

## Fall 2014 OSSE Educator Preparation Program Profiles Catholic University of America (Traditional)

### Section 1: Program Summary

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**Mission:** *CUA's programs prepare teachers for Catholic, private and public schools to educate students for a changing world. The overall purpose of teacher education is to help candidates acquire the skills and reflective qualities essential for the professional practice of teaching. By developing a reflective, problem-solving orientation toward teaching, graduates of this program become empowered to critically examine their own actions and the context of these actions for the purpose of a more deliberative mode of professional activity. The outcome should be self-directed teachers who use professional knowledge to actively, persistently and carefully improve their practice.*

For more information, please go to: <http://education.cua.edu/About/Philosophy.cfm>

<b>OSSE and NCATE program approval by subject area</b>		
		(Fall 2014, OSSE)
<b>Program</b>	<b>Undergraduate degree</b>	<b>Graduate degree</b>
Early Childhood Education	Y	N
Early Childhood Special Education	N	Y
Elementary Education	Y	N
Music (Instrumental)	Y	N
Music (Vocal)	Y	N
School Library/Media Specialist	N	Y
Secondary English	Y	Y
Secondary Mathematics	Y	Y
Secondary Social Studies	Y	Y
Special Education (Non-Categorical)	N	Y

	<b>Undergraduate degree</b>	<b>Graduate degree</b>
<b>Anticipated length of program for full-time students</b> (2014-15, EPPs)	<b>16 months</b>	<b>16 months</b>

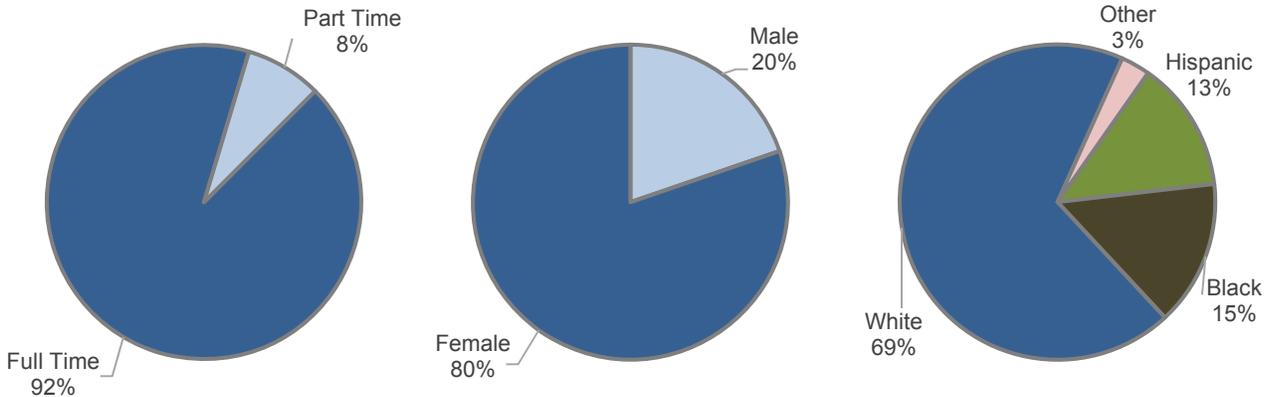
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**Total program enrollment: 81** (2011-12, Title II)

**Full-time/part-time:**  
(2013-14, EPPs)

**Gender:**  
(2011-12, Title II)

**Race/ethnicity:**  
(2011-12, Title II)



Note: The category “Other” under race/ethnicity includes program enrollees classified in the Title II report as American Indian, Alaska Native, Native Hawaiian, Pacific Islander, and Multiracial. Enrollees classified as unknown for Title II reporting are not included.

**Definition of full-time and part-time students:** *Full-Time Undergraduate: 12 credits/semester. Full-Time Graduate: 9 credits/semester.*

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### Section 2: Admissions

Program admission requirements		(2013-14, EPPs)
Criteria	Undergraduate degree	Graduate degree
High school GPA		
Undergraduate GPA		Yes (2.75)
Minimum credit hours completed as undergraduate	Yes (60)	
Praxis Core	Yes (R: 156, W: 162, M: 150)	Yes (R: 156, W: 162, M: 150)
MAT scaled score	N/A	Yes
Praxis II		
Previous education-related courses	Yes	Yes
Education-related bachelor's degree		
Any bachelor's degree		Yes
Previous teaching experience/experience working		
Goals statement	Yes	Yes
Statement/assessment of professional dispositions	Yes	
Letters of recommendation	Yes	Yes
Background checks		

**Notes:** Undergraduate GPA: All GTCP and MA applicants must have a cumulative GPA of 2.75 in their undergraduate studies. In addition, secondary English, social studies, and math applicants must have a 3.0 GPA in their last 60 credits of their undergraduate studies. All applicants for graduate studies must have a 3.0 in their previous graduate work if applicable.

MAT scaled score: This score is required for admission into the Master's program but not for Graduate Teacher Certification Program candidates.

Praxis Core: Undergraduate and graduate teacher certification candidates must take and pass Praxis Core for admission. Masters candidates do not need to take Core for admission but must take and pass it by the time they apply for a license.

Previous education-related courses: Special Education and Early Childhood Special Education applicants are expected to have completed coursework in normal human growth and development, as well as classroom management, before beginning the M.A. program. Such coursework is available for those candidates who may not have previously taken these courses.

The Praxis Core replaced the Praxis I starting in October 2013. DC OSSE will continue to accept Praxis I through August 2016. Additionally, until August 2016, in lieu of completing the full Praxis I, individuals may submit scores from the SAT, ACT, and/or GRE in combination with Praxis Writing scores. Applicants may not be required to meet all of the listed criteria. See the EPP website for more information on specific admission requirements.

**Key:** Yes = Criteria required for admission    Blank = Criteria not required for admission  
N/A = Criteria not applicable                      Value = The minimum value for required criteria, shown in parentheses if available

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	Undergraduate degree	Graduate degree
<b>Percent of applicants accepted</b> (2013-14, EPPs)	62%	58%

**Additional notes on percent of applicants accepted:** *The percent of undergraduate applicants accepted does not include the number of students provisionally accepted. Provisionally accepted students can continue their program of studies but must meet all requirements by the end of the subsequent semester in order to continue in the program. Including provisionally accepted students, the acceptance rate for undergraduates is 97%.*

### Section 3: Graduation/Completion

Program graduation/completion requirements	(2013-14, EPPs)	
Criteria	Undergraduate degree	Graduate degree
Program GPA	Yes (2.75)	Yes (2.75)
Minimum credit hours completed	Yes (120)	Yes (36)
A minimum number of clock hours spent on early field experiences for:		
Program with <b>lowest</b> number of required hours	Yes (60)	Yes (60)
Program with <b>highest</b> number of required hours	Yes (200)	Yes (200)
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for:		
Program with <b>lowest</b> number of required hours	Yes (560)	Yes (560)
Program with <b>highest</b> number of required hours	Yes (560)	Yes (560)
Praxis Core	Yes	Yes
Praxis II	Yes	Yes
Paper-based portfolio		
Electronic portfolio	Yes	Yes
Performance assessment (TPA or non-TPA)		

**Note:** Additional performance assessments (either TPA or non-TPA) may be required by specialized professional associations.

The Praxis Core replaced the Praxis I starting in October 2013. DC OSSE will continue to accept Praxis I through August 2016. Additionally, until August 2016, in lieu of completing the full Praxis I, individuals may submit scores from the SAT, ACT, and/or GRE in combination with Praxis Writing scores. Refer to the [OSSE website](#) for more information.

**Key:** Yes = Criteria required for completion    Blank = Criteria not required for completion  
Value = The minimum value for required criteria, shown in parentheses if available

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Praxis II pass rates <span style="float: right;">(2011-12, Title II)</span>		
Year	Number taking tests	Pass rate
2011-12	26	92%
2010-11	26	100%
2009-10	27	96%

Teachers prepared by area of credential <span style="float: right;">(2011-12, Title II)</span>	
Area	Number
Elementary Education	11
Secondary English	2
Special Education (Non-Categorical)	2

Supervised clinical experience <span style="float: right;">(2011-12, Title II)</span>	
Average number of clock hours required prior to student teaching	210
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty in supervised clinical experience during this academic year	12
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year	68*
Number of students in supervised clinical experience during this academic year	62

**Supervised clinical experience/support while enrolled in the program:** *During the 14-week long supervised student teaching, a candidate fulfills the roles of a content specialist, learning diagnostician, group manager, evaluator, and curriculum developer. The cooperating teacher and university supervisor work closely with the candidate to improve teaching performance and encourage self-evaluation and reflection resulting in self-initiated professional growth.*

*\*This figure includes supervisors from the Department of Education, the Department of Library and Information Science, and the Benjamin T. Rome School of Music.*

**Support following program completion:** *CUA is currently considering the development of an official mentoring program.*

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### Section 4: Teacher Effectiveness

Teacher performance ratings for general education teachers		(2012-13, OSSE)
Final rating	Percent of teachers in DC LEAs from Catholic University of America	Percent of all teachers teaching in DC LEAs
<b>All teachers:</b>		
Highly effective		
Effective		
Minimally effective		
Ineffective		
<b>Number (all teachers)</b>		
<b>First year teachers:</b>		
Highly effective		
Effective		
Minimally effective		
Ineffective		
<b>Number (first year teachers)</b>		

**Notes:** Information aggregated across all DC LEAs. The required components for teacher evaluation systems differ across District of Columbia Public Schools (DCPS) and LEAs that are and are not part of Race to the Top, but all must include such components as student outcomes, multiple measures of performance, and teacher observation. More information on this subject can be found on the [DC OSSE website](#). Cells in this table may be blank for one or more of the following reasons:

- The teacher ratings for this EPP were suppressed because there were fewer than five teachers in one or more of the cells.
- The EPP did not provide DC OSSE with complete information.
- An insufficient number of DC local education agencies (LEAs) provided the teacher-level performance rating information necessary for a match to be made against this EPP's 2012-2013 program completers.

### Indicators planned for future profiles:

#### Placement and Retention:

##### Completers teaching in DC public schools

Data source: OSSE/Title II

Information will be displayed on the total number of completers as well as the number and percent of completers teaching in DC public schools.

##### Percent of completers teaching in DC public schools placed in hard-to-staff subject areas

Data source: OSSE/Title II

Information will be displayed on the percentage of completers from this educator preparation program that were placed in the top four hard-to-staff subject areas.

##### Percent of program completers teaching in DC public schools 1, 2, 3, and 5 years after program completion

Data source: OSSE/Title II

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This indicator will follow cohorts of program completers. For each new year, the indicator will start by showing the number of completers and the percentage of those completers teaching in DC public schools in the first year after they complete the program. In addition to adding a new cohort each year, the indicator will also track each cohort of completers through up to five years of employment with DC public schools.

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### Teacher Effectiveness:

#### Preparation to carry out teaching job

Data source: Surveys of recent program completers and school leaders

DC OSSE will administer surveys to teachers in the early years of their careers as well as to principals with experience hiring teachers from the DC OSSE-approved educator preparation programs. Respondents will be asked about teachers' preparation to carry many aspects of their job including teaching the subject matter, handling classroom management, and engaging with families and communities.

The survey will also ask new teachers about their perception of the effectiveness of several aspects of their educator preparation program.

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