

College of Education

Programs offered in the College of Education

Early Childhood/Elementary Education

Elementary Education

P-12 Programs (PreK-12)

Secondary Programs

Secondary/Adult Generic Special Education

Athletic Training

Coaching

Exercise & Sport Science

Health & Physical Education

Recreation & Parks Management

Health Promotion

Mission

The College of Education at Frostburg State University is committed to preparing professionals who provide excellent instruction, service, and leadership to a diverse and global community.

Vision

The vision of the College of Education is to build upon its rich history of teacher education and position itself as a national exemplar of quality professional preparation programs.

Goals

Goals for the College of Education are:

1. To provide programs of exceptional quality based on national standards that meet the needs of the state and region.
2. To assure that all graduates are capable of providing leadership in their professions.
3. To assure that all graduates are dedicated professionals committed to the success of all their students or clients.
4. To assure that all graduates are fully prepared for their professional responsibilities.
5. To assure that all graduates can assess their own professional practice and make changes based on their assessments.
6. To instill in graduates a sense of advocacy for their students, clients, community, and profession.
7. To encourage and help develop a sense of collaboration in our graduates.
8. To assure that graduates are prepared to meet the challenges of a changing global community.
9. To continuously assess our programs according to professional standards and use the findings to enhance our programs.
10. To provide graduates with an appreciation for the environment and the value of a healthy, quality life-style.

Teacher Education 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.

Dr. Clarence Golden, Jr.
Interim Dean, College of Education
203-2 Framptom
301.687.4374

Dr. William Childs
Interim Associate Dean, College of Education
203 Framptom
301.687.4216

FSU'S TEACHER EDUCATION REPORT CARD

FSU's Teacher Education Report Card

Contextual Information

Total number of students admitted into teacher preparation, all specializations, AY 2009-2010	659
Number of students in supervised student teaching	149
Number of faculty members who supervised student teachers:	
Full-time faculty in professional education	16
Part-time faculty in professional education but full-time in the institution	5
Part-time faculty in professional education, not otherwise employed by the institution	17
Total faculty student teaching supervisors	38
Student teacher/faculty ratio	6.1
The average number of student teaching hours per week required*	35
The total number of weeks of supervised student teaching required	20
Average total number of hours required	700

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

Individual Assessments completed by 10 or more students

TYPE OF ASSESSMENT	FROSTBURG STATE UNIVERSITY			STATEWIDE		
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge						
ELEM ED CONTENT AREA EXERCISES	109	108	99%	918	913	99%
SOCIAL STUDIES: PEDAGOGY	14	14	100%	182	180	99%
Academic Content Areas						
ELEMENTARY ED CONTENT KNOWLEDGE	109	108	99%	918	917	100%
EARLY CHILDHOOD: CONTENT KNOWLEDGE	49	49	100%	318	317	99%
SOCIAL STUDIES: CONTENT KNOWLEDGE	14	14	100%	178	175	98%

Summary Institutional-level Pass-rate Data: Regular Teacher Preparation Program

Academic Year: 2009-2010

Number of Program Completers: 175¹

Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rates⁵	170	164	96%	98%

See College of Education website for detailed report.

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.

Educational Professions

Professors:

Azzi, Cushall, Dow, Golden, Ornstein, T. Palardy, Simmons, Wakefield (Chair), Wheaton

Associate Professors:

Childs, Diehl, Holmes, S. Pack, Rotruck, Stephenson, Welsch

Assistant Professors:

Boayue, Ladores, Milleson, Nichols, Rosa, Santamaria-Makang, Scarloss, Stoothoff, Tobery-Nystrom

- You may elect to major in one of two areas: Early Childhood/Elementary Education or Elementary Education.
- All elementary majors are required to have an area of specialization.
- Professional education sequences for secondary and P-12 programs are provided in cooperation with other departments (see separate sections of this catalog).
- You cannot minor in education.
- An internship is required.
- You must complete application for each phase of the program. The requirements for entry in phases are described in this section.
- Further information is available in the Education Unit Advisement Center in Frampton Hall 223.

Teacher Education Programs

The Educational Professions Department offers an Early Childhood/Elementary major leading to eligibility for certification in PreK through grade 6 and middle school and an Elementary Education major leading to eligibility for certification in grades 1-6.

The Educational Professions Department also offers approved teacher education programs leading to eligibility for certification in Secondary Education (biology, chemistry, English, foreign languages - French and Spanish, earth science, mathematics, physics, social studies), for grades 7-12 as well as middle school depending on subject area, and P-12 Education (art, music, health and physical education) for grades pre-kindergarten-12. Requirements for these majors and programs are listed in the catalog under Education: Early Childhood/Elementary Program, Elementary Program, Secondary School Programs, P-12 Programs and departments offering the areas of content specialization.

The teacher education programs are committed to preparing professionals who are able to provide quality instruction, service, and leadership in a global community. The conceptual framework upon which each program rests focuses on the knowledge, skills and dispositions needed to develop powerful learning communities. The university, the public schools, parents and other community members link together using their hands, heads and hearts to prepare the finest pre-service teacher candidates. Educational Professions' graduates are expected to be dedicated professionals, instructional leaders, continuous assessors, educational advocates, collaborative bridge-builders and reflective decision-makers.

Eligibility for Teacher Certification in Maryland

For eligibility for certification in the Early Childhood/Elementary program or the Elementary program, candidates must complete the approved program requirements as listed, university graduation requirements and Praxis testing requirements. Passing Praxis II, demonstrating the knowledge and skills of a specialized content area at the Maryland State Department of Education prescribed score, is required to gain teacher certification. Therefore, candidates must take Praxis II to become program completers and to graduate in an approved teacher education program. Completion of P-12 teacher education programs and the secondary professional sequence also requires taking Praxis II.

Candidates may apply for a certificate of eligibility directly to the Maryland State Department of Education or may apply for a Standard Professional Certificate I through the personnel office of a county offering employment.

Eligibility for Teacher Certification in Other States

If candidates wish to gain a teaching license in a state other than Maryland, candidates need to check the certification requirements in the state(s) for the program in which they wish to teach, including the passing standard for Praxis in that state. Having a Maryland certificate of eligibility may prove helpful in the out-of-state certification effort.

Approved Program

Since NCATE (National Council for Accreditation of Teacher Education) and the Maryland State Department of Education have approved FSU's teacher education programs, the Department of Educational Professions authorizes the Registrar's Office to affix an approved program stamp on your official transcript upon satisfactory completion of all requirements.

Special Admission Criteria

In addition to the requirements set forth in the summaries of requirements for majors in Early Childhood/Elementary and Elementary Education, the Professional Education Sequences for Secondary Programs, and P-12 Programs (found in separate sections of this catalog), applicants must meet the following phase admission requirements in order to be accepted into and complete an education program. Application deadlines for Phase I, Phase II and Phase III for all candidates, including transfers, are established in October for spring semester and in May for fall semester by the Office of Unit Assessment.

Accreditation

Teacher Education Programs are accredited by the State of Maryland under the Redesign for Teacher Education and by the National Council for Accreditation of Teacher Education. Further, the education programs are recognized by 14 professional content area associations which offer national recognition for being compliant with national standards. The University will continue to update education programs and discipline requirements in the major or specialization to meet national and state standards and directives, making substitutions when required. Check with the Department of Educational Professions for current information.

EDUCATIONAL PROFESSIONS

SPECIAL NOTE:

- If you complete all three Educational Technology courses (EDUC 346, 447, 448) with grades of C or better in each course, you will fulfill the University's technology fluency requirement

Pre-Phase Requirement

1. EDUC 100 students are required to be certified free of TB prior to fieldwork.

Phase I Admission Requirements *(Program Entrance)*

1. Completion of at least 45 credit hours.
2. Cumulative GPA of at least 2.5 (including all grades from transfer institutions).
3. Passing grade on PRAXIS I as established by the state of Maryland or SAT taken after 2005, math and critical reading composite score of 1100; SAT taken between 4/95 and 2005, math and verbal composite of 1100; or ACT composite score of 24.
4. C or above in ENGL 101/111.
5. Twenty (20) documented hours of working with diverse populations.*
6. Declaration of a major. Transfer students must indicate intended major at transfer institutions.
7. Successful completion of technology inventory.*
8. Certified free of TB.
9. Completion of Consent and Release form.**
10. Fingerprinting as a background check is required. For more information, contact the Office of Clinical and Field Experiences in Framptom 215.

Additional Phase I Requirements for Early Childhood/Elementary and Elementary Education Majors

1. C or above in MATH 206.
2. Grade of C or above in EDUC 100.
3. Declaration of specialization.

Additional Phase I Requirements for Secondary and P-12 Majors

1. C or above in Core Skill 3 (Math).
2. Grade of C or above in EDUC 100 (Secondary only).

Phase II Admission Requirements

1. Completion of at least 60 credit hours (Junior standing).
2. Cumulative GPA of at least 2.5 (including final grade point averages from transfer institutions).
3. C or better in each of the Phase I courses designated by program.
4. Cumulative GPA of 2.5 in each of the Phase I courses designated by program.
5. GPA of 2.5 in major (P-12/secondary only).
6. Grade of P in EDUC 200.
7. Grade of C or better in ENGL 308 or equivalent.
8. Completion of at least one course in each of groups A, B, C and D of the GEP.
9. Positive recommendation of advisor.
10. Seventy-five percent or 18 credits of content major or specialization completed with study plan submitted to the Office of Unit Assessment.
11. Grade of C or better in MATH 207 (ECE/ELEM and ELEM majors).

Admission Requirements for Professional Development Schools

1. Successful completion of EDUC 307 (field work). (ECE/ELEM and ELEM majors)
2. Cumulative GPA of at least 2.5.
3. GPA of 2.5 in major with no grade less than C in Block I courses.
4. Successful completion of a collaborative entrance interview into a PDS.

Phase III Admission Requirements

1. Completion of at least 90 credit hours (senior standing).
2. Cumulative GPA of at least 2.60.
3. GPA of at least 2.75 in all required education courses.
4. GPA of at least 2.75 in content major or area of specialization.
5. Grade of C or better in each Phase II course.
6. Successful completion of Phase II field work.
7. Approval of Program Coordinator.
8. Verification of taking PRAXIS II content knowledge and pedagogy tests required by the Maryland State Department of Education.

Program Exit Requirements

- Successful presentation of a portfolio that meets institutional, Maryland state, and national standards.

* According to departmental format.

**Confirming that candidate is free of convictions that would disqualify him or her from obtaining certification in Maryland.