



## BOARD OF REGENTS

### SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

---

**TOPIC:** Frostburg State University: Bachelor of Science in Secondary Teacher Education

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** March 3, 2015

**SUMMARY:** Currently, each undergraduate secondary teacher candidate at FSU majors in an approved content discipline (Biology, Chemistry, Earth Science, English, Foreign Languages & Literature, Mathematics, Physics, or Social Science) and completes the secondary education professional course sequence. These students graduate eligible for secondary (grades 7-12) teacher certification, while holding only a bachelor's degree in their content area. Since most Institutions of Higher Education (IHE) grant either a bachelor's degree or a master of arts in teaching degree in Secondary Education, this places our students at a competitive disadvantage on the job market.

This proposal would establish the B.S. in Secondary Teacher Education as a **secondary major** while the major in the content area would retain its prominence as the primary major. As a result, all secondary teacher candidates at FSU would graduate with a Bachelor's of Science degree with double majors in their content area and secondary education demonstrating their proficiency in both disciplines and their applications. This will ensure that no student will graduate with only the B.S. in Secondary Education; the latter alone would not meet the expectations of NCATE or MSDE for certification. The exception will be when the primary major (content major) is a B.A. or B.F.A. In this case, the student would receive both a B.S. in Secondary Teacher Education and the B.A./B.F.A. in the content area. Additionally, this proposal would reduce the existing secondary professional education course sequence from 42.5 to 33 credits while promoting the secondary teacher education program to a bachelor's level degree.

There would be no additional expenditures for this proposal. The reduction in required credits should reduce the faculty workload necessary to administer the B.S. in Secondary Teacher Education and allow faculty to provide greater support to other programs within the Department of Educational Professions, resulting in greater efficiencies and through a reduction in adjunct and overload payments, produce a modest cost savings for the University. The current coordinator for the Secondary Teacher Education professional sequence would coordinate the new major. There would be no needed changes in support staff, equipment, library resources, new or renovated space or other expenses.

**ALTERNATIVE(S):** The Regents may not approve the program or may request further information.

**FISCAL IMPACT:** No additional funding is necessary. The program will be supported through tuition.

**CHANCELLOR'S RECOMMENDATION:** That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Frostburg State University to offer the Bachelor of Science in Secondary Teacher Education.

---

COMMITTEE RECOMMENDATION:

DATE:

---

BOARD ACTION:

DATE:

---

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu

---

**MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL**

**PROPOSAL FOR:**

☒ **NEW INSTRUCTIONAL PROGRAM**  
☐ **SUBSTANTIAL EXPANSION/MAJOR MODIFICATION**  
☐ **COOPERATIVE DEGREE PROGRAM**  
☒ **WITHIN EXISTING RESOURCES** or ☐ **REQUIRING NEW RESOURCES**

*(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)*

**Frostburg State University**  
Institution Submitting Proposal

**Fall 2015**  
Projected Implementation Date

**B.S.**  
Award to be Offered

**Secondary Teacher Education**  
Title of Proposed Program

**083300**  
Suggested HEGIS Code

**131205**  
Suggested CIP Code

**Educational Professions**  
Department of Proposed Program

**Dr. Kim Rotruck**  
Name of Department Chair

**Dr. Todd Anthony Rosa**  
Contact Name

**[trosa@frostburg.edu](mailto:trosa@frostburg.edu)** **434-987-6027**  
Contact E-Mail Contact Phone



\_\_\_\_\_  
Signature and Date 2-10-15 President/Chief Executive Approval

\_\_\_\_\_  
Date Date Endorsed/Approved by Governing Board

## **A. Centrality to institutional mission statement and planning priorities**

### ***Re-designation and Redesign of Existing Secondary Teacher Education Program***

This proposal concerns the undergraduate secondary teacher education course sequence at Frostburg State University (FSU). This proposal would reduce the existing secondary professional education course sequence from 42.5 to 33 credits while promoting the secondary teacher education program to a bachelor's level degree.

Currently, each undergraduate secondary teacher candidate at FSU majors in an approved content discipline (Biology, Chemistry, Earth Science, English, Foreign Languages & Literature, Mathematics, Physics, or Social Science) and completes the secondary education professional course sequence. These students graduate eligible for secondary (grades 7-12) teacher certification, while only holding a bachelor's degree in their content area. Since most Institutions of Higher Education (IHE) grant either a bachelor's degree or a master of arts in teaching degree in Secondary Education, this places our students at a competitive disadvantage on the job market. Additionally, because the secondary professional education course sequence does not currently have the status of a major or a minor, FSU's College of Education receives no credit for graduates from that program.

This proposal would establish the B.S. in Secondary Teacher Education as a **secondary major** while the major in the content area would retain its prominence as the primary major. As a result, all secondary teacher candidates at FSU would graduate with a Bachelor's of Science degree with double majors in their content area and secondary education demonstrating their proficiency in both disciplines and their applications. This will ensure that no student will graduate with only the B.S. in Secondary Education; the latter alone would not meet the expectations of NCATE or MSDE for certification. The exception will be when the primary major (content major) is a B.A. or B.F.A. In this case, the student would receive both a B.S. and the B.A./B.F.A.

The current secondary professional education course sequence totals 42.5 credits. As part of the proposal to establish it as a major, the required program of study will be reduced to 33 credits. This will reduce the required credits to graduation and make it possible for teacher candidates in any approved content discipline to complete the program in eight semesters (four semesters for students who transfer after completing their associate's degree). The redesign also addresses two areas of program deficiency. The curriculum currently lack coursework in the assessment and management of student learning and in educational diversity, so after removing 15.5 credits from the secondary professional education course sequence the new major adds in coursework to address those areas, for a net reduction of 9.5 credit hours.

Broadly, Frostburg State University, founded in 1898 as a teacher training institution, features student-centered teaching and learning opportunities, as well as significant experiential opportunities. The university embraces its responsibility to strengthen public schools through the preparation of certified teacher-education graduates and preK-20 partnerships. Increased opportunities for the continuing education of teachers will be accomplished through the expansion of outreach and clinical partnerships with the Professional Development Schools in collaboration with the Maryland State Department of Education and the Maryland Higher Education Commission.

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 and promote powerful

learning communities. The graduates of the Department of Educational Professions are expected to be dedicated professionals, instructional leaders, continuous assessors, educational advocates, collaborative bridge-builders, and reflective decision-makers. 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. The new Bachelor of Science in Secondary Teacher Education will enhance that mission.

## **B. Adequacy of curriculum design and delivery to related learning outcomes**

The proposed B.S. in Secondary Teacher Education prepares candidates for certification in the secondary school grades (7-12). The existing Secondary Teacher Education professional course sequence is part of the College of Education's accreditation by NCATE. Each candidate is required to meet the rigorous requirements for program entry, continuation, and exit across the three Phases of the Secondary Teacher Education program. The bachelor's degree program includes foundations courses in educational psychology, courses in pedagogy, multiple courses focused on reading education, opportunities for application in 120+ days of supervised field experience in local schools and the expectation that candidates' will leave the program with the necessary knowledge, skills and dispositions for effective beginning teaching.

The goals of the existing Secondary Teacher Education professional course sequence and the proposed major align with the goals of the College of Education, as follows:

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.

For eligibility for certification in the existing Secondary Teacher Education program, candidates must complete the approved program requirements as listed, the University's graduation requirements and the Praxis testing requirements. Passing Praxis II, demonstrating the knowledge and skills of a specialized instructional area (Grades 7-12) 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 from the approved teacher education program. 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. The existing Secondary Teacher Education professional course sequence at Frostburg prepares individuals to teach students in all major subject areas at grades 7-12, which aligns with the classification code for Secondary Education and Teaching (131205) and also aligns with the classification code for Junior

High/Intermediate/Middle School Teacher Education (13.1203). Those alignments continue with the program revisions and the change in designation to a major.

Course sequence for the B.S. in Secondary Teacher Education follows:

Pre-Phase (4 hours)

EDUC 100 Career Analysis in education

EDUC 202 Foundations of Learning & Instruction

Phase I (9 hours)

REED 317 Content Area Reading

EDUC 310 Diversity & Social Justice in Education

SCED 410 Secondary Methods and Curriculum

Phase II (8 hours)

EDUC 391 Teaching Internship: Secondary Education

REED 418 Reading and Writing Connections

SCED 430 Pedagogical Content Knowledge in the Secondary Disciplines

Phase III (12 hours)

SPED 451 Adapting Instruction in Diverse Classrooms

EDUC 403 Assessment and Management of Learning

SCED 496 Teaching Internship II: Secondary Education (*Capstone*)

## Course Descriptions

EDUC 100 Career Analysis in Education 1 cr.

Analysis of education in America and the potential roles to be played both in schools and in the wider community. A preliminary self-assessment of how the students' interests and abilities match the demands of the educational profession. Portfolio development.

Observations with reflections. Every semester. *Required: taken prior to admission to Phase I. Recommended: taken within first 2 semesters at Frostburg State University.*

EDUC 202 Foundations of Learning and Instruction 3 cr.

The learning and teaching process in the American educational system. Human growth and development of students birth-21; learning theories and styles; instructional strategies and adaptations. Controlled observations in educational settings. Every semester.

*Prerequisite: EDUC 100.*

EDUC 310 Diversity & Social Justice in Education 3 cr.

Educational diversity, equity, and social justice in public education; emphasis on development of individual identity in the context of economic class, religion, ethnicity, race, gender, sexual orientation, and other factors; exploration of best practices for teachers and administrators to create inclusive learning environments. Experiential component: minimum of 12 hours of field work in grades diverse public school settings; some field work options may require additional expenses. May be taken pre-phase or concurrently with phase I of the secondary program. Fall.

REED 317 Content Area Reading 3 cr.

Identification of the special reading demands in content areas and development of appropriate instructional activities. The reading process as it relates to content area

learning. Research, best practices, and instructional strategies. Required for all secondary and K-12 approved programs. Fall. *Prerequisite: appropriate Phase admission.*

SCED 410 Secondary Methods and Curriculum 3 cr.

Evolution of the philosophy of secondary education. Current curricula, planning, issues, and instructional methodologies in all secondary teaching areas. Required for secondary education majors. Spring. *Prerequisite: Phase I admission.*

EDUC 391 Teaching Internship I: Secondary Education 2 cr.

Initial internship practicum at secondary school level. Joint supervision by school system and university personnel. Some assignments and responsibilities coordinated with concurrent secondary courses. Graded P/F. Fall.

REED 418 Reading and Writing Connections 3 cr.

Reading and writing activities in daily instruction. The role and use of authentic assessments in determining student reading performance and selection of materials appropriate to student ability levels. Fall. *Prerequisite: Phase II admission.*

SCED 430 Pedagogical Content Knowledge in the Secondary Disciplines 3 cr.

Secondary content discipline specific learning modules in lesson design and teaching methods focused on English Language Arts, Mathematics, Spanish Language & Literature, Science and Social Studies. Comparison of pedagogically appropriate application of content curriculum at the middle and high school levels in all secondary disciplines. Design of model unit plan and other key program assessments. Embedded clinical practice in local 7-12 schools. Fall. *Prerequisite: Phase II admission.*

SPED 451 Adapting Instruction in Diverse Classrooms 3 cr.

An understanding of the instructional and social development needs of the disabled and non-disabled students in inclusive classrooms. Special attention to collaboration, technology, legislation, educational programming, instructional strategies, inclusion models, and current research related to the students enrolled in secondary school inclusion programs (middle/senior high school) and K-12 programs. Spring. *Prerequisite: appropriate Phase admission.*

EDUC 403 Assessment and Management of Learning 3 cr.

Design, implementation, and use of various assessment instruments. Qualitative analysis of student performance. Assessment of students, instructional activities, and environments. Communication of assessment data. Elements of developmentally appropriate classroom management. Management strategies for student behavior, curriculum, materials, and resources. Spring. *Prerequisite: admission to Phase III.*

SCED 496 Teaching Internship II: Secondary Education 6-12 cr.

Supervised practicum in teaching at secondary school level. Joint supervision by school system and university personnel. Daily, full day for one semester. Graded P/F. Spring. *Prerequisite: Phase III admission.*

### **C. Critical and compelling regional or Statewide need as identified in the State Plan**

The Maryland Ready 2013-17 report

(<http://www.mhec.state.md.us/highered/2004plan/2013%20Maryland%20State%20Plan/MHECSt>)

[atePlan 2014.pdf](#)), identifies the need for prepared, qualified secondary educators, who are ready to enter the workforce and the classroom. “Postsecondary institutions that offer instruction leading to teacher certification have also committed to modifying their curricula to ensure that new teacher candidates are well qualified to educate K-12 students according to the Common Core State Standards.” (pg 20, *Preparation for study and degree completion*). The B.S. in Secondary Teacher Education prepares candidates for certification in grades 7-12. The B.S. in Secondary Teacher Preparation will prepare pre-service teachers to assess student learning, create and manage positive learning environments, and be successful teachers in a world of educational diversity. These skills could then be important to help these candidates, as in-service teachers to “work toward achieving and completing their goals, whether they be licensure, workplace certification, a credit certificate, transfer to another institution, or an associate’s, bachelor’s, master’s, doctoral, or professional degree. (pg, 30, *Completion*).

#### **D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and state**

Based on the occupational projections for Secondary (middle and high school) teachers in the state of Maryland from 2012-2022, provided by Department of Labor, Licensing and Registration (<http://www.dlrr.state.md.us/lmi/iandoproj/occgrou25.shtml>) over 10,000 new middle and high school teachers will be needed by the year 2022. IHEs in Maryland will need to produce an average of 1,027.3 middle and high school teachers per year to meet this anticipated demand.

Occ. Code	Occupational Title	Employment			Openings	
		2012	2022	Change	Replacement	Total
25-2022	Middle School Teachers, Except Special Education	10,915	12,241	1,326	2,402	3,728
25-2031	Secondary School Teachers, Except Special Education	20,147	21,217	1,070	5,475	6,545

#### **E. Reasonableness of program duplication**

The table below presents the available data for Secondary Teacher Education graduates at Maryland IHEs in the last 5 years.

School	Degree Level/CIP	2013	2012	2011	2010	2009	Ave/Yr
Bowie State U	Masters/131205	3	6	2	6	2	3.8
Frostburg State U	Masters/131205	18	21	31	41	35	29.2
Salisbury U	Masters/131205	17	13	12	13	12	13.4
Towson U	Bachelors/131203	10	0	0	0	0	2
Towson U	Masters/131205	39	7	15	34	42	27.4
U of MD, College Park	Bachelors/131205	23	22	2	2	2	10.2
U of MD, Eastern Shore	Masters/131205	3	9	5	3	3	4.6
U of MD, University Coll.	Masters/131205	38	44	6	0	0	17.6
Morgan State U	Masters/131205	6	5	3	1	2	3.4
Goucher State U	Masters/131205	39	49	41	22	27	35.6
Johns Hopkins U	Masters/131205	84	127	236	211	155	162.6
Mount St. Mary’s U	Masters/131205	11	12	5	9	6	8.6
Notre Dame of MD	Masters/131205	48	58	61	43	53	52.6
Stevenson	Bachelors/131203	7	6	8	0	0	4.2

Total Produced /Year							375.2
Anticipated Shortfall/	Year Over the Next Ten Years						652.1

This data confirms that nearly two-thirds of the state need for middle and high school teachers will not be met at the current rate. For this reason, it is important to provide opportunities for students to complete secondary teacher education programs in a timely manner. It is also worth noting that most Maryland IHEs require their students to earn secondary teacher certification through a master of arts in teaching program. The proposed B.S. in Secondary Teacher Education allows students to graduate in eight semesters ready to enter the workforce immediately.

## F. Relevance to Historically Black Institutions

The data related to Historically Black Institutions and their Secondary Teacher Education programs is provided in the following table. These results indicate that HBIs do not have undergraduate programs that match the proposed CIP for the proposed B.S. in Secondary Teacher Education. The numbers of Masters-level graduates from these institutions do not contribute sufficiently to meet the projected state need for secondary teachers in Maryland.

School	Degree Level/CIP	2013	2012	2011	2010	2009	Ave/Yr
Bowie State U	Masters/131205	3	6	2	6	2	3.8
Salisbury U	Masters/131205	17	13	12	13	12	13.4
Coppin State U	-	-	-	-	-	-	-
Morgan State U	Masters/131205	6	5	3	1	2	3.4

## G. If proposing a distance education program, please provide evidence of the Principles of Good Practice

N/A

## H. Adequacy of faculty resources

The following table provides information on the faculty who currently teach in the Secondary Education program. All faculty members are in full time, tenure or tenure track positions. Additional faculty positions would not be needed for the program's change in status. Dr. Todd Anthony Rosa is the Secondary Teacher Education program coordinator. He would oversee the B.S. in Secondary Teacher Education program and coordinate with department chairs of the candidates' primary content majors; there will be no increase in release time.

Faculty Member	Degree	Rank	Courses
Dr. Todd Rosa	Ph.D. in History Maryland Secondary Social Studies Certification	Assistant Professor	EDUC 100 EDUC 310 SCED 410 SCED 430
Dr. Beth Scarloss	Ph.D. in Educational Sociology	Assistant Professor	EDUC 100 EDUC 202 EDUC 403
Dr. Emily Milleson	Ed.D. in Curriculum and Instruction	Associate Professor	REED 317
Dr. Jodi Nichols	Ed.D. in Curriculum and	Assistant Professor	REED 418 EDUC 391



	Instruction		SCED 496
Dr. Oma Gail Simmons	Ph.D. in Special Education	Professor	SPED 451

## **I. Adequacy of library resources**

Since this proposal concerns an existing program, no additional library resources are required. Currently the holdings for the Secondary Teacher Education program at the Ort Library are adequate for faculty and student needs. One of the opportunities available to the Secondary program is the wide variety of electronic journals for education that are available. The access allows faculty and candidates with the opportunity to access a wide variety of sources that might have been difficult to access in the paper format. The “Research Port” available through the University and the system are important assets.

## **J. Adequacy of physical facilities, infrastructure and instructional equipment**

The current facilities are adequate to meet the requirement of this change to the existing Secondary Teacher Education professional course sequence. Courses in the content area majors will be delivered in buildings used by College of Liberal Arts and Sciences. Courses offered by the Department of Educational Professions will be offered in Framptom Hall. The classroom spaces and technology available across campus are sufficient for the delivery of the B.S. in Secondary Teacher Education even with the projected modest increase in enrollment.

Secondary grade teachers must be technologically fluent; therefore, technology integration is a key component of the Secondary Teacher Education program. All of the classrooms utilized for the Secondary program are Smart classrooms, with SmartBoards, computers and Internet access. In addition to the Instructional Technology computer laboratory in Framptom Hall, Secondary candidates use document cameras, digital cameras, iPads, etc. within all of their courses. All instructors in the Secondary program use Blackboard, the web-based instructional delivery platform, in order to provide technology enhanced course instruction. In both the teaching laboratory and the candidates’ field experiences, video is used to allow candidates to review and evaluate their own teaching.

## **K. Adequacy of financial resources with documentation**

There would be no reallocated funds for this proposal. Reduction in credits to graduation and the chance to earn a double major would potentially increase the enrollment in this program. Grant funding has not been sought. There are no contracts or other external funding sources.

See Table 1 for Resources generated by this proposal.

Table 1: Resources					
Resources Categories	Year 1	Year 2	Year3	Year 4	Year 5
<b>1. Reallocated Funds</b>	\$0	\$0	\$0	\$0	\$0
<b>2. Tuition/Fee Revenue (c+g below)</b>	\$14,872	\$29,744	\$29,744	\$44,616	\$44,616
a. #F.T Students	2	4	4	6	6
b. Annual Tuition and Fees Rate	7,436	7,436	7,436	7,436	7,436
Annual Full Time					

Revenue (axb)					
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate					
f. Annual Credit Hours					
g. Total Part Time Revenue (dxexf)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
Total (add 1-4)	\$14,872	\$29,744	\$29,744	\$44,616	\$44,616

There would be no additional expenditures for this proposal. Current Secondary faculty is teaching and will continue to teach within the program. The reduction in required credits should reduce the faculty workload necessary to run the B.S. in Secondary Teacher Education and allow faculty to provide greater support to other programs within the Department of Educational Professions, resulting in greater efficiencies and through a reduction in adjunct and overload payments, produce a modest cost savings for the University. The current coordinator for the Secondary Teacher Education professional sequence would coordinate the new major. There would be no needed changes in support staff, equipment, library resources, new or renovated space or other expenses. Current resources are sufficient to meet need even with the modest projected increase in enrollments.

Table 2: Expenditures					
Expenditure Categories	Year 1	Year 2	Year3	Year 4	Year 5
1. Total Faculty Expenses (b +c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Total Admin Staff Expenses (b+c below)	N/A	0	0	0	0
h. # Part Time Students	0	0	0	0	0
i. Credit Hour Rate	N/A	0	0	0	0
j. Annual Credit Hours	N/A	0	0	0	0
k. Total Part Time Revenue (dxexf)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0

Total (add 1-4)	0	0	0	0	0
-----------------	---	---	---	---	---

## **L. Adequacy of provisions for evaluation of program**

In addition to assessments in each course, teacher candidates will also be required to demonstrate content and pedagogical knowledge through completion of key assessment within the program. The National Council for Accreditation of Teacher Education (NCATE) requires that secondary programs be recognized by specialized professional organizations, including:

- Secondary English Teacher Education: National Council for Teachers of English (NCTE)
- Secondary Foreign Language & Literature Teacher Education: American Council on the Teaching of Foreign Languages (ACTFL)
- Secondary Mathematics Teacher Education: National Council for Teachers of Mathematics (NCTM)
- Secondary Science Teacher Education: National Science Teachers Association (NSTA)
- Secondary Social Studies Teacher Education: National Council for the Social Studies (NCSS)

Frostburg State University's Education Unit is in the process of NCATE accreditation renewal. Thus far, the Secondary Social Studies Teacher Education program has received full national recognition from NCSS and NCATE. The Secondary English, Foreign Languages & Literature and Mathematics Teacher Education programs have received national recognition with conditions. The Secondary Science Teacher Education program report to NSTA is still under review. All programs will receive full national recognition by August 2015.

The key assessments for this program include the following:

- Praxis II scores for both pedagogical and content knowledge
- Instructional unit within the content discipline
- Internship evaluation, including a dispositions rating
- Portfolio based on FSU conceptual framework and NCATE Standards
- Action Research Project

Data from these assessments are used by the program coordinator, in consultation with the department chairs of the content area majors, to recommend changes and adjustments to the secondary program. Data from these key assessments also form the basis of the accreditation reports to the specialized program organizations discussed above.

## **M. Consistency with the State's minority student achievement goals**

Frostburg State University, including the College of Education, affirms its commitment to a campus environment which values human diversity and respects individuals who represent that diversity. Along with the Center for Academic Advising and Retention and the Office of Programs Advancing Student Success, various units within the University coordinate efforts to facilitate the persistence of all students while focusing on the priority of college completion for under-represented minorities and low income students.

Within the Department of Educational Professions, targeted initiatives are in place that greatly impact teacher candidates' success. The departmental Advising Center is a substantial part of this success, by assisting transfer students with their initial advising, providing students with immediate assistance

concerning program and course issues and supporting faculty advisors in problem solving. Additionally, steps are being taken to increase the amount of support provided for students in taking and passing the Praxis exams. If students are struggling, improvement plans are developed for both coursework and field experiences, to assist students in making strides in targeted areas, whether academic in nature or related to professional dispositions. Furthermore, students have strategic placements in internship, whereby they are placed in schools most comparable for those in high need counties.

The following table reports demographic data for Frostburg State University in our undergraduate programs from 2009- 2013. These results show an increase in minority students, especially those students identifying as Black, Hispanic, Asian or multi-racial.

<b>Race</b>	<b>Fall 09</b>	<b>Fall 10</b>	<b>Fall 11</b>	<b>Fall 12</b>	<b>Fall 13</b>
<b>Unknown</b>	106	28	39	49	52
<b>Black</b>	1127	1129	1155	1161	1272
<b>Amer Ind</b>	18	13	11	4	5
<b>Asian</b>	77	75	48	56	59
<b>Hispanic</b>	123	188	155	143	210
<b>White</b>	3257	3384	3099	2965	2846
<b>NR Alien</b>	47	49	58	69	87
<b>Hawaiian</b>	.	.	10	12	5
<b>2 or more races</b>	.	.	156	172	168
<b>Total UG</b>	<b>4755</b>	<b>4866</b>	<b>4731</b>	<b>4631</b>	<b>4704</b>

#### **N. Relationship to low productivity programs identified by the Commission**

N/A