



**HEA - Title II  
2003-2004 Academic Year**

<b>Institution Name</b>	FROSTBURG STATE UNIVERSITY
<b>Institution Code</b>	5402
<b>State</b>	Maryland
<b>Number of Program Completers Submitted</b>	136
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	136

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				<b>Statewide</b>		
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	136	135	99%	2190	2170	99%
Aggregate - Professional Knowledge	123	122	99%	1624	1572	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	132	130	98%	1891	1862	98%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				171	167	98%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	136	133	98%	2303	2210	96%

<sup>1</sup> 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.

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

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

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

<sup>5</sup> 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 pass rate.



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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
<b>Professional Knowledge</b>							
ELEM ED CONTENT AREA EXERCISES	012	106	105	99%	1061	1035	98%
ENG LANG LIT COMP PEDAGOGY	043				120	115	96%
MATHEMATICS PEDAGOGY	065	2			73	68	93%
SOCIAL STUDIES: PEDAGOGY	084	5			169	161	95%
PHYSICAL ED VIDEO EVALUATION	093	8			79	76	96%
SPANISH: PEDAGOGY	194				20	18	90%
LIFE SCIENCE: PEDAGOGY	234	1			56	56	100%
PHYSICAL SCIENCE PEDAGOGY	483	1			18	17	94%
PROFESSIONAL KNOWLEDGE	520				14	12	86%
PRINCIPLES LEARNING & TEACHING 7-12	524				14	14	100%
<b>Academic Content Areas</b>							
EDUCATION IN THE ELEMENTARY SCHOOL	010				2		
ELEMENTARY ED CONTENT KNOWLEDGE	014	107	106	99%	1187	1183	100%
EARLY CHILDHOOD EDUCATION	020	55	54	98%	241	238	99%
BIOLOGY AND GENERAL SCIENCE	030				1		
ENGLISH LANGUAGE AND LITERATURE	040				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			124	120	97%
MATHEMATICS: CONTENT KNOWLEDGE	061	2			75	72	96%

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SOCIAL STUDIES	080				2		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	5			170	163	96%
PHYSICAL ED: CONTENT KNOWLEDGE	091	8			79	75	95%
BUSINESS EDUCATION	100				2		
MUSIC ANALYSIS	112	3			23	23	100%
MUSIC CONTENT KNOWLEDGE	113	3			23	23	100%
ART CONTENT TRAD CRITIC AESTHETICS	132	4			66	66	100%
ART CONTENT KNOWLEDGE	133	4			66	66	100%
FRENCH PRODUCTIVE LANGUAGE SKILLS	171				12	12	100%
FRENCH CONTENT KNOWLEDGE	173				12	12	100%
SPANISH CONTENT KNOWLEDGE	191				20	17	85%
SPANISH PRODUCTIVE LANGUAGE SKILLS	192				20	17	85%
BIOLOGY CONTENT KNOWLEDGE PART 1	231	1			59	58	98%
BIOLOGY CONTENT KNOWLEDGE PART 2	232	1			59	58	98%
CHEMISTRY CONTENT KNOWLEDGE	245				9		
PHYSICS CONTENT KNOWLEDGE	265				4		
EARTH SCIENCE CONTENT KNOWLEDGE	571	1			4		
<b>Teaching Special Populations</b>							
SPECIAL EDUCATION	350				3		
SE KNOWLEDGE-BASED CORE PRINCIPLES	351				168	164	98%
SE APPLIC OF CORE PRINCIPLES ACROSS	352				168	164	98%

## Contextual Information

A.1 Total number of students admitted into initial teacher preparation, all specializations, in academic year 2003-2004 ( 704 FT UG + 10 PT UG + 30 FT MAT)	744
B.2 Number of students in supervised student teaching in academic year 2003-2004	136
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	4
➤ B.3 Part-time faculty in professional education, not otherwise employed by the institution	4
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)	5.7
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*

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**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 2003-2004, 744 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 75% of their content major or specialization.

**Teacher Education Phase III:** Candidates must have achieved at least 90 credits, earned at least a 2.6 cumulative GPA, GPA of at least a 2.75 in all required education courses, GPA of at least 2.75 in content major or area of specialization, 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 validate the needs for subsequent instruction.
- Nearly 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.
- 100% of the candidates participate in a field experience in an urban setting.

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- 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.
- The new Master of Arts in Teaching - Secondary (MAT-Sec/K-12) began in the summer of 2003. Beginning in the Summer of 2005, the Master of Arts in Teaching - Secondary (MAT-Sec/K12) will be offered at the new USM Center at Hagerstown. The elementary version of this program (MAT-Elem) continues to successfully prepare a number of Elementary School teachers at Hagerstown.