

Frostburg State University

APPENDIX C
Institutional Survey

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2005-2006

Institution name: Frostburg State University

Respondent name and title: Dr. Kenneth D. Witmer, Jr., Interim Dean & Robert E. Smith, Director, Institutional Research

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Address: 101 Braddock Road

City: Frostburg **State:** Maryland **Zip code:** 21532

Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2009). The time required for institutions to complete this information collection is estimated to average 69 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the *Higher Education Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the manual.

Section I: ETS Single Assessment Summary Pass Rate



**HEA - Title II
2005-2006 Academic Year**

Institution Name	FROSTBURG STATE UNIVERSITY
Institution Code	5402
State	Maryland
Number of Program Completers Submitted	174
Number of Program Completers found, matched, and used in passing rate Calculations¹	174

<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	172	171	99%	2273	2249	99%
Aggregate - Professional Knowledge	168	168	100%	1681	1653	98%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	171	170	99%	2003	1974	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	18	14	78%	31	27	87%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				202	191	95%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	174	172	99%	2379	2302	97%

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 pass rate.



**HEA - Title II
2005-2006 Academic Year**

Institution Name					FROSTBURG STATE UNIVERSITY		
Institution Code					5402		
State					Maryland		
Number of Program Completers Submitted					174		
Number of Program Completers found, matched, and used in passing rate Calculations¹					174		
					Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment t	Number Passing Assessment t	Institutional Pass Rate	Number Taking Assessment t	Number Passing Assessment t	Statewide Pass Rate
Professional Knowledge							
ELEM ED CONTENT AREA EXERCISES	012	122	122	100%	1080	1072	99%
ENG LANG LIT COMP PEDAGOGY	043	3			118	106	90%
MATHEMATICS PEDAGOGY	065	4			83	81	98%
SOCIAL STUDIES: PEDAGOGY	084	15	15	100%	178	175	98%
PHYSICAL ED VIDEO EVALUATION	093	18	18	100%	103	102	99%
LIFE SCIENCE: PEDAGOGY	234	4			42	41	98%
PHYSICAL SCIENCE PEDAGOGY	483	2			29	29	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	122	122	100%	1281	1277	100%
EARLY CHILDHOOD EDUCATION	020	55	55	100%	264	261	99%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	3			117	115	98%
MATHEMATICS: CONTENT KNOWLEDGE	061	4			83	80	96%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	15	14	93%	185	179	97%
PHYSICAL ED: CONTENT KNOWLEDGE	091	18	18	100%	104	101	97%
MUSIC ANALYSIS	112	1			37	36	97%
MUSIC CONTENT KNOWLEDGE	113	1			37	36	97%
ART CONTENT TRAD CRITIC AESTHETICS	132	3			69	67	97%
ART CONTENT KNOWLEDGE	133	3			69	67	97%
BIOLOGY CONTENT KNOWLEDGE PART 1	231	1			16	16	100%
BIOLOGY CONTENT KNOWLEDGE PART 2	232	1			16	16	100%
BIOLOGY CONTENT KNOWLEDGE	235	3			27	27	100%
CHEMISTRY CONTENT KNOWLEDGE	245	1			10	10	100%
Other Content Areas							
HEALTH EDUCATION	550	18	14	78%	31	27	87%
Teaching Special Populations							
SE KNOWLEDGE-BASED CORE PRINCIPLES	351				169	158	93%
SE APPLIC OF CORE PRINCIPLES ACROSS	352				169	158	93%
ENGL TO SPEAKERS OF OTHER LANGUAGES	360				33	33	100%

**HEA - Title II Follow-Up
2002-2003 Academic Year**



FROSTBURG STATE UNIVERSITY

5402

Maryland

130

Number of Program Completers found, matched,
and used in passing rate Calculations¹

130

October 31, 2006

Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Statewide		
				Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills	130	129	99%	2027	2001	99%
Aggregate - Professional Knowledge	118	111	94%	1566	1531	98%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	158	152	96%	1862	1837	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				3		
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				125	116	93%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	130	126	97%	2107	2034	97%

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.

**HEA - Title II Follow-Up
2002-2003 Academic Year**



FROSTBURG STATE UNIVERSITY

5402

Maryland

Number of Program Completers Submitted

130

**Number of Program Completers found, matched,
and used in passing rate Calculations¹**

130

October 31, 2006

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	93	87	94%	1022	1002	98%
ENG LANG LIT COMP PEDAGOGY	043	1			122	117	96%
MATHEMATICS PEDAGOGY	065	2			74	68	92%
SOCIAL STUDIES: PEDAGOGY	084	9			156	155	99%
PHYSICAL ED VIDEO EVALUATION	093	11	11	100%	69	68	99%
PRINCIPLES LEARNING & TEACHING 7-12	524	2			17	15	88%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	94	94	100%	1030	1027	100%
EARLY CHILDHOOD EDUCATION	020	33	29	88%	211	206	98%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			122	118	97%
MATHEMATICS: CONTENT KNOWLEDGE	061	2			77	74	96%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	9			158	158	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	11	11	100%	69	66	96%
BUSINESS EDUCATION	100	2			7		
MUSIC ANALYSIS	112	3			36	35	97%
MUSIC CONTENT KNOWLEDGE	113	3			36	35	97%
ART CONTENT TRAD CRITIC AESTHETICS	132	3			51	50	98%
ART CONTENT KNOWLEDGE	133	3			51	50	98%
Other Content Areas							
TECHNOLOGY EDUCATION	050				2		
FAMILY AND CONSUMER SCIENCES	120				1		
Teaching Special Populations							
SPECIAL EDUCATION	350				3		
SE KNOWLEDGE-BASED CORE PRINCIPLES	351				122	113	93%
SE APPLIC OF CORE PRINCIPLES ACROSS	352				122	113	93%

Section II: Programmatic Questions

A.1 Total number of students admitted into initial teacher preparation, all specializations, in academic year 2005-2006.	Undergraduate 683 Post-Bachelors 54 <hr/> Total 737
B.2 Number of students in supervised student teaching in academic year 2005-2006.	188
Number of faculty members who supervised student teachers:	
➤ B.3 Full-time faculty in professional education	15
➤ 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	11
B.3 Total faculty student teaching supervisors	30
B.4 Student teacher/faculty ratio (divide the total in B.2 by the number of Total faculty student teaching supervisors)	6.3
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 excellent 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 obtain 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 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 2005-2006, 737 candidates were admitted and enrolled in undergraduate and graduate initial teacher education preparation programs. Most undergraduate candidates are traditional age enrolled full-time, live on-campus or the surrounding campus community, and are Maryland residents. Graduate students are typically teacher or other educational professionals working in the regional area.

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 a C or better in all Phase I courses, maintained a cumulative GPA of 2.5 or higher, and completed 75% of a specialization.

Teacher Education Phase III: Candidates must have achieved at least 90 credits, earned at least a 2.6 cumulative GPA, and achieved a GPA of 2.75 or better in all required education courses and those in their content major or area of 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.
- PreK-12 classroom experience is integrated throughout all teacher preparation programs.
- Candidates acquire a strong academic background in the content areas.
- Technology is infused in all levels of instruction.
- Assessments drive instruction and validate the needs for subsequent instruction.
- All candidates participate in extensive internship in professional development schools.
- Candidates are assessed on their ability to impact student learning in the PreK-12 setting.

Notable Features and Accomplishments

- All candidates participate in some type of field experience in urban settings.
- An urban Professional Development School partnership is being created with a Baltimore City school for candidates who wish to teach in the city.
- The College of Education has partnered with several Frederick and Washington counties to offer an Alternative Certification program to their conditionally certified teachers in high need subject areas.
- The Early Childhood Elementary program will be offered at the University System of Maryland Hagerstown Center beginning the Fall of 2007.

Section III: Contextual Information

Dr. Jonathan C. Gibraltar, President
101 Braddock Road
Frostburg, Maryland 21532-1099
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Dr. Kenneth D. Witmer, Jr., Interim Dean
College of Education
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Frostburg State University (FSU) offers 43 undergraduate majors and four graduated degree programs with sixteen concentrations. Its beautiful 260-acre campus in the Maryland mountains is 150 miles west of Baltimore and Washington. Largely a residential undergraduate institution, FSU also serves as the region's premiere educational and cultural center. Facilities include a state-of-the-art Performing Arts Center, fully equipped physical education center, computer labs and the largest reference library in western Maryland. Student/faculty ratio: 17-1. Eighty six percent of faculty have doctorates. An honors program, undergraduate research opportunities, and study abroad venues are available. Frostburg offers strong programs in the liberal arts, education, business administration, computer science, and environmental studies along with extensive student services, cultural events, and Division III sports.

Founded in 1898, Frostburg State University is a comprehensive, Masters I, largely residential, regional university. It is the only four-year institution of the University System of Maryland (USM) west of the Baltimore-Washington metropolitan area. Located in a rural area, FSU serves as a premier educational, economic, and cultural center for Western Maryland. FSU attracts advanced learners and provides educational opportunities for students from nontraditional and minority populations and from rural and metropolitan areas, creating a student body reflective of contemporary multicultural society.

The primary program emphasis is undergraduate education. Graduate studies and research also constitute significant components of the educational enterprise, enrolling students in advanced study consistent with the needs of the region and state. Scholarly activity, including undergraduate and graduate research, the application of technology, and community and professional service by faculty is also indispensable to the vitality of the university. In order to prepare a well-trained workforce and contribute to economic development, teaching and research are the most important professional activities and responsibilities of the faculty. Students expand their knowledge, understanding, communication skills, and appreciation for cultural diversity in a supportive environment.

Approved teacher education programs leading to certification are offered in Early Childhood/Elementary Education, Elementary Education, Secondary Education (biology, chemistry, English, foreign languages – French and Spanish, earth science, mathematics, physics, social studies), and K-12 Education (art, music, health and physical education).

Elementary Education candidates complete a 24-hour content specialization in their choice of fields including: language arts, social studies, mathematics, or science. Early Childhood/Elementary Education candidates complete 24-hours specialization in the area of Early Childhood studies. Candidates pursuing PreK-12 and Secondary programs complete majors in their fields, along with their professional pedagogical training.

For those who have earned an undergraduate degree, the Master of Arts in Teaching, an intensive thirteen-month initial certification program, prepares qualified individuals to be effective teachers in elementary and secondary schools. The program includes extensive work in Professional Development Schools and requires the full-time commitment of the candidate.

The Dean of the College of Education has responsibility of administering all programs leading to certification and is the education certification officer for the University.

Frostburg State University

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

Dr. Kenneth D. Witmer, Jr. _____ Name of responsible institutional representative for teacher preparation program

Interim Dean _____ Title

Certification of review of submission:

_____ (Signature)

Dr. Jonathan C. Gibraltar _____ Name of President/Chief Executive (or designee)

President _____ Title