



Frostburg State University  
Traditional Report AY 2024-25  
Maryland



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Williams

**PHONE**

(301) 687-3171

**EMAIL**

bcwilliams@frostburg.edu

# List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

## List of Programs

**Note:** This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	PG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1321	Teacher Education - Computer Science	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	UG	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	PG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	PG	
13.1317	Teacher Education - Social Sciences	Both	

Total number of teacher preparation programs:

18

# Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

## THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

### 1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.6

4. Please provide any additional information about the information provided above:

All candidates must have a 3.0 GPA or qualifying scores on a basic skills assessment. The GPA's provided above are minimum for those entering/exiting with test scores.

## Postgraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

## Supervised Clinical Experience

**Note:** The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2024-25. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

### Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

150

Number of clock hours required for student teaching

700

Are there programs in which candidates are the teacher of record?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

### Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

### All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

9

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

13

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

182

Number of students in supervised clinical experience during this academic year

120

Please provide any additional information about or descriptions of the supervised clinical experiences:

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2024-25 Total	
Total Number of Individuals Enrolled	291
Subset of Program Completers	96

Gender	Total Enrolled	Subset of Program Completers
Male	76	30
Female	215	66
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	1	0
Black or African American	18	5
Hispanic/Latino of any race	12	4
Native Hawaiian or Other Pacific Islander	0	0
White	246	83
Two or more races	12	3

**Race/Ethnicity**

**Total Enrolled**

**Subset of Program Completers**

**No Race/Ethnicity Reported**

2

1

# Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

## THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2024-25.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

### What are CIP Codes?

No teachers prepared in academic year 2024-25

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="0"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="70"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	12
13.1210	Teacher Education - Early Childhood Education	36
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	10
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	6
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	1
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

### [What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes  
 No

No teachers prepared in academic year 2024-25

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	70
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	12
13.1210	Teacher Education - Early Childhood Education	36
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	2
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	5
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	1
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	5
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	1
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="285 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

## Program Assurances

**Note:** This section is preloaded from the prior year's IPRC.

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes  
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes  
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes  
 No  
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes  
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes  
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes  
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes  
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

The Department of Educational Professions at Frostburg State University continues to be participatory in a number of collaborative initiatives both within the region and within the state. The P20 Council, whose membership comprises educational entities representative of the boards of education of Allegany, Garrett, Washington, and Frederick Counties in Maryland as well as Bedford County in Pennsylvania, and Mineral County in West Virginia, educational leaders from Frostburg State University's faculty and administration, Allegany College of Maryland, Garrett College, and other concerned stakeholders, provides a forum for collaborative sharing of both leadership and resources. As a council, the needs of local and state agencies as well as those of Frostburg's completers are discussed and addressed. As a partner in the Greater Cumberland Committee of the Allegany County Chamber of Commerce, Frostburg's candidates benefit from scholarships and reciprocal communication regarding state educational mandates and policies such

as the focus on the Career Readiness Standards for the State of Maryland, as well as the articulation and delivery of these standards within the schools serviced by the constituent members of the Council and other collaborative groups within the region. Frostburg's curriculum continues to provide a broad base of information and experiences related to diverse and special learners in EDUC 376 Special and Multicultural Education and SPED 451/551 Adapting Instruction in Diverse Classrooms. These courses examine an array of topics related to diverse learners including those with limited English proficiency (LEP) and related language functions impacting classroom teaching. Teacher candidates learn the definition, assessments, characteristics, and instructional strategies necessary to support children eligible for services under the 13 IDEA categories. Teacher candidates also learn about the IEP process and conduct an IEP meeting as part of a Case Study assignment in these courses. This prepares our teacher candidates for the experiences they have in their field placements when they are invited to participate in IEP meetings as well as understanding their role as teacher educators who provide access, participation, and support of the curriculum for all students in their future classrooms. The Department of Educational Professions provides an Elementary/Special Education Dual Certification program. The purpose of this dual major is to provide preparation in special education for elementary candidates who would be certified to teach general education in grades 1-6. The 24-hour Special Education specialization would appear on each graduating candidate's transcript and would provide an endorsement on their state licensure. The expanded experience would be desirable for new teachers and prospective employers, as there is a documented need for general education teachers to be highly qualified in special education. The Department received all needed approvals and began to offer this dual major in the fall 2024 semester. The Department of Educational Professions has maintained course cultural competencies and diverse field experiences. Our teacher candidates have the experience to complete Clinical Rounds or Clinical Rotations in urban settings in Baltimore County and high English Language Learner population schools in Frederick, Maryland. Our Early Childhood candidates also complete 45 hours of field experience in a Head Start classes.

# Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

## Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

For the upcoming academic year (24-25), we are eliminating our teacher certification options in our content areas (secondary undergraduate initial certification). Students entering under that catalog and moving forward will no longer be able to add that option. We are currently educating our students as well as our partners of this change. Sessions for questions and answers are being offered. For those interested in becoming secondary teachers, we have built pathways for the MAT Secondary program. As we set goals for future math teachers, we will also consider all in our elementary/middle major with a specialization in math. As we look at that for 24-25, we hope to maintain the number from the previous year. We will then begin setting goals to increase or maintain.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Students wanting preparation in mathematics will be in our MAT Secondary program and/or pathway. The pathway is a recruitment/retention tool as we communicate with with them during sophomore and junior years. The pathway also allows undergrads (must apply) to take graduate courses (co-listed) to alleviate some of the workload during their MAT program. Another recruitment tool includes emphasizing COMAR requirement of 24 credit hours in content. We hope to continue to see healthy numbers in this critical need area.

## Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

We continue to use the pathways to our MAT Secondary program as a way to recruit and retain students. The plan is much clearer as our catalogs and materials are updated as well as the lines of communication between the undergraduate content areas/majors and our program coordinator. The pathways allow us to work with students during their undergrad years as they prepare for grad work (the MAT program). The pathway also allows undergrads (must apply) to take graduate courses (co-listed) to alleviate some of the workload during their MAT program. Another recruitment tool includes emphasizing COMAR requirement of 24 credit hours in content. With our elementary concentrations no longer offered, we see some increase in our content (math) middle school teachers. We hope to continue to see healthy numbers in this critical need area.

# Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

## Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

For the upcoming academic year (24-25), we are eliminating our teacher certification options in our content areas (secondary undergraduate initial certification). Students entering under that catalog and moving forward will no longer be able to add that option. We are currently educating our students as well as our partners of this change. Sessions for questions and answers are being offered. For those interested in becoming secondary teachers, we have built pathways for the MAT Secondary program. As we set goals for future science teachers, we will also consider all in our elementary/middle major with a specialization in science. As we look at that for 24-25, we hope to maintain the number from the previous year. We will then begin setting goals to increase or maintain.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Students wanting preparation in science will be in our MAT Secondary program and/or pathway. The pathway is a recruitment/retention tool as we communicate with with them during sophomore and junior years. The pathway also allows undergrads (must apply) to take graduate courses (co-listed) to alleviate some of the workload during their MAT program. Another recruitment tool includes emphasizing COMAR requirement of 24 credit hours in content. We hope to continue to see healthy numbers in this critical need area.

## Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

We continue to use the pathways to our MAT Secondary program as a way to recruit and retain students. The plan is much clearer as our catalogs and materials are updated as well as the lines of communication between the undergraduate content areas/majors and our program coordinator. The pathways allow us to work with students during their undergrad years as they prepare for grad work (the MAT program). The pathway also allows undergrads (must apply) to take graduate courses (co-listed) to alleviate some of the workload during their MAT program. Another recruitment tool includes emphasizing COMAR requirement of 24 credit hours in content. With our elementary concentrations no longer offered, we see some increase in our content (science) middle school teachers. We hope to continue to see healthy numbers in this critical need area.

# Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal is to recruit and build the program. For the 24-25 academic year, the only students who would enter this program would be transfer students. Our goal would be to see enough students declare this major and/or transfer into this major/program so we can begin to offer the specific specialized courses.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

Yes

No

8. Describe your goal.

We should have our first graduate, a transfer student, during the 2025-2026 year. Our goal is to have a healthy number of students in each phase so we can begin to consistently offer the sequence of courses in order. We also hope to learn best practices for field placements with new major. We hope to admit students who began their study at our University into program during this year or soon after.

## Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Our goal is continued growth for this much needed major. We are graduating our first students in May 2026 with many others to follow. All courses in this specialization have been offered and will continue to be revised as part of continuous improvement. As we admit students into our programs for the fall of 2026, we are already seeing an equal population of students in this major (compared to our other dual majors that we have been offering). This is exciting...and we we need to support the growth of this major.

# Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

## Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	2			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5236 -BIOLOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5652 -COMPUTER SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5652 -COMPUTER SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2022-23	10	176	9	90
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	12	161	9	75
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2024-25	6			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2023-24	7			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2022-23	11	177	11	100
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	13	158	7	54
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2024-25	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2023-24	7			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2022-23	12	164	8	67
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	9			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2024-25	34	175	33	97
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2023-24	27	169	23	85
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	28	172	27	96
ETS5572 -EARTH AND SPACE SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2024-25	22	40	22	100
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2023-24	21	38	21	100
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2022-23	23	39	23	100
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson Other enrolled students	1			
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2024-25	27	41	27	100
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2023-24	18	40	18	100
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2022-23	22	40	22	100
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2024-25	10	41	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	17	41	17	100
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	6			
TPA0119 -EDTPA: HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2024-25	1			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2024-25	3			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2024-25	2			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	1			
TPA0018 -EDTPA: MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	8			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2024-25	2			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2023-24	4			
TPA0019 -EDTPA: MIDDLE CHILDHOOD HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	1			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2024-25	3			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	2			
TPA0016 -EDTPA: MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	5			
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2023-24	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	4			
TPA0011 -EDTPA: PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2024-25	5			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2024-25	4			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	4			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2024-25	3			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2023-24	7			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	2			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2024-25	1			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	1			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	1			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2023-24	1			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	5			
TPA0143 -EDTPA: TECHNOLOGY AND ENGINEERING EDUCATION Evaluation Systems group of Pearson All program completers, 2024-25	1			
TPA0143 -EDTPA: TECHNOLOGY AND ENGINEERING EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0015 -EDTPA: VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2024-25	2			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2023-24	1			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	36	159	26	72
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	66	161	58	88
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	61	165	54	89
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	69	161	57	83
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	40	164	22	55
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2024-25	66	170	56	85
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2023-24	61	169	52	85
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2022-23	69	170	61	88
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students	36	173	33	92
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	66	175	62	94
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	61	174	57	93
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	69	175	64	93
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	36	166	27	75

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	66	171	57	86
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	61	169	52	85
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	69	169	57	83
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	5			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2024-25	7			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2024-25	7			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2023-24	8			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	11	159	6	55
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	5			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2024-25	4			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	2			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2024-25	7			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2023-24	9			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2022-23	11	171	9	82
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2024-25	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2023-24	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	2			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2024-25	5			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2023-24	8			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students	12	160	9	75
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2024-25	66	166	55	83
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2023-24	63	167	55	87
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2022-23	68	165	56	82

## Summary Pass Rates

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	96	77	80
All program completers, 2023-24	91	75	82
All program completers, 2022-23	105	82	78

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

**Note:** This section is preloaded from the prior year's IPRC.

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

# Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

- b. use technology effectively to collect data to improve teaching and learning

Yes

No

- c. use technology effectively to manage data to improve teaching and learning

Yes

No

- d. use technology effectively to analyze data to improve teaching and learning

Yes

No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Teacher candidates take a three-credit technology course, EDUC 325 during the program. Throughout the course, candidates learn how to effectively integrate technology into instruction. Teacher candidates explore digital tools for creating animations, comic strips, virtual reality content, artificial intelligence, cybersecurity, presentations, assessments, and other digital resources that can be used to enhance content, while also engaging and motivating their future students. Candidates learn innovative ways to use technology to support learning. For example, candidates use QR codes to help students learning to read, design digital assessments to engage learners in content, utilize collaborative technology for students, use presentation technology to design interactive lessons with multiple embedded assessment activities, use varied hardware and software tools for teacher productivity and student learning. All candidates learn how to program and design projects that help children learn content, skills, and concepts. Some examples include a math lesson on fractions, a Language Arts activity that interactively illustrated stories, and various arts integrated projects like music composition and digital art generation. Candidates will continue to learn programming to prepare them for their work with students in public schools, who are participating in programs such as Hour of Code and First Lego League Robotics. Students have access to a lab course focused on robotics and STEM for educators. Basic robotics kits have been utilized and other types of robotics equipment are explored. The robotics kits have been updated to Spike Prime, aligning with the current robotics equipment used in the local public schools. Students use coding skills to learn how to build and control a robot. These are skills that students are learning as early as first grade in surrounding counties. To adequately prepare teacher candidates with the technology skills needed to meet the needs of students, further coding projects with robotics will be implemented. Additionally, students learn how to integrate technology, robotics, and STEM activities across content areas in the EDUC 490 STEM and Robotics for Teachers course. In the new

course, students paired with students in the children's literature course to develop a theme-based robotics or STEM project for students which integrates children's literature. They implement this through outreach with local schools and families so that they can practice facilitating activities for children and parents. Additionally, they develop a robotics activity for the annual STEMfest, held on the FSU campus. In EDUC 325, candidates explore technology tools for research and communication of information and for collaboration. The focus is on tools teachers can use to communicate information and which can be integrated into the curriculum when they begin their internships. Teacher candidates create and collaborate on products using Padlet and other digital tools. They learn about assistive technology and ways that it can help all learners. More recently, they have learned about tools to help students learn about the capabilities of artificial intelligence. Students design and create a virtual reality module of field trips around the world, working to develop interactive content for their future students. They utilize AI for differentiation strategies for lesson plans and have completed a module on ethical and legal considerations for the use of AI with students. Teacher candidates learn to use interactive white boards, apps and digital tools for teaching. They create their own interactive resource for teaching an assigned topic, research and evaluate appropriate apps for teaching and then write lesson plans for integrating digital tools in the classroom. During the internship, students are expected to integrate technology in at least one documented lesson. Teacher candidates document their technology integration through video evidence and reflect on the integration of technology at the planning, implementation, and assessment stages. They create a plan that integrates technology in teaching. Every teacher candidate provides evidence of meeting the ISTE standards through an electronic Technology Assessments portfolio on TaskStream. TaskStream is an online program, which offers a comprehensive assessment system used for the teacher preparation program. Preparation of instructional material for the students of all ability levels and those with special needs are a fundamental component of the candidates' training in another course, Educ 376 Multicultural and Special Education. In this course, students learn about Universal Design for Learning and how to differentiate instruction. They complete a case study for a student in need of assistive technology. Students must identify the need and justify the plan for utilizing assistive technology with the student. Students are required to research and address legal, social and ethical issues involved with technology in education to fulfill the requirements for to meet the ISTE standard on digital citizenship. They complete an online educator's training program, where they demonstrate their knowledge of issues such as copyright, digital cheating, piracy, inappropriate information, security and privacy. They complete an interactive module and receive a certificate at the completion of the training. Additionally, they complete an exam that measures their knowledge of issues in educational technology. Results of this assessment are uploaded to Taskstream. Finally, candidates meet the requirements for continued learning in technology. In the professional development plan for technology, students assess their strengths and needs in educational technology. They then identify an area of need and develop a professional development plan to address the need. This plan is also uploaded to Taskstream.

**Equipment for student Use:** In addition to technology equipment available within the schools where teacher candidates are placed for internship, there is also other technology equipment teacher candidates can check out for use during their field experience. Currently, there are 15 iPads, 30 laptops, portable projectors, and robotics equipment in the Educational Professions STEM lab.

**Use technology effectively to collect, analyze, and manage data to improve teaching and learning** All candidates learn how to effectively collect, analyze, and manage data to improve teaching and learning. In each of the tech courses, candidates learn about digital assessment tools and strategies. They create interactive assessments, such as Kahoots, Blookets, Nearpods, Quizzizz and Plickers sessions. These tools allow candidates to assess students and contain a reporting interface that aids them in collecting and analyzing data. Candidates also utilize Google forms, Socrative, Quizalize, Flubaroo and Flippity as interactive assessment tools. Each candidate also completes a Nearpod, which combines presentation technology with ongoing, real-time assessment in various forms. Students can demonstrate understanding through art, polls, quizzes, games, and virtual tours during a presentation. In ELED 474, Science Curriculum and Methods, teacher candidates accomplish the performance assessment for assessment of instruction. Candidates apply spreadsheet skills gained in the technology course to complete an Assessment Task. These teacher candidates spend 3 weeks in the field for Teaching Assistantship. During the field experience, teacher candidates collect data from their students, display data in a spreadsheet and develop graphs to present the findings. They use technology to analyze results from the pretest to improve instruction and learning for students. They also analyze pre/post test data and daily assessments to determine student impact. Evidence of this activity is documented in student portfolios, as well as on Taskstream. Teacher candidates taking REED 425, Materials and Motivation in Reading, accomplish a Reading Interest Inventory. In this assignment, teacher candidates create and administer a reading survey to the class in which they are placed for their internship. Teacher candidates then display graphed results of the data collected. A written analysis of the results of the Reading Interest Inventory is also required. Teacher candidates then use this data in making decisions for designing a Classroom Library. During the Internship I and II, Eled 494 and 495, teacher candidates collect data about their students, including an interest survey. They analyze this data, publish the results, and use the results to inform their teaching of the required unit on their assigned topic. Teacher candidates prepare a unit of instruction during Internship 1 (ELED 494) and Internship 2 (ELED 495). Both units in internship I and II involve the collection of pre/post data and analysis of that data for evidence of impact on student learning. This evidence is documented and assessed in the instructional unit, as well as the professional portfolio. In addition, the Internship I unit requires at least one technology integration lesson. Technology assessments and instruction are fully realigned to cover most indicators in the ISTE standards for educators and are used in the accreditation process for CAEP. This work continues to be analyzed and improved through the bi-annual review of data related to these standards. A technology workgroup continues this work and focuses on updating student competencies because of survey data from faculty, mentors, and supervisors. The workgroup has worked each year to update assessments and analyze data to improve key assessments for the program.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

**Note:** This section is preloaded from the prior year's IPRC.

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

#### a. Teach students with disabilities effectively

Our curriculum provides a broad base of information and experiences related to diverse and special learners in EDUC 376 Special and Multicultural Education and SPED 451/551 Adapting Instruction in Diverse Classrooms. Teacher candidates learn the definition, assessments, characteristics, and instructional strategies necessary to support children eligible for services under the 13 IDEA categories. In our special education courses, students Candidates implement strategies for students with disabilities to access the curriculum as they plan instruction for their specific students in their field placement classrooms. Seminar instructors, University Supervisors and mentor teachers support this knowledge and skill.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Teacher candidates learn about the IEP process and conduct an IEP meeting as part of a Case Study assignment in EDUC 376 Special and Multicultural Education and SPED 451/551 Adapting Instruction in Diverse Classrooms. In undergraduate special education courses (SPED 390, SPED 305, SPED 405, SPED 415) candidates learn and apply evidence-base practices, specific instructional skills and classroom supports and accommodations for students with disabilities. Additionally, they review student evaluation reports and individualized education plans in schools and observe how these documents are supported by teachers and student performance. This prepares our teacher candidates for the experiences they have in their field placements when they are invited to participate in IEP meetings as well as understanding their role as teacher educators who provide access, participation, and support of the curriculum for all students in their future classrooms.

#### c. Effectively teach students who are limited English proficient.

Our courses examine an array of topics related to diverse learners including those with limited English proficiency (LEP) and related language functions impacting classroom teaching. Candidates learn the difference between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Candidates learn to use sheltered instruction supports from the SIOP model as they teach within the classroom. In SPED 405 & SPED 415, candidates use information they learn about collaborations and accommodating instruction for ELLs and apply adaptations to lesson plans they create.

### 2. Does your program prepare special education teachers?

- Yes  
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

#### a. Teach students with disabilities effectively

Our dual certification in elementary/special education provides core content information on history, law, current research and best practices in special education. Teacher candidates learn the psychological and behavioral characteristics of students with disabilities and learning strategies for each of the 13 disability categories throughout the 5 special education courses they take in the program. Additionally, in SPED 205 students practice

interpreting functional behavior assessments to write behavior intervention plans and then incorporate this information into an IEP. In SPED 305 students analyze comprehensive evaluation reports and use the data to complete a mock IEP. Students the role play as the special education teacher in a multidisciplinary team to present their IEP. In SPED 405 & SPED 415, students research, create lesson plans and implement high leverage practices and strategy learning for students with disabilities. These research to practice activities allow students to have experience with evidence base practices used in special education.

**b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.**

Students gain knowledge and experience working in both inclusive classrooms and self-contained classrooms during their field placements. When in these classrooms, candidates design and implement lesson plans with accommodations and modifications for students with disabilities. Candidates read and implement their student's IEPs while in the classroom as well as observe Multidisciplinary Team meetings such as IEPs, reevaluations and behavior intervention plans. During their internships, students take SPED 405 and SPED 415 which covers instructional strategies and collaborative problem-solving instructional strategies that they then apply during their time in schools.

**c. Effectively teach students who are limited English proficient.**

Within the dual certification program, candidates learn about a variety of topics related to limited English proficient students. Candidates learn the difference between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Candidates learn to use sheltered instruction supports from the SIOP model as they teach within the classroom. Candidates adapt lesson plans using the strategies taught to meet the needs of these students.

# Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Frostburg State University (FSU) is a comprehensive university that is a part of the University System of Maryland. The campus sits on 260 acres in the Maryland mountains approximately 150 miles west of Baltimore and Washington. Largely a residential undergraduate institution, FSU also serves as the region's premiere educational and cultural center with modern facilities fulfilling the university mission for the state. The student/faculty ratio is 13-1. An honors program, undergraduate research opportunities, and study abroad venues are available. Frostburg offers strong programs in the liberal arts, education, nursing, business administration, computer science and environmental studies along with extensive student services, cultural events, and Division II sports. Founded in 1898, Frostburg State University is a comprehensive, 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. 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 a contemporary diverse society. Approved teacher education programs leading to licensure are offered in Early Childhood/Elementary Education, Elementary/Special Education, Elementary/Middle Education, and K-12 Education (health & physical education). Early Childhood/Elementary Education candidates complete 24-hours of specialization including Early Childhood course work and field experiences. Elementary/Special Education candidates complete 24-hours of specialization in special education course work beyond what is required for all candidates. Elementary/Middle candidates complete 24-hours of specialization in a content area, which includes Mathematics, General Science, Social Studies, English/Language Arts, or an approved individualized specialization. Candidates pursuing PreK-12 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 is an intensive twelve-month initial certification program, which prepares qualified individuals to be effective teachers in elementary or secondary education. The program includes extensive work in Professional Partner Schools and requires the full-time commitment of the candidate. Graduate studies constitute a significant portion of the educational programs at FSU. Students in advanced studies provide for the educational needs of the region and state. The Master of Education program has concentrations in Curriculum & Instruction, Educational Leadership, Interdisciplinary Studies, Literacy Education, and School Counseling. Students may also choose a post-master's certificate program in Educational Leadership, Pupil Personal Worker, Advanced School Counseling, or a Post-Bachelor's certificate in Literacy Education. Graduate students produce scholarly activities, including research, the application of technology, and community and professional service. They expand their knowledge, understanding, communication skills, and demonstrate an appreciation for cultural diversity. FSU offers a doctorate in Educational Leadership (Ed.D.) with concentrations in Higher Education Leadership, P-12 Education Leadership, Leadership in Health Professions Education, and Adult and Professional Learning Facilitation. The Dean of the College has responsibility for administering all programs, including those which lead to certification, and is the education certification officer for the University.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

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Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

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 *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Selina Smith

TITLE:

Research Analyst

## Certification of review of submission

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 *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Jessica Grater

TITLE:

Director of Assessment and Institutional Research