



FROSTBURG STATE UNIVERSITY

**101 BRADDOCK ROAD
FROSTBURG MD 21532**

Title II 2001-2002 Academic Year Report Card
HEA - Title II 2001-2002 Academic Year

Institution Name	FROSTBURG STATE UNIVERSITY
Institution Code	5402
State	Maryland
Number of Program Completers Submitted	133
Number of Program Completers found, matched, and used in passing rate Calculations¹	133

February 4, 2003

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
Professional Knowledge							
ELEM ED CONTENT AREA EXERCISES	012	92	86	93%	874	824	94%
ENG LANG LIT COMP PEDAGOGY	043	2			109	93	85%
MATHEMATICS PEDAGOGY	065	2			44	37	84%
SOCIAL STUDIES: PEDAGOGY	084	6			127	122	96%
SPANISH: PEDAGOGY	194				18	17	94%
LIFE SCIENCE: PEDAGOGY	234	1			41	41	100%
PHYSICAL SCIENCE PEDAGOGY	483	1			20	17	85%
PROFESSIONAL KNOWLEDGE	520	4			76	74	97%
PRINCIPLES LEARNING & TEACHING 7-12	524				12	12	100%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	1			49	49	100%
ELEMENTARY ED CONTENT KNOWLEDGE	014	93	93	100%	881	879	100%
EARLY CHILDHOOD EDUCATION	020	46	38	83%	238	222	93%
ENGLISH LANGUAGE AND LITERATURE	040				4		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	2			111	103	93%
MATHEMATICS	060				2		

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MATHEMATICS: CONTENT KNOWLEDGE	061	2			43	37	86%
CHEM PHYSICS AND GENERAL SCIENCE	070				1		
SOCIAL STUDIES	080				3		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	7			132	130	98%
PHYSICAL EDUCATION	090				2		
PHYSICAL ED: CONTENT KNOWLEDGE	091	12	9	75%	64	55	86%
PHYSICAL ED VIDEO EVALUATION	093	12	12	100%	64	61	95%
BUSINESS EDUCATION	100				2		
MUSIC ANALYSIS	112				23	23	100%
MUSIC CONTENT KNOWLEDGE	113				23	22	96%
ART EDUCATION	130				1		
ART CONTENT TRAD CRITIC AESTHETICS	132	3			48	46	96%
ART CONTENT KNOWLEDGE	133	3			47	45	96%
FRENCH PRODUCTIVE LANGUAGE SKILLS	171				9		
FRENCH CONTENT KNOWLEDGE	173				9		
GERMAN	180				1		
SPANISH	190				1		
SPANISH CONTENT KNOWLEDGE	191				19	17	89%
SPANISH PRODUCTIVE LANGUAGE SKILLS	192				18	8	44%
BIOLOGY CONTENT KNOWLEDGE PART 1	231	1			43	43	100%
BIOLOGY CONTENT KNOWLEDGE PART 2	232	1			44	37	84%
CHEMISTRY CONTENT KNOWLEDGE	245				8		
PHYSICS CONTENT KNOWLEDGE	265				5		
EARTH SCIENCE CONTENT KNOWLEDGE	571	1			6		
Other Content Areas							
TECHNOLOGY EDUCATION	050				1		
Teaching Special Populations							
SPECIAL EDUCATION	350				19	19	100%
SE KNOWLEDGE-BASED CORE PRINCIPLES	351				146	120	82%
SE APPLIC OF CORE PRINCIPLES ACROSS	352				143	105	73%

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Number of Program Completers found, matched, and used in passing rate Calculations¹	133					
				<i>February 4, 2003</i>		
				Statewide		
<i>Type of Assessment²</i>	<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	131	131	100%	1983	1914	97%
Aggregate - Professional Knowledge	108	100	93%	1321	1237	94%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	168	157	93%	1697	1628	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				1		
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				165	123	75%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	133	130	98%	2061	1859	90%

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 2001-2002 (609 FT UG + 16 PT UG + 15 FT MAT)	640
B.2 Number of students in supervised student teaching in academic year 2001-2002	133
Number of faculty members who supervised student teachers:	
➤ B.3 Full-time faculty in professional education	16
➤ B.3 Part-time faculty in professional education but full-time in the institution	5
➤ B.3 Part-time faculty in professional education, not otherwise employed by the institution	3
B.3 Total faculty student teaching supervisors	24
B.4 Student teacher/faculty ratio (divide the total in B.2 by the number of Total faculty student teaching supervisors)	5.3
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: The Educational Unit subscribes to the motto – Linked Hands, Heads, and Hearts: Building Powerful Learning Communities. Performance assessments are used to affirm that graduates have met the Unit Outcomes by exhibiting characteristics that demonstrate they are prepared to be Dedicated Professionals, Instructional Leaders, Continuous Assessors, Educational Advocates, Collaborative Bridge Builders, and Reflective Decision Makers. The following programmatic features are among those which identify the uniqueness of this educational unit and lead to the success of its candidates: programs are based on proven national and state standards; candidates must have a strong background in content areas; teaching skills are developed in multiple field experiences using the Professional Development School model; candidates develop instructional strategies to maximize the learning for all students, including those of diversity and those with special needs; candidates are helped to develop or enhance dispositions that are consistent with codes of ethics and professionalism; all programs use technology to improve instruction and teach candidates to apply technology to their own instruction.

Student Characteristics: In 2001-2002, 640 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 (87%).

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 III: 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 the Redesign for Teacher Education) and the National Council of Accreditation for Teacher Education (NCATE.) Further, the education programs at Frostburg State University are recognized by fourteen professional content area associations which offer national recognition for being compliant with national 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.
- Over the past several years, teacher education has received over \$800,000 in collaborative and other type grants to infuse technology and special education instruction throughout the education programs and public schools.
- A new Master of Arts in Teaching – Secondary (MAT-Sec) will begin the summer of 2003. The elementary version of this program (MAT-Elec/Elem) continues to successfully prepare a significant number of Early Childhood and Elementary School teachers.
- The M.Ed. Concentration in Administration and Supervision program was one of 20 programs in the country to achieve ELCC standards and national recognition.