the institution of the timeframe within which the certification program's(s') PRAXIS (or state) assessment pass rate(s) will be expected to reach at least the 80 percent level. Subsequently, staff reports to the Board regarding the institution's progress.

**03 Provide a description of the procedures your state uses to identify and assist (through the provisions of technical assistance) low performing traditional teacher preparation programs.**

A An educator preparation program is classified as "low performing" when it receives a state/NCATE accreditation rating of "accredited with probation" or its summary Praxis II pass rate is less than 50%. An educator preparation program is classified as "at risk of becoming low-performing" when it receives a state/NCATE accreditation rating of "accredited with conditions" or its summary Praxis II pass rate is less than 80%.

**04 Provide a description of the procedures your state uses to identify and assist (through the provisions of technical assistance) low performing alternative routes to teacher certification or licensure.**

A An educator preparation program is classified as "low performing" when it receives a state/NCATE accreditation rating of "accredited with probation" or its summary Praxis II pass rate is less than 50%. An educator preparation program is classified as "at risk of becoming low-performing" when it receives a state/NCATE accreditation rating of "accredited with conditions" or its summary Praxis II pass rate is less than 80%.

**05 Provide a list of traditional and alternative teacher preparation programs in your state that are currently classified as low performing or at risk of being so classified.**

Program	Risk type	Date designated
Brescia University (1071) Portion at risk: Elementary Education Mathematics	No longer at risk	10/31/2016
Eastern Kentucky University (1200) Portion at risk: Music Content & Instruction	At risk	10/31/2017
Eastern Kentucky University (1200) Portion at risk: Middle Grades English	At risk	10/31/2016

Kentucky Christian University (1377) Portion at risk: Elementary Education Social Studies	No longer at risk	10/31/2016
Lindsey Wilson College (1409) Portion at risk: Physical Education	At risk	10/31/2017
Morehead State University (1487) Portion at risk: Middle Grades Mathematics	No longer at risk	10/31/2016
Morehead State University (1487) Portion at risk: 9-12 Mathematics	At risk	10/31/2017
Morehead State University (1487) Portion at risk: Spanish	At risk	10/31/2017
Murray State University (1494) Portion at risk: Middle Grades Science	At risk	10/31/2017
Spalding University (1552) Portion at risk: Elementary Education Science	No longer at risk	10/31/2016
Spalding University (1552) Portion at risk: Elementary Education Mathematics	No longer at risk	10/31/2016
University of the Cumberlands (1145) Portion at risk: Physical Education	No longer at risk	10/31/2016
Western Kentucky University (1901) Portion at risk: Spanish	At risk	10/31/2016

## Section IX. HQT Shortages

Section IX. HQT Shortages		
01	Do teacher preparation programs in your state address shortages of highly qualified teachers by area of certification or licensure?	No
02	Do teacher preparation programs in your state address shortages of highly qualified teachers by subject?	No
03	Do teacher preparation programs in your state address shortages of highly qualified teachers by specialty?	No
04	Provide a description of the extent to which teacher preparation programs are addressing shortages of highly qualified teachers, by area of certification or licensure, subject, and specialty, in your state's public schools. Include planning activities and timelines if these activities are not currently in place. Include both traditional programs and alternative routes to teacher certification or licensure, as applicable. (KRS 205(b)(1)(I))	<p>Kentucky's institutions offer certification programs in the shortage areas. In addition, alternative route programs such as the university-based Option 6 program and Teach for America assist with these as well.</p> <p>As seen in the data below, Kentucky does not have an issue with shortages of highly-qualified teachers. Much of this may be contributed to limiting the number of emergency certificates an individual may obtain to one. Additionally, the university-based alternative routes lead to highly qualified status.</p> <p>In 2015-2016, 99.7% of courses at low, middle, and high poverty elementary schools were taught by HQT.</p> <p>In 2015-2016, 99.7% of courses at low poverty secondary schools were taught by HQT, 99.2% of mid poverty secondary schools, and 99% for high poverty secondary schools with 99.6% overall average.</p> <p>or all KY Schools            All 99.5% or 216,087 of 217,138            Art 99.8% or 11,313 of 11,341            Biology 99.8% or 1,564 of 1,561            Chemistry 99.6% or 2,439 of 2,450            Civics 98.9% or 1,768 of 1,787            Earth/Space Science 97.4% or 816 of 838            Economics 99.4% or 333 of 335            Elementary 99.6% or 20,867 of 20,953            English 99.7% or 36,263 of 36,374</p>

		Foreign Language 100.00% or 358 of 358 French 98.6% or 789 of 800 Geography 99.5% or 2,949 of 2,964 German 98.8% or 321 of 325 Government 99.6% or 3,430 of 3,444 History 99.8% or 8,919 of 8,939 Japanese 100.00% or 155 of 155 Latin 97.9% or 183 of 187 Mathematics 99.4% or 41,123 of 41,386 Music 99.7% or 14,441 of 14,489 Physics 100% or 816 of 816 Reading 99.6% or 19,025 of 19,096 Science 99.3% or 25,593 of 25,763 Social Studies 99.7% or 11,986 of 12,022 Spanish 98% or 4,885 of 4,983 Unknown 99.7% or 5,754 of 5,769
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## Section X. Technology

Please provide the following information about low performing teacher preparation programs in your state. (§207(a))

Technology	
01	<p>Do teacher preparation programs in your state prepared teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning?</p> <p style="text-align: right;">Yes</p>
02	<p>Do teacher preparation programs in your state prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement?</p> <p style="text-align: right;">Yes</p>
03	<p>Provide a description of the activities that prepare teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement. Include planning activities and timelines if these activities are not currently in place. Include both traditional programs and alternative routes to teacher certification or licensure, as applicable. (Â§205(b)(1)(K))</p>
A	<p>Kentucky institutions must provide technology implementation for teacher candidates as dictated by the Council for the Accreditation of Educator Preparation (CAEP) cross-cutting theme of technology. The technology theme and related standards are applied to both traditional and alternative preparation programs. Based on these standards each unit ensures the integration of technology to enhance student learning.</p> <p>Kentucky has been intimately involved in the transition of NCATE to Council for the Accreditation of Educator Preparation (CAEP) Standards. Within these new standards, institutions will be required to ensure that completers model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning, and enrich professional practice. In addition, clinical experiences within these standards will require technology-enhanced learning opportunities are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development in several areas that are associated with a positive impact on the learning and development of all P-12 students.</p>

Clinical practices allow candidates to use information technology to support teaching and learning. Institutions must ensure clinical practices are sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities. They integrate diversity and technology throughout their teaching. Candidates will assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.

The Kentucky Teacher Standards by which traditional and alternative route programs are held accountable require all institutions to ensure teacher candidates use technology. Standard 6 dictates that candidates use technology to support instruction, access and manipulate data, enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community, and conduct research. Appropriate uses of the technology include designing and planning instruction that supports and extends learning of all students. Teachers are able to use technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.

The Interdisciplinary Early Childhood Education Standards (IECE) also require candidates' use of technology. The IECE educator must use technology to support instruction, access and manipulate data, enhance professional growth and productivity, communicate and collaborate with colleagues, families and community agencies, and to conduct research. This include performance descriptions such as creating multi-media presentations using scanners, digital cameras, etc. , using appropriate assistive and adaptive devices, and designing lesson plans that use technology to address diverse needs and learning styles of children.

Student teacher experiences in newly adopted regulations dictate that all student teachers are required to use technology to enrich the learning of P-12 students and to support the student teacher's professional growth and communication. Student teachers also must use the teacher performance



assessments used in Kentucky Teacher Internship Program (KTIP) through which candidates must identify the technologies and the adaptations used. Within the planning process of the teacher performance assessments, students are required to provide an overview of technology that will be integrated to enhance instruction and demonstrate student use of technology. In addition to identification in lesson and unit plans, a technology log is provided to candidates to organize and identify the teacher and student use of technology.

## Section XI. Improvement Efforts

Please provide the following information about low performing teacher preparation programs in your state. (§207(a))

Improvement Efforts	
01	<p>List and describe any steps taken by the state during the past year to improve the quality of the current and future teaching force. (Â§205(d)(2)(A))</p>
	<p><b>Preparation and Support for Student Teaching</b></p> <p>Ongoing training efforts are ensuring that student teachers receive the support they need to continue their development to be student-ready professional educators. Cooperating teachers and university supervisors are completing training that reflects best practices for supporting student teachers. As of October 15, 2016, over 7,700 cooperating teachers and university supervisors had completed the 16 KAR 5:040 assessment online in Edmodo and requested their certificates of completion. This training fulfills the requirement of 16 KAR 5:040, Section 2(5)a: Basic responsibilities of a cooperating teacher and Section 5(6)a: Basic responsibilities of a university supervisor. Over 10,000 cooperating teachers and university supervisors had completed co-teaching training to fulfill the requirement of 16 KAR 5:040 Section 2(5)b and Section 5(6)b: Best practice in supporting the student teacher. Over 8,000 cooperating teachers and university supervisors had completed both element (a) and (b). The EPSB's Division of Educator preparation developed and manages the online assessment, supports for educators completing the assessment, and tracks completion of all training components.</p> <p><b>A</b></p> <p><b>Kentucky Teacher Internship Program</b></p> <p>In 2015-16 Kentucky celebrated "KTIP-30 Years Strong". The Kentucky Teacher Internship Program (KTIP) is designed to provide assistance to new teachers. Aligned to the Professional Growth and Effectiveness System (PGES), the main goal is to ensure that new teachers experience a successful first year in the classroom. The program provides mentoring and support to first-year teachers as well as an evaluation of teacher performance on each of the Kentucky Teacher Standards and the Kentucky Framework for Teaching. A new teacher must successfully complete KTIP to receive professional (i.e. second stage) licensure. A committee works with the teacher intern to mentor and monitor the intern's progress during the internship. KTIP interns use data to analyze student performance, identify curriculum gaps, and aim for continuous improvement to instructional practices.</p> <p><b>National Accreditation Training</b></p>

EPSB staff attended the following national accreditation conferences: Council for the Accreditation of Educator Preparation (CAEP) State Partnership Conference and the CAEP Fall Conference.

EPSB staff participated in the following accreditation meetings: CAEP State Partnership Meeting and CAEP webinars on accreditation/program review option.

#### Development of Technology Tool to Support Candidates' Field Experience Reporting

16 KAR 5:040 requires 200 hours of pre-student teaching field experience for all initial certification candidates who student teach. The Kentucky Association of Colleges of Teacher Education (KACTE) was awarded an American Association of Colleges of Teacher Education grant to provide training on a new online tool, the Kentucky Field Experience Tracking System (KFETS), which was developed by the EPSB's Information Technology staff with input from KACTE, Kentucky Department of Education, and EPSB Division of Educator Preparation staff. KFETS allows candidates in college/university education courses with field experience components to record their field experiences online. KFETS integrates information from preparation programs Infinite Campus, and other state data systems so candidates can report their progress toward meeting Kentucky's field experience requirements. Preparation programs will be able to access their own candidates' records online, even if candidates transfer from one program to another. Collaborative efforts among KACTE, KDE, and EPSB staff demonstrate our mutual commitment to excellence in all aspects of educator preparation in Kentucky.

#### Alliance for Clinical Teacher Preparation

Kentucky is one of 13 member states participating in the CAEP Alliance for Clinical Teacher Preparation. In October 2012, representatives of the EPSB, higher education faculty, and P-12 education met with other Alliance states to examine cost and efficiency implications of clinically based educator preparation. In March 2013, EPSB staff, higher education faculty, and a P-12 teacher participated in a follow-up meeting with other Alliance states to share information about their experiences in moving forward with clinical preparation of teachers. In addition, participants developed recommendations for implementing clinically based educator preparation, and it is expected those recommendations will inform implementation of the CAEP standards.

#### Alternative Certification Regulation Revisions

Revisions continue to be made to 16 KAR 9:080, which governs university-based alternative certification programs, to ensure that alternatively prepared educators are prepared to address the needs of all learners in the classroom. These revisions raise the expectations for preparation programs with alternative certification programs and the schools that employ teachers who are simultaneously teaching and completing an alternative certification program.

#### Assessments for Licensure

Kentucky uses the Praxis Series Tests to measure teacher candidates' content knowledge and skills when entering teacher preparation programs and before beginning to teach. Kentucky participates in Standard Setting Studies (SSS) with Educational Testing Service (ETS) to set qualifying scores. Using this framework provides legal defensibility for the scores, but more importantly, assures that a highly qualified teacher is in every classroom. Since Kentucky teachers and educators participate in all multi-state SSS for newly adopted Kentucky certification tests, the EPSB uses the multi-state SSS cut scores if they equate to the percentile range approved by the board. Not only does Kentucky use Praxis exams to measure test takers' knowledge and skills as part of the teacher licensure and certification process, EPSB monitors pass rates to facilitate the accreditation process.

#### National Board for Professional Teaching Standards (NBPTS)

In 2013, The National Board for Professional Teaching Standards was awarded a \$15 million, three-year grant from the U.S. Department of Education through the Supporting Effective Educator Development (SEED) grant competition. The work supported by the grant will result in many more students being taught by accomplished teachers who have achieved National Board Certification and will create new opportunities for these teachers to serve in instructional leadership roles in high-need schools.

The Kentucky Network to Transform Teaching (KyNT3) grant is working to embed the practices of board certification and accomplished teaching throughout the teaching continuum. Institutes of Higher Education (IHE) are critical partners in supporting this vision. During 2015-16, KyNT3 worked with the Collaborative for Teaching and Learning to host regional meetings for IHEs. Many IHEs are interested in embedding the work of board certification into master's programs and building the foundation of accomplished practice in teacher preparation programs. KyNT3 hosted a free statewide conference for IHEs May 27, 2016, in Lexington with sessions built on the interest of participants, including the use of ATLAS and updates on ESSA and SB1. A

free pre-conference on May 25-26, 2016, was held to support teams from IHEs through plans to integrate National Board components into coursework.

### Continuing Education Option

The EPSB continues to support and strengthen the Continuing Education option (CEO). Kentucky's state legislators and educators developed CEO for rank change and certificate renewal as an alternative to a planned fifth-year program college course of studies. The initiative that resulted from the 1996 General Assembly House Bill 305 is structured to link teachers' professional growth with positive, measurable improvement in student learning. Built around the Kentucky Teacher Standards adopted by the EPSB, the CEO requires candidates to submit an independent professional growth plan based on the needs of the teacher, the students, and the school. The professional growth plan is a unique, independent study that includes graduate level classes, professional development experiences, research, reading, and writing. Candidates create job-embedded CEO Plans based on the needs of their students, schools, districts, and communities. Each candidate is required to create a portfolio of evidence representing successful completion of his or her plan. Although the CEO is an independent study, throughout the process candidates receive support through online resources and by participating in face to face regional monthly cohort meetings offered across the state. Cohorts are supported by experienced education professionals (coaches) in a blended learning environment, integrating traditional learning with technology to provide an independent learning experience.