

Fall 2014 OSSE Educator Preparation Program Profiles American University (Traditional)

Section 1: Program Summary

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Mission: *The School of Education, Teaching & Health is committed to advancing theory and professional practice through its programs and the scholarly activities of our faculty. The faculty recognizes the significance of education in contemporary life, the potential of education for each individual, and our special responsibilities to produce individuals prepared for the twenty-first century. The School seeks to achieve its goals through creative teaching, rigorous research, and professional service. It is committed to ongoing social change, societal improvement, and advancing individual welfare and potential. Students and graduates of its programs share a professional belief in working towards excellence, equity, community, and diversity.*

For more information, go to: <http://www.american.edu/cas/seth/teachers/philosophy.cfm>

OSSE and NCATE program approval by subject area (Fall 2014, OSSE)		
Program	Undergraduate degree	Graduate degree
Early Childhood Education	N	Y
Elementary Education	Y	Y
English as a Second Language	N	Y
Foreign Language (French)	Y	Y
Foreign Language (German)	Y	Y
Foreign Language (Spanish)	Y	Y
Health and Physical Education	Y	Y
Music (Instrumental)	Y	Y
Performing Arts (Dance)	Y	Y
Performing Arts (Drama)	Y	Y
Secondary Biology	Y	Y
Secondary Chemistry	Y	Y
Secondary English	Y	Y
Secondary Mathematics	Y	Y
Secondary Physics	Y	Y
Secondary Social Studies	Y	Y
Special Education (Learning Disability)	N	Y
Studio Art	Y	Y

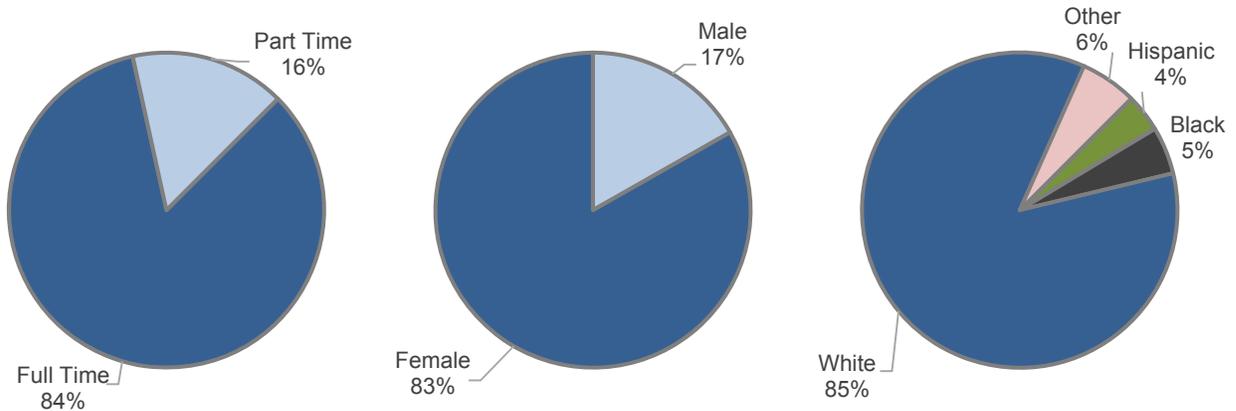
	Undergraduate degree	Graduate degree
Anticipated length of program for full-time students (2014-15, EPPs)	32 months	20 months

For the undergraduate degree, the length is calculated at 4 years of an 8-month academic year. For the graduate degree, the length is calculated at 2 academic years with a summer session.

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Total program enrollment: 143
(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:

Undergraduate: <http://www.american.edu/provost/undergrad/undergrad-rules-and-regulations.cfm#6.1>

Graduate: <http://www.american.edu/provost/grad/grad-rules-and-regulations.cfm#4.1.3>

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Section 2: Admissions

Program admission requirements			(2013-14, EPPs)
Criteria	Undergraduate degree	Graduate degree	
High school GPA	Yes	Yes	
Undergraduate GPA	Yes (2.7)	Yes (3.0)	
Minimum credit hours completed as undergraduate	Yes (60)	Yes (120)	
Praxis Core	Yes (R: 156, W: 162, M: 150)	Yes (R: 156, W: 162, M: 150)	
MAT scaled score	N/A		
Praxis II			
Previous education-related courses	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	Yes	
Letters of recommendation	Yes	Yes	
Background checks			

Notes: 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

	Undergraduate degree	Graduate degree
Percent of applicants accepted (2013-14, EPPs)	98%	98%

Additional notes on percent of applicants accepted: *Undergraduate candidates apply separately to the program after successful completion of core courses and Praxis CORE examination. Application includes teaching and learning essays, resume, recommendations and an interview. Graduate acceptance rate does not include candidates who withdrew their application before a final decision was made.*

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Section 3: Graduation/Completion

Program graduation/completion requirements		(2013-14, EPPs)	
Criteria	Undergraduate degree	Graduate degree	
Program GPA	Yes (2.7)	Yes (3.0)	
Minimum credit hours completed	Yes (120)	Yes (36)	
A minimum number of clock hours spent on early field experiences for:			
Program with lowest number of required hours	Yes (250)	Yes (210)	
Program with highest number of required hours	Yes (250)	Yes (600)	
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for:			
Program with lowest number of required hours	Yes (400)	Yes (400)	
Program with highest number of required hours	Yes (600)	Yes (600)	
Praxis Core	Yes	Yes	
Praxis II	Yes	Yes	
Paper-based portfolio			
Electronic portfolio	Yes	Yes	
Performance assessment (TPA or non-TPA)			

Note: 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

Praxis II pass rates			(2011-12, Title II)
Year	Number taking tests	Pass rate	
2011-12	58	93%	
2010-11	44	91%	
2009-10	48	100%	

Teachers prepared by area of credential		(2011-12, Title II)
Area	Number	
Early Childhood Education	3	
Elementary Education	17	
English as a Second Language	1	
Secondary Biology	2	
Secondary Chemistry	1	
Secondary English	2	
Secondary Mathematics	11	
Secondary Social Studies	11	
Spanish	3	
Special Education (Categorical)	6	
Special Education (Non-Categorical)	1	

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Supervised clinical experience (2011-12, Title II)	
Average number of clock hours required prior to student teaching	200
Average number of clock hours required for student teaching	420
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	1
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year	27
Number of students in supervised clinical experience during this academic year	73

Supervised clinical experience/support while enrolled in the program: *Students are enrolled in a two-semester sequence of clinical experience that exposes them to multiple grade-levels and schools. A common element across all clinical experiences is support by a university supervisor who is a former highly qualified teacher. Students also receive support from a cooperating teacher who are licensed teachers and serve as a role model for the students.*

Support following program completion: *SETH alumni are provided with licensure-support services throughout their career. They also retain access to their professional portfolios for use in interviews and career development. Alumni are supported through content-specific symposia including annual events in critical literacy, educational policy and career-networking. Alumni have access to the University Library and Career Center services.*

Section 4: Teacher Effectiveness

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

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.

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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

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.

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.