



FROSTBURG STATE UNIVERSITY

101 BRADDOCK ROAD
FROSTBURG MD 21532

Title II 2000-2001 Academic Year Report Card

HEA - Title II 2000-2001 Academic Year

Institution Name	FROSTBURG STATE UNIVERSITY
Institution Code	5402
State	Maryland
Number of Program Completers Submitted	152
Number of Program Completers found, matched, and used in passing rate Calculations¹	152

May 21, 2002

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Basic Skills							
COMMUNICATION SKILLS	500	74	73	99%	872	869	100%
GENERAL KNOWLEDGE	510	74	72	97%	876	867	99%
PPST READING	710	42	41	98%	667	639	96%
CBT READING	711	39	37	95%	476	464	97%
PPST WRITING	720	43	43	100%	696	677	97%
CBT WRITING	721	36	36	100%	443	435	98%
PPST MATHEMATICS	730	39	39	100%	650	607	93%
CBT MATHEMATICS	731	39	38	97%	489	456	93%
Professional Knowledge							
ELEM ED CONTENT AREA EXERCISES	012	38	35	92%	552	517	94%
ENG LANG LIT COMP PEDAGOGY	043	2			71	58	82%
MATHEMATICS PEDAGOGY	065	2			35	21	60%
SOCIAL STUDIES: PEDAGOGY	084	8			104	102	98%
SPANISH: PEDAGOGY	194				15	11	73%
BIOLOGY PEDAGOGY	234	1			38	37	97%
PHYSICAL SCIENCE PEDAGOGY	483	1			18	14	78%
PROFESSIONAL KNOWLEDGE	520	64	62	97%	581	573	99%

Frostburg State University June 30, 2002

PRINCIPLES LEARNING & TEACHING 7-12	524	1			8		
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	50	50	100%	406	402	99%
ELEMENTARY ED CONTENT KNOWLEDGE	014	38	38	100%	543	542	100%
EARLY CHILDHOOD EDUCATION	020	56	56	100%	236	236	100%
BIOLOGY AND GENERAL SCIENCE	030				8		
ENGLISH LANGUAGE AND LITERATURE	040	1			30	30	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	2			70	60	86%
MATHEMATICS	060	3			17	17	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	3			37	32	86%
SOCIAL STUDIES	080	2			30	28	93%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	8			104	99	95%
PHYSICAL EDUCATION	090	5			11	11	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	11	10	91%	70	58	83%
PHYSICAL ED VIDEO EVALUATION	093	11	7	64%	69	58	84%
BUSINESS EDUCATION	100				6		
MUSIC EDUCATION	110				1		
MUSIC ANALYSIS	112	1			20	19	95%
MUSIC CONTENT KNOWLEDGE	113	1			20	18	90%
ART EDUCATION	130				12	12	100%
ART CONTENT TRAD CRITIC AESTHETICS	132	2			48	31	65%
ART CONTENT KNOWLEDGE	133	2			48	46	96%
FRENCH PRODUCTIVE LANGUAGE SKILLS	171				3		
FRENCH CONTENT KNOWLEDGE	173				3		
SPANISH	190				10	10	100%
SPANISH CONTENT KNOWLEDGE	191				16	13	81%
SPANISH PRODUCTIVE LANGUAGE SKILLS	192				16	7	44%
BIOLOGY	230				8		
BIOLOGY CONTENT KNOWLEDGE PART 1	231	1			33	32	97%
BIOLOGY CONTENT KNOWLEDGE PART 2	232	1			33	28	85%
CHEMISTRY	240				3		
CHEMISTRY CONTENT KNOWLEDGE (CT)	245				10	7	70%
PHYSICS CONTENT KNOWLEDGE (CT)	265	1			4		
EARTH SCIENCE CONTENT KNOWLEDGE	571				5		
Teaching Special Populations							
SPECIAL EDUCATION	350				23	23	100%
SE KNOWLEDGE-BASED CORE PRINCIPLES	351				83	71	86%
SE APPLIC OF CORE PRINCIPLES ACROSS	352				80	63	79%

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May 21, 2002

<i>Type of Assessment²</i>	Statewide					
	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	152	148	97%	2017	1914	95%
Aggregate - Professional Knowledge	117	113	97%	1422	1342	94%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	184	175	95%	1742	1655	95%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				107	85	79%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	152	139	91%	2076	1830	88%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

Contextual Information

A.1 Total number of students admitted into initial teacher preparation, all specializations, in academic year 2000-2001 (620 FT UG + 21 PT UG + 20 FT MAT)	661
B.2 Number of students in supervised student teaching in academic year 2000-2001	152
Number of faculty members who supervised student teachers:	
➤ B.3 Full-time faculty in professional education	14
➤ B.3 Part-time faculty in professional education but full-time in the institution	3
➤ B.3 Part-time faculty in professional education, not otherwise employed by the institution	11
B.3 Total faculty student teaching supervisors	28
B.4 Student teacher/faculty ratio (divide the total in B.2 by the number of Total faculty student teaching supervisors)	5.4
B.5 The average number of student teaching hours per week required	35
B.5 The total number of weeks of supervised student teaching required *	20
B.5 Average total number of hours required	700
C.6 Frostburg State University is accredited by the State of Maryland according to its Redesign, and recognized nationally by 14 professional content associations including ACEI and ELCC, and NCATE according to the May 2000 performance standards,	

Notes:

* Student teaching varies by program with most interns spending 20 weeks in the school.

** C.7 answered "No" -- Received permission from MSDE on 3-28-02 to delete question.

FROSTBURG STATE UNIVERSITY

Mission: The College of Education is committed to preparing professionals who are able to provide outstanding instruction, service, and leadership to a diverse and global community.

Program Characteristics and Features: We subscribe to our motto - Linked Hands, Heads, and Hearts: Building Powerful Learning Communities. Our performance measures and benchmarks affirm that the graduates have exhibited these program outcomes—Dedicated Professional, Instructional Leader, Continuous Assessor, Educational Advocate, Collaborative Bridge Builder, and Reflective Decision-Maker. Our programs are predicated on performance standards; strong academic backgrounds in content areas; solid skills in teaching learned during multiple field experiences usually in Professional Development Schools; application of sound assessment practices; a capacity to adjust instruction to maximize learning for all students including diverse populations and those with special needs; dispositions consistent with codes of ethics, advocacy, and professionalism; and application of technology to instruction.

Student Characteristics: In 2000-2001, 661 candidates were admitted and enrolled in undergraduate and graduate initial teacher education preparation programs. Most candidates are traditional age (17 to 23), enrolled full-time, live on-campus or the surrounding campus community, and are Maryland residents (88%).

Admission Requirements

Admission to Teacher Education Phase I and Phase II: To be approved for admission to teacher education program, applicants for admission to Phase I must have achieved at least 45 credits, earned at least a 2.5 GPA in all previous course work, and passed the Praxis I tests. For Phase II, applicants must have achieved at least 60 credits, earned at least a 2.5 GPA, and completed at least 50% of their content major or specialization.

Teacher Education Phase II and III (Internship I and II): Candidates must have achieved at least 90 credits, earned at least a 2.6 GPA, and completed at least 75% of their content major or specialization.

Accreditation: Frostburg State University is accredited by the Middle States Association of Colleges and Universities. Its teacher education programs are accredited by the state of Maryland under its Redesign

for Teacher Education, recognized by 14 professional content associations for national recognition or for being compliant with national standards and by the National Council of Accreditation for Teacher Education (NCATE), under the May 2000 performance standards.

Teacher Education Vision: The College of Education at Frostburg State University will build upon the rich heritage and excellent reputation as a professional preparation institution in teacher education to position itself as an institution nationally recognized for developing outstanding professionals.

Best Practices

- Program Outcomes are measured according to performance-based standards.
- Classroom experience in the real world of teaching is integrated throughout teacher preparation program.
- Strong academic background and technology are applied to instruction.
- Assessments drive instruction and validates the needs for subsequent instruction.
- All Early Childhood/Elementary education candidates participate in an extensive two-semester internship in professional development schools.
- Candidates are increasingly measured by their ability to impact student learning and performance.

Notable Features and Accomplishments

- Service learning experiences are provided. Our institutional programs in service learning received a national award.
- Teacher Education achieved \$750,000 in collaborative grant awards to infuse technology throughout our programs and in the public schools.
- The Early Childhood/Elementary, MAT Elementary teacher education programs were pilot programs for the new NCATE/ACEI performance standards and were recognized for achieving those standards.
- The M.Ed. Concentration in Administration and Supervision program was one of 20 programs in the country to achieve ELCC standards and national recognition.