

Frostburg State University

APPENDIX C  
Institutional Survey

Office of Postsecondary Education  
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2006-2007

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Institution name: Frostburg State University

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

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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.

HEA: 2008 Title II Report Card Appendix C

Section I: ETS Single Assessment Summary Pass Rate



**HEA - Title II  
2006-2007 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>				155		
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>				155		
				<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	155	155	100%	2151	2135	99%
Aggregate - Professional Knowledge	146	142	97%	1590	1559	98%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	155	153	99%	1949	1927	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	15	11	73%	30	26	87%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				271	254	94%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	155	151	97%	2247	2184	97%

<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.



**HEA - Title II  
2006-2007 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>	155
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	155

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	88	87	99%	935	923	99%
ENG LANG LIT COMP PEDAGOGY	043	6			128	123	96%
MATHEMATICS PEDAGOGY	065	4			97	93	96%
SOCIAL STUDIES: PEDAGOGY	084	20	18	90%	173	170	98%
PHYSICAL ED VIDEO EVALUATION	093	15	14	93%	98	93	95%
SPANISH: PEDAGOGY	194				6		
LIFE SCIENCE: PEDAGOGY	234	7			71	70	99%
PHYSICAL SCIENCE PEDAGOGY	483	6			35	35	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521				1		
PRINCIPLES LEARNING & TEACHING 7-12	524				46	46	100%
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	46	46	100%	894	892	100%
EARLY CHILDHOOD EDUCATION	020	42	42	100%	249	248	100%
BIOLOGY AND GENERAL SCIENCE	030				2		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	6			127	123	97%
MATHEMATICS: CONTENT KNOWLEDGE	061	4			98	96	98%
CHEM PHYSICS AND GENERAL SCIENCE	070				1		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	20	19	95%	173	168	97%
PHYSICAL ED: CONTENT KNOWLEDGE	091	15	14	93%	99	93	94%
BUSINESS EDUCATION	100				10	10	100%
MUSIC ANALYSIS	112	4			59	59	100%
MUSIC CONTENT KNOWLEDGE	113	4			59	59	100%
ART CONTENT TRAD CRITIC AESTHETICS	132	5			90	88	98%
ART CONTENT KNOWLEDGE	133	5			90	88	98%
FRENCH PRODUCTIVE LANGUAGE SKILLS	171				7		
FRENCH CONTENT KNOWLEDGE	173				7		
SPANISH CONTENT KNOWLEDGE	191				32	32	100%

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SPANISH PRODUCTIVE LANGUAGE SKILLS	192				32	32	100%
BIOLOGY CONTENT KNOWLEDGE PART 1	231				16	16	100%
BIOLOGY CONTENT KNOWLEDGE PART 2	232				16	16	100%
BIOLOGY CONTENT KNOWLEDGE	235	7			53	53	100%
CHEMISTRY CONTENT KNOWLEDGE	245				8		
PHYSICS CONTENT KNOWLEDGE	265	3			16	16	100%
EARTH SCIENCE CONTENT KNOWLEDGE	571	3			10	10	100%
THEATRE	640				5		
<b>Other Content Areas</b>							
TECHNOLOGY EDUCATION	050				3		
FAMILY AND CONSUMER SCIENCES	120				3		
HEALTH EDUCATION	550	15	11	73%	24	20	83%
<b>Teaching Special Populations</b>							
SE KNOWLEDGE-BASED CORE PRINCIPLES	351				219	202	92%
SE APPLIC OF CORE PRINCIPLES ACROSS	352				219	202	92%
ENGL TO SPEAKERS OF OTHER LANGUAGES	360				52	52	100%



**HEA - Title II Follow-Up  
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

November 7, 2007

<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>	<b>Statewide</b>		
				<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%	2205	2187	99%
Aggregate - Professional Knowledge	126	126	100%	1666	1639	98%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	134	134	100%	1940	1922	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				177	174	98%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	136	135	99%	2318	2259	97%


<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.

	<b>HEA - Title II Follow-Up 2003-2004 Academic Year</b>
<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

November 7, 2007

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	108	108	100%	1086	1074	99%
ENG LANG LIT COMP PEDAGOGY	043				123	120	98%
MATHEMATICS PEDAGOGY	065	2			75	74	99%
SOCIAL STUDIES: PEDAGOGY	084	6			176	169	96%
PHYSICAL ED VIDEO EVALUATION	093	8			81	80	99%
SPANISH: PEDAGOGY	194				22	21	95%
LIFE SCIENCE: PEDAGOGY	234	1			57	57	100%
PHYSICAL SCIENCE PEDAGOGY	483	1			18	18	100%
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	108	108	100%	1230	1227	100%
EARLY CHILDHOOD EDUCATION	020	56	56	100%	245	244	100%
BIOLOGY AND GENERAL SCIENCE	030				1		
ENGLISH LANGUAGE AND LITERATURE	040				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			127	125	98%
MATHEMATICS: CONTENT KNOWLEDGE	061	2			77	75	97%
SOCIAL STUDIES	080				2		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	6			177	176	99%
PHYSICAL ED: CONTENT KNOWLEDGE	091	8			82	78	95%
BUSINESS EDUCATION	100				2		
MUSIC ANALYSIS	112	3			25	25	100%
MUSIC CONTENT KNOWLEDGE	113	3			25	25	100%
ART CONTENT TRAD CRITIC AESTHETICS	132	4			67	67	100%
ART CONTENT KNOWLEDGE	133	4			67	67	100%
FRENCH PRODUCTIVE LANGUAGE SKILLS	171				12	12	100%
FRENCH CONTENT KNOWLEDGE	173				12	12	100%

**Frostburg State University**

SPANISH CONTENT KNOWLEDGE	191				22	19	86%
SPANISH PRODUCTIVE LANGUAGE SKILLS	192				22	19	86%
BIOLOGY	230				1		
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				174	171	98%
SE APPLIC OF CORE PRINCIPLES ACROSS	352				174	171	98%

**Section II: Programmatic Questions**

A.1 Total number of students admitted into initial teacher preparation, all specializations, in academic year 2006-2007.	Undergraduate 568 Post-Bachelors 58 <hr/> Total 626
B.2 Number of students in supervised student teaching in academic year 2006-2007.	209
Number of faculty members who supervised student teachers:	
➤ B.3 Full-time faculty in professional education	17
➤ 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	32
B.4 Student teacher/faculty ratio ( divide the total in B.2 by the number of Total faculty student teaching supervisors)	6.5
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 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 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 2006-2007, 626 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 teachers 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 content 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 Commission on Higher Education. Its teacher education programs are accredited by the state of Maryland (under the Redesign of Teacher Education) and the National Council for the Accreditation of Teacher Education (NCATE). Further, the education programs at Frostburg State University are recognized by the appropriate professional content associations which offer national recognition for being compliant with national standards.

**Teacher Education Vision:** The vision of the College of Education at Frostburg State University is to build upon its rich history of teacher education and position itself as a national exemplar of quality professional preparation schools.

***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 has been created with Prince George's County public schools to allow candidates to complete their Internship II experience in an urban environment.
- 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 is being offered at the University System of Maryland Hagerstown Center.

## Frostburg State University

### Section III: Contextual Information

Dr. Jonathan C. Gibraltar, President  
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Frostburg, Maryland 21532-1099  
[www.frostburg.edu](http://www.frostburg.edu)

Dr. Kenneth D. Witmer, Jr., Dean  
College of Education  
[kwitmer@frostburg.edu](mailto:kwitmer@frostburg.edu)

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-five 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, and 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.

**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

Dean \_\_\_\_\_ Title

Certification of review of submission:

\_\_\_\_\_ (Signature)

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

President \_\_\_\_\_ Title