



BOARD OF REGENTS

*SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION*

TOPIC: Frostburg State University: Bachelor of Science in Elementary and Middle School Dual Certification

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: March 13, 2013

SUMMARY: Currently, Frostburg State University's pre-service teacher candidates choose one of the following options for teacher certification at the undergraduate level: a dual early childhood/elementary program (Pre-K-6), elementary program (1-6), or secondary program (7-12). There is only one middle school course at this time, yet the need for additional pedagogy is recognized in order to create highly effective middle school teachers. Therefore, it is proposed that a dual elementary/middle school program for elementary education majors, who have an interest in expanding their credentials to teach at the middle school level, be created.

This proposed dual certification program will prepare teacher education candidates to have the knowledge, skills, and dispositions to create effective learning communities that are academically challenging, exploratory, developmentally responsive, and socially equitable for young adolescents in grades 4-9. The 132 credit hour program includes a Bachelor of Science degree with certifications in both elementary school (grades 1-6) and middle school (grades 6-8).

Regionally, the Maryland Teacher Staffing Report for 2012-2014 identified critical teacher shortages in the following areas for grades 7-12: Mathematics, Science, Computer Science, and Special Education. This baccalaureate degree will respond to Governor O'Malley's call to increase STEM graduates and address state-wide teacher shortages, specifically in STEM subjects.

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 and reallocation of funds.

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 Elementary and Middle School Dual Certification.

COMMITTEE RECOMMENDATION: Approval

DATE: March 13, 2013

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992

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A. Centrality to institutional mission statement and planning priorities

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 and College of Education strive to build upon its rich history of teacher education and embrace 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 University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. The teacher education programs at FSU are committed to preparing professionals who are able to provide quality instruction, service, and leadership in a global community. The conceptual framework upon which these programs rest focuses on the knowledge, skills, and dispositions needed to develop powerful learning communities. Graduates are expected to be dedicated professionals, instructional leaders, continuous assessors, educational advocates, collaborative bridge-builders, and reflective decision-makers.

Currently, Frostburg State University's pre-service teacher candidates choose one of the following options for teacher certification at the undergraduate level: a dual early childhood/elementary program (Pre-K-6), elementary program (1-6), or secondary program (7-12). There is only one middle school course at this time, yet the need for additional pedagogy is recognized in order to create highly effective middle school teachers. Therefore, it is proposed that a dual elementary/middle school program for elementary education majors, who have an interest in expanding their credentials to teach at the middle school level, be created. This B.S. in Elementary and Middle School Dual Certification is in line with FSU's mission and will fulfill an unmet need in the State of Maryland.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter

This proposed dual certification program will prepare teacher education candidates to have the knowledge, skills, and dispositions to create effective learning communities that are academically challenging, exploratory, developmentally responsive, and socially equitable for young adolescents in grades 4-9. The 132 credit hour program includes a Bachelor of Science degree with certifications in both elementary school (grades 1-6) and middle school (grades 6-8). The program will be rooted in authentic experiences such as clinical rounds in various middle schools, case studies, problem-based learning activities, and a middle school internship. The middle grades portion of the program will consist of two three-credit pedagogy courses, EDUC 320: Foundations of Middle Grades Education and EDUC 445: Middle Grades Curriculum and Methods. Additionally, students will complete 18-20 hours of content courses within their specialization. All students will be enrolled in methods courses in the areas of Mathematics, Science, Reading, and Social Studies.

Elementary/Middle School Dual Certification

Major:

1. Completion of Core Skills: (9 credit hours)

2. Specific Hours for Elementary/Middle School Education Majors: (27 credit hours)

Fine Arts Component (3 credit hours; satisfies GEP Group A)

ART 110: Visual Imagery

English (Literature) (3 credit hours; GEP Group B)

ENGL 150/250: Introduction to Literature

History (3 credit hours; GEP Group B)

HIST 100/111: The Contemporary World in Historical Perspective

or HIST 103/104: History of the United States I, II or HIST 113/114: World History I, II

Mathematics (9 credit hours; 3 hours satisfy Core Skill 3)

MATH 206: Problem Solving for Elementary Teachers I

MATH 207: Problem Solving for Elementary Teachers II

MATH 209: Elements of Applied Probability and Statistics (Core Skill 3)

or MATH 102: College Algebra (Core Skill 3)

Natural Science (12 credit hours; at least 8 satisfy GEP Group C)

BIOL 109: Human Biology and the Environment or BIOL 149: General Biology I

PHYS 203: Physical Science

4 hour lab science elective (Check specialization for GEP recommendations.)

Social Science (3 credit hours; GEP Group D)

GEOG 104: Human Geography

3. Additional GEP Requirements: (12 credit hours)

a. Social Science (3 hours minimum; GEP Group D) (Check specialization for GEP recommendations).

b. IDIS 150/151: First-Year FSU Colloquium (required) and IDIS 350/351: Advanced FSU Colloquium or one additional Modes of Inquiry course from Groups A-D. (You may select a GEP 4- credit science course for the third science course required for Early Childhood/Elementary majors or check specialization for GEP recommendations.)

c. Identity and Difference (3 hours; GEP Group F) (Check specialization for GEP recommendations).

4. Professional Education Courses Required Prior to or Concurrent with Phase I: (4 credit hours)

EDUC 100: Career Analysis in Education (1)

EDUC 201: Students, Teachers, and Learning Environments (3)

5. Professional Education Sequence (53 credit hours)

Phase I (11 hours)

EDUC 200: Phase I Teaching and Professional Assessment Laboratory (1)
EDUC 202: Foundations of Learning and Instruction (3)
EDUC 346: Educational Technology Laboratory I (1)
EDUC 376: Special and Multicultural Education (3)
REED 323: Process and Acquisition of Reading (3)
EDUC 320: Foundations of Middle Grades Education

Phase II, Block I (14 credit hours)

EDUC 447: Educational Technology Laboratory II (1)
ELED 307: Block 1 Clinical and Professional Assessment Component (1)
ELED 471: Mathematics Curriculum, Methods and Assessment (3)
ELED 474: Science Curriculum, Methods and Assessment (3)
ELED 475: Social Studies Curriculum, Methods and Assessment (3)
REED 473: Reading Instruction (3)

Phase II, Block II (13 credit hours)

EDUC 448: Educational Technology Laboratory III (1)
ELED 494: Teaching Internship I: N-8 (6)
REED 420: Assessment for Reading Instruction (3)
REED 425: Materials and Motivations for Reading (3)
EDUC 445: Middle Grades Curriculum and Methods

6. Professional Education Courses Required Prior to Entrance to Phase III: (6 credit hours)

MUSC 350: Music and Creative Interaction for the Elementary Classroom (3)
PHEC 309: Health and Physical Education for the Elementary Classroom (3)

7. Specializations (24 credit hours, 2 courses count for GEP)

A 24 hour specialization must be completed in one of the following areas: Mathematics, General Science, Social Studies, Language Arts or an Approved Individualized Specialization. Eighteen hours of the specialization must be content courses (20 for science majors).

Social Studies:

HIST 103/104: History of the United States I, II
GEOG 104: Human Geography *or* GEOG 110: World Regional Geography
POSC 110: Introduction to American Politics
HIST 113/114: World History I, II
HIST 100: Contemporary World in Historical Perspective
or HIST 445: History of Maryland
or GEOG 302: Geography of Maryland
HIST 461: Colonial America
or HIST 464: Civil War Reconstruction

Science:

BIOL 149: General Biology I
PHSC 203: Physical Science
GEOG 103: Physical Geography
CHEM 201: General Chemistry I
PHSC 210: Descriptive Astronomy

English/Language Arts:

ENGL 150: Introduction to Literature
ENGL 308/310/312: Advanced Composition
ENGL 430: The Composing Processes
CMST 102: Introduction to Human Communication
ENGL 276: Adolescent Literature
or REED 440: Children's Literature
REED 418: Reading and Writing Connections

Mathematics:

MATH 206: Problem Solving for Elementary Teachers I
MATH 207: Problem Solving for Elementary Teachers II
MATH 200: Discrete Math
MATH 209: Elements of Applied Probability and Statistics
MATH 236: Calculus I
MATH 340: Fundamental Concepts of Geometry

8. Phase III (15 credit hours)

EDUC 422: Leadership Seminar N-8 (3) (*Capstone*)
ELED 495: Teaching Internship II: N-8 (12) (*Capstone*)

Students wishing to have an internship placement in a middle school must have successfully completed EDUC 320 and EDUC 445.

9. Other Graduation/Program Exit Requirements

- a. Successful presentation of a portfolio that meets institutional, Maryland state, and national accreditation standards.
- b. Verification of taking Praxis II content knowledge and pedagogy tests required by the Maryland State Department of Education (before Phase III)

Descriptions for required courses:

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 200: Phase I Teaching & Professional Assessment Laboratory 1 cr.

Through a series of short video-taped teaching sessions, students acquire skill in assessing their own strengths and weaknesses as teachers. Students will write instructional objectives, prepare lesson plans, and teach a series of ten minute lessons to their peers. Includes screening for selected teaching proficiencies. This course is required in all teacher education programs. Graded P/F. Every semester. *Prerequisite: Admission to Phase I. Corequisite: Enrollment in EDUC 202.*

EDUC 201: Students, Teachers, and Learning Environments 3 cr.

A study of students, teachers, and learning environments including the philosophical and historical foundations of the American educational system. Basis for further study in education including topics on legal and ethical issues and diversity. Controlled observations in educational settings. Every semester. May be taken concurrently with EDUC 200/202. *Prerequisite: Completion of 30 hours.*

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. Concurrent enrollment required in EDUC 200. May be taken concurrently with EDUC 201. *Prerequisite: Admission to Phase I.*

ELED 307: Block I Clinical & Professional Assessment Component 1 cr.

Supervised assisting at the early childhood, elementary, and middle school levels. Joint supervision by school system and University personnel. Daily, full day clinical experience. Graded P/F. Every semester. *Prerequisite: Admission to Phase II.*

EDUC 320: Foundations of Middle Grades Education 3 cr.

The middle school movement, middle grades students, teaching in the middle grades, middle grades philosophy and organization. Every semester. *Prerequisite: Admission to Phase I.*

EDUC 376: Special and Multicultural Education 3 cr.

Characteristics of exceptional children. Understanding how exceptionalities, American culture, race, ethnicity, gender, socio-economic class, religion, age, language, and intellectual ability influence learning. Historical and legal influences on American schools and community agencies. Applicable teaching methods. Controlled observations included. Every semester. *Prerequisite: Phase I admission.*

EDUC 445: Middle Grades Curriculum and Methods 3 cr.

Middle school curricular frameworks and standards, research-based methods and strategies, and the assessment-instruction cycle. Clinical experiences. Every semester. *Prerequisites: Students must be a Phase II and have completed EDUC 320*

ELED 471: Mathematics Curriculum, Methods & Assessment 3 cr.

Planning, constructing, and organizing curriculum; types of curricula. Methods, materials, content, and assessment for teaching P-8 Mathematics. Every semester. *Prerequisite: Admission to Phase II.*

ELED 474: Science Curriculum, Methods & Assessment 3 cr.

Planning, constructing, and organizing curriculum; types of curricula. Methods, materials, content, and assessment for teaching P-8 Science. Every semester. *Prerequisite: Admission to Phase II.*

ELED 475: Social Studies Curriculum, Methods & Assessment 3 cr.

Planning, constructing, and organizing curriculum; types of curricula. Methods, materials, content, and assessment for teaching P-8 Social Studies. Every semester. *Prerequisite: Admission to Phase II.*

ELED 494: Teaching Internship I: N-8 6 cr.

Supervised practicum in teaching at the early childhood, elementary, and middle school levels. Joint supervision by school system and University personnel. Daily, full day clinical experience. When taken during fall semester, includes a one-week beginning of the school year experience. Graded P/F. Every semester. *Prerequisite: Successful completion of Block I.*

ELED 495: Teaching Internship II: N-8 Programs 12 cr.

Supervised practicum in teaching at the early childhood, elementary, and middle school levels. Joint supervision by school system and University personnel. Daily, full day clinical experience. When taken during fall semester, includes a one-week beginning of the school year experience. Graded P/F. Every semester. *Prerequisite: Successful completion of Internship I and Phase III admission. Capstone*

REED 323: Process and Acquisition of Reading 3 cr.

Process of language development, including impact of phonemic awareness, and how the brain responds to reading acquisition. Practical applications of research in language development, acquisition, and use. Understanding of the role of experiential background, prior knowledge, motivation, and personal significance to emerging readers. Every semester. *Prerequisite: Phase I admission.*

REED 420: Assessment for Reading Instruction 3 cr.

Understanding of the use of national, state, local, and classroom reading assessment data to make ongoing instructional modifications as a strategy for prevention and intervention. Understanding of a variety of reading assessments and curriculum adjustments. Communicating assessment data about individual student reading performance to appropriate sources. Every semester. *Prerequisite: Successful completion of Block I.*

REED 425: Materials and Motivations for Reading 3 cr.

Support for long term motivation of developing readers within a framework of inquiry. Experience a variety of texts to be used in classes when reading for literary experience, reading to perform a task, and reading for information. Apply strategies for selecting materials, for retrieving materials, and for evaluating materials. Understanding of accessibility, variety of media, multicultural materials, text features, and oral and written responses to literature. Knowledge of the role of parents in supporting reading programs. Every semester. *Prerequisite: Block II admission or permission of the department*

REED 473: Reading Instruction 3 cr.

Knowledge of best practices and instructional strategies which focus on the purposes for reading. How to use a balanced program of phonics, semantics, and syntactics in teaching reading. Methods, materials, and content for teaching reading in grades N-8. Knowledge of early identification and intervention strategies for low achieving readers. Every semester. *Prerequisite: Phase II admission.*

Technology Courses

Technology integration is a key component of the elementary/middle school program. Students will be using Smart Boards and other SMART technology (e.g. Promethean Boards, document cameras, digital cameras, iPads, etc.) within the pedagogy courses. Students are also required to take three technology courses that are required of all elementary majors; the completion of these three one-credit courses meets BOR expectations and institutional requirements for technology fluency.

EDUC 346: Educational Technology Laboratory I

Experiences and practice in using technology to support any curriculum. Experiences are assimilated into professional practice. Emphasis on use of technology within the context of accomplishing authentic tasks. Every semester. May be satisfied by portfolio and performance assessment examination. *Prerequisite: Phase I admission or permission of department.*

EDUC 447: Educational Technology Laboratory II

Experiences and practice in using technology to support any curriculum. Experiences are assimilated into professional practice. Emphasis on use of technology within the context of accomplishing authentic tasks. Extension and refinement of Lab I experiences. Every semester. *Prerequisite: Phase II admission.*

EDUC 448: Educational Technology Laboratory III

Experiences and practice in using technology to support any curriculum. Experiences are assimilated into professional practice. Emphasis on use of technology within the context of accomplishing authentic tasks. Extension and refinement of Lab II experiences. Every semester. *Prerequisite: Appropriate phase admission and successful completion of Educational Technology Lab II.*

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

Studies on the educational and developmental characteristics of young adolescents indicate the need for specialized programs to prepare pre-service teachers for working with middle grades students. Both researchers and practitioners alike believe it is critical to develop a cadre of teachers grounded in the philosophy of middle grades education as well as knowledge of the psychological, social, and intellectual development of early adolescents. Teachers must have a command of the subject matter and the ability to engage and motivate students. To achieve these goals, pre-service teacher education programs must provide the appropriate courses, as well as relevant clinical field experiences that foster an understanding of early adolescents' unique needs.

Stakeholders in the hiring of middle school teachers were interviewed individually, and as part of a middle school advisory group established in March, 2012. (See letters of support) This group was comprised of FSU faculty and teachers and administrators from both Garrett and Allegany Counties. Conversations with the administrators led to the conclusion that there is a strong need for this programmatic initiative. The principals in the advisory group, as well as two public school superintendents, much favored the prospect of hiring dually certified teachers, with both elementary and middle school training, as opposed to hiring secondary trained teachers for the middle school level. It is their perception that new teachers must understand the psychology of middle school learners and be able to provide developmentally responsive instruction. The programmatic emphasis upon pedagogy courses aligned with internships in the schools was seen as far more beneficial and appropriate than disciplinary research covering content that may not be taught at the middle school level. The group also assisted in the development of course syllabi for the pedagogy courses and in the selection of specialized content courses that will best prepare candidates for teaching in grades 4-9.

This proposal is in alignment with the goals identified in the Maryland State Plan for Postsecondary Education which include quality and effectiveness of programs, access and affordability, diversity, student-centered learning, and economic growth and vitality. Each goal is discussed in this proposal: quality and effectiveness of programs (Sections B and L), diversity (Section M), student-centered learning (Sections A and B), and economic growth and vitality (Section D).

In respect to access and affordability, in 2007, Congress passed the TEACH grant program (Teacher Education Assistance for College and Higher Education). Through this program, grants of up to \$4000 per year are awarded to students who commit to teaching in the state's critical teacher shortage areas. Also available are Workforce Shortage Student Assistance grants, which also provide scholarships for teachers willing to teach in these areas. Students receiving this funding may also qualify for deferment of loan repayment and/or loan forgiveness of several loan programs. These initiatives, amongst others, offer greater access and affordability. Additionally, within the University's Strategic Plan of 2012-2013, action priority 3.6 states:

The institution shall review its processes for defining and distributing need-based categories of aid, and identify additional aid resources with the goal that no academically eligible student be denied access due to financial circumstances.

Within Award Year 2012, 480 (or 70%) of the 690 students pursuing baccalaureate programs within the College of Education received federal, state, and institutional need-based financial aid. As outlined in the Strategic Plan, the University will further analyze whether this is sufficient to meet student demand and if not, plan to reallocate funds accordingly.

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

According to the National Education Association, 37% of the education workforce is over 50 years of age and therefore contemplating retirement. Further contributing to an increase in professional vacancies in teaching is the high attrition rate of beginning teachers, especially those who did not graduate from strong teacher preparation programs. The NEA states that 30% leave the field within 3 years, with 45% leaving within 5 years. *The Critical Years Report* (Gootman, E., 2007, March

17), cites adolescent volatility and lagging academic performance as factors leading to teacher dissatisfaction and attrition. This has contributed to Maryland being recognized as an *import* state, hiring teachers from other states as a result of too few teachers graduating from Maryland's Institutes of Higher Education than are needed to fill positions.

Nationally, it has become commonplace for middle schools to hire teachers who have been trained as elementary generalists or secondary specialists with little understanding of early adolescent psychology. Education Trust, a Washington-based advocacy group, asserts that a scandalously high number of middle school classes are taught by teachers lacking a minor, or specialization, in their assigned subject area. "We're looking at a malpractice kind of environment where we're preparing teachers for elementary or high school classrooms but not middle grades classrooms" (Peggy Gaskill, Chairwoman of the National Forum to Accelerate Middle Grades Reform). This baccalaureate program at FSU will help to meet this critical demand.

The U.S. Department of Education has identified the following as high need fields in education: Mathematics, Science, Special Education, English/Language Arts, and Foreign Language. Regionally, the Maryland Teacher Staffing Report for 2012-2014 identified critical teacher shortages in the following areas for grades 7-12: Mathematics, Science, Computer Science, and Special Education. This baccalaureate degree will respond to Governor O'Malley's call to increase STEM graduates and address state-wide teacher shortages, specifically in STEM subjects.

According to the Maryland State Board of Education, the following four geographic areas hired the greatest number of teachers since 2010 and are considered critical areas: Montgomery County, Baltimore City, Anne Arundel County, and Prince George's County. Since graduates tend to return home to work, it is important to increasingly target the recruitment of prospective students in these areas. (Currently, 40% of FSU students come from these identified counties and Baltimore County.) As FSU graduates have demonstrated that they are able to provide quality instruction, service, and leadership, they will not only succeed, but also become strong advocates for young adolescents in these high need school districts and across the state.

At FSU, the target student audience for this new program includes those aspiring to teach in upper elementary or middle school classrooms. Trends in enrollment at FSU over the last 3 years evidence an increase in elementary education majors, from 79% to 88%, opting to take the additional middle school course as an elective. Therefore, based on such patterns of enrollment data for EDUC 445: Middle School Curriculum and Methods, it is estimated that 10 to 15 students will enroll in the new course, EDUC 320: Foundations of Middle Grades Education and EDUC 445 each semester in order to acquire knowledge of middle grades philosophy, organization, research-based methods and strategies, and the assessment-instruction cycle, and engage in clinical experiences appropriate to middle school. These students will elect the B.S. in Elementary and Middle School Dual Certification and comprise the initial cohort; thereafter, recruitment efforts locally and in the high need school districts will spur interest and increase enrollments. This dual certification will provide graduates with greater flexibility in meeting regional and state needs, and greater professional mobility throughout their careers.

E. Reasonableness of program duplication

Currently, there are no dual elementary/middle school programs in the state of Maryland. Within the USM, however, Towson State University and the University of Maryland at College Park offer middle grades certifications in grades 4-9. Towson offers a dual content middle grades major (requiring any combination of Mathematics, English, Social Studies, and Science). UMBC offers a dual content major in grades 4-9 in the areas of Mathematics and Science only. Amongst private institutes within the state, Stevenson University was the first to establish a middle grades program, and like Towson, offers a dual content major. In contrast to the aforementioned programs, the proposed B.S. in Elementary and Middle School Dual Certification at FSU will not only focus on the 4-9 grade band but also on grades 1-3, thus enhancing the professional potential and marketability of FSU's teacher candidates.

F. Relevance to Historically Black Institutions

Among the Historically Black Institutions in Maryland, none offer an elementary/middle school dual certification. Morgan State University offers a B.S. in Elementary Education. Coppin State University offers degree programs in both elementary and early childhood education. Bowie State University offers degree programs in elementary, early childhood and special education and offers a program in secondary education as well. The University of Maryland Eastern Shore offers specialty education majors in music, art and special education, along with a program in secondary education.

The proposed program is not duplicative of those offered by other institutions, and will not directly compete with programs offered at other Maryland schools, including HBIs.

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

N/A

H. Adequacy of faculty resources

The faculty within the Department of Teaching Professions meets the high expectations established through NCATE. According to these standards, faculty must be qualified and model the best professional practices in scholarship, service, and teaching; this includes the assessment of their own effectiveness as related to candidate performance. To receive a rating of *Target*, professional education faculty at FSU have earned doctorates, acquired exceptional expertise, have completed professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship. Clinical faculty (higher education and school faculty) are licensed in the fields that they teach or supervise and are master teachers and well recognized for their competence in their respective fields.

The courses within the program, with the exception of the two new middle grades courses, are taught collectively by the entire departmental faculty. The five individuals listed below will serve

as the coordinator and program committee for middle grades education. They will review the student learning outcomes and program objectives semi-annually.

Dr. Jodi Nichols will be responsible for coordinating the middle school portion of the certification, as well as teaching the pedagogy courses. She is currently teaching EDUC 445. Her doctoral degree is in Curriculum and Instruction, with a focus on Literacy Studies. She has 17 years of teaching experience in the middle grades as both a classroom teacher and instructional leader. As an Assistant Professor in her third year of service, she has spearheaded the middle grades initiative within the department and has served as the middle school advisory facilitator.

Dr. Jennifer Rankin, a full-time Assistant Professor, has 15 years of teaching experience in the middle grades and was honored as the Maryland State Teacher of the Year while teaching 8th grade mathematics and language arts at Northern Middle School. She is national Board certified in Mathematics and is a certified Smart Board trainer. Her earned doctorate is in Educational Leadership.

Dr. Kim Rotruck, the Chair of the Department of Educational Professions, has a solid background in middle grades education with 13 years of successful teaching at this level, including a middle school science placement. She is an Associate Professor who has taught at FSU for 15 years. Her doctorate is in Curriculum and Instruction with a specialization in science.

Dr. Beth Scarloss taught 5 years of social studies at the middle school level and served as a classroom coach through a state funded grant focusing on teacher professional development in middle schools. Her Ph.D. is in the Sociology of Education. She is in her third year as a full-time Assistant Professor.

Dr. Jamey Tobery-Nystrom has 13 years of successful middle school teaching experience in a variety of content areas. Her specialization is special education, and she has substantial experience in both self-contained classrooms and inclusive settings. As an Assistant Professor, she coordinates the Elementary MAT program. Her doctorate is in Educational Leadership.

I. Adequacy of library resources

The President assures that institutional library resources meet new program needs.

J. Adequacy of physical facilities, infrastructure and instructional equipment

The President assures that institutional facilities meet new program needs.

K. Adequacy of financial resources

Refer to Tables 1 and 2.

Reallocated Funds: There will be no reallocated funds. Dr. Nichols will be teaching both courses as part of her teaching load. Due to her administrative role under this new program, she will relinquish supervision of interns; therefore, a contractual supervisor will be hired through the 02 budget at an annual cost of \$4000.00. There are no additional expenditures.

Grant funding has not been sought. There are no contracts or other external funding sources.

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 assessments within the program. The National Council for Accreditation of Teacher Education (NCATE) requires that programs be recognized by specialized professional organizations. In this program, candidates will meet the assessment standards for the Association of Childhood Educators International (ACEI) and the Association of Middle Level Educators (AMLE). Assessments include:

- Praxis II scores for both pedagogical and content knowledge
- Content lesson plans and an interview to assess content knowledge
- Instructional unit with a transdisciplinary focus
- Internship evaluation, including a dispositions rating
- Reading/Writing case study
- Service learning project

Faculty members are also held to a high standard. The faculty in the Department of Teaching Professions is evaluated on an annual basis and is required to submit a portfolio of accomplishments in the following areas: instructional design and development, teaching performance, service, and professional development. Students have the opportunity to evaluate courses and faculty through an institutional standardized evaluation for each course. Faculty members who serve as supervisors during students' internships in the public schools are evaluated each semester by both the intern and the mentor teacher.

All existing FSU programs are subject to periodic academic program reviews. These reviews are reported to the University System of Maryland.

M. Consistency of 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 Office of Student Success and Retention, 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.

The work of the Closing the Achievement Gap Task Force is another essential component of the University's efforts to improve the retention and graduation rates of under-represented students. As noted in the Institutional Achievement Gap Report, the University has committed to the following initiatives:

- Strengthening the University's First-Year-Experience Program, which links students in a set of courses that explore a common theme, career path, and/or potential major.

- Studying for implementation a Sophomore-Year-Experience Program to identify strategies to provide greater attention to a group of students who are often not reached.
- Further implementing Supplemental Instruction (SI), which is a proven method of academic support that utilizes peer-assisted, activity-based study sessions.
- Through the collaborative efforts of the staff in the Tutoring Center, Student Support Services, and the Department of Foreign Languages and Literature, increasing services to those students whose first language is not English.
- Expanding and strengthening support, monitoring, and advising programs to increase the graduation rate of minority and first-generation students.
- Utilizing Beacon, an early warning system that allows faculty, staff, and coaches to record contacts and issue alerts about students who may be experiencing difficulty in adjusting to the academic and social life of college.
- Identifying additional institutional need-based financial aid.

Within the Department of Educational Professions, targeted initiatives are in place that greatly impact teacher candidates' success. The new departmental Advising Center is a substantial part of this success, providing students with immediate assistance if advisors are not available when needed. Additionally, tutoring/coaching is available to assist students in passing the Praxis exams. If students are struggling in other areas, Improvement Plans are created to assist students in making strides in targeted areas, whether academic in nature or related to professional dispositions. Furthermore, students have strategic placements in internships, whereby they intern in schools most comparable to those in the high needs counties.

N. Relationship to low productivity programs identified by the Commission:

N/A

| TABLE 1: RESOURCES | | | | | |
|---|------------|------------|------------|------------|------------|
| Resources Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Reallocated Funds ¹ | \$4000.00* | \$4000.00* | \$4000.00* | \$4000.00* | \$4000.00* |
| 2. Tuition/Fee Revenue ² | \$267, 696 | \$267, 696 | \$297,440 | \$356,928 | \$356,928 |
| (c+g below) | | | | | |
| a. #F.T Students | 36 | 36 | 40 | 48 | 48 |
| b. Annual Tuition/Fee Rate | | | \$ | \$ | \$ |
| c. Annual Full Time Revenue (a x b) | | | | | |
| d. # Part Time Students | 0 | 0 | 0 | 0 | 0 |
| e. Credit Hour Rate | N/A | | | | |
| f. Annual Credit Hours | | | | | |
| g. Total Part Time Revenue (d x e x f) | 0 | 0 | 0 | 0 | 0 |
| 3. Grants, Contracts, & Other External Sources ³ | 0 | 0 | 0 | 0 | 0 |
| 4. Other Sources | | | | | |
| TOTAL (Add 1 – 4) | \$271,696 | \$271,696 | \$301,440 | \$360,928 | \$360,928 |

* \$4000.00 per academic year is needed to compensate a contractual employee for field supervision on the FSU campus for each of the 5 projected years.

TABLE 2: EXPENDITURES

| Expenditure Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|-----------|------------|------------|------------|------------|
| 1. Total Faculty Expenses | \$4320.00 | \$4,320.00 | \$4,320.00 | \$4,320.00 | \$4,320.00 |
| (b + c below) | | | | | |
| a. # FTE | | | | | |
| b. Total Salary | 4,000.00 | 4,000.00 | 4,000.00 | 4,000.00 | 4,000.00 |
| c. Total Benefits | 320.00 | 320.00 | 320.00 | 320.00 | 320.00 |
| 2. Total Administrative Staff Expenses (b + c below) | N/A | 0 | 0 | 0 | 0 |
| a. # FTE | | | | | |
| b. Total Salary | | | | | |
| c. Total Benefits | | | | | |
| 3. Total Support Staff Expenses (b + c below) | N/A | 0 | 0 | 0 | 0 |
| a. # FTE | | | | | |
| b. Total Salary | | | | | |
| c. Total Benefits | | | | | |
| 4. Equipment | 0 | 0 | 0 | 0 | 0 |
| 5. Library | 0 | 0 | 0 | 0 | 0 |
| 6. New or Renovated Space | 0 | 0 | 0 | 0 | 0 |
| 7. Other Expenses | 0 | 0 | 0 | 0 | 0 |
| TOTAL (Add 1 – 7) | \$4320.00 | \$4320.00 | \$4320.00 | \$4320.00 | \$4320.00 |



**WESTMAR MIDDLE SCHOOL
915 LOWER GEORGE'S CREEK ROAD
LONACONING, MARYLAND 21539
TELEPHONE 301-463-5751
FAX 301-463-2231**

TOBY EIRICH, PRINCIPAL KATHRYN B. BUSKIRK, ASSISTANT PRINCIPAL

November 28, 2012

Dear Dr. Nichols:

I would like to formally endorse the dual Elementary/ Middle School program that you have been developing over the last year for Frostburg State University. As you know, it is critical that pre-service teachers learn to deliver developmentally responsive instruction for early adolescents. While content knowledge is certainly important, pedagogical knowledge is crucial at the middle school level. As a member of the Middle School Advisory Group that you have facilitated, I have been impressed with the quality of your ideas and the development of your proposal. I was impressed that you recognized that middle school teachers and principals are important stakeholders in the process, and you included us in the development of the syllabi for the 2 new courses and sought our input in regards to the content specialization courses that should be required of the students. The two pedagogy courses, as well as the selection of the content specialization courses, are well aligned to the Common Core and the Maryland State Curriculum. As a result, you have created a program that is relevant to what is being taught in middle school classrooms today; therefore, your graduates will be well-prepared as they enter the teaching profession. I would not hesitate to hire an FSU graduate to teach at Westmar Middle School because of the high quality of this proposed program.

If I can do anything to assist you in the future, including the scheduling of your clinical visits, please let me know. I will be happy to assist in any capacity to make your program a success.

Toby Eirich
Principal



BOARD OF EDUCATION OF GARRETT COUNTY

40 South Second Street
Oakland, Maryland 21550

(301) 334-8900
fax: (301) 334-7621
<http://www.ga.k12.md.us/>

Dr. Janet S. Wilson., Superintendent

To Whom This May Concern:

I had the privilege of serving as a member of the Middle School Advisory group that was created by Dr. Jodi Nichols, with the purpose of studying options for a middle school program at Frostburg State University. After weighing the options of creating a stand-alone middle grades program versus a dual elementary-middle school certification, the group felt strongly that a dual certification would increase job opportunities for the graduates and would be a unique program within the state.

As a group, we worked diligently to create two middle school pedagogy courses after thoughtfully brainstorming relevant topics to include in each course. We then aligned the Association of Middle Level Educator standards with assignments and assessments in each course. We were next charged with the task of choosing content specialization courses that would prepare the students for teaching in grades 4-9. Currently, students have a great deal of freedom when choosing specialization courses, but our group felt it was vital to narrow the choices with courses that deliver content that middle grade teachers would teach. I feel confident that with the pedagogical courses and the content specialization courses, FSU graduates will be highly effective middle grades teachers. I would not hesitate hiring them.

Dr. Nichols has my full support as she presents her proposal to the designated committees at Frostburg State University. I have no doubt that with her overseeing this program, it will surely be a success.

If I can answer any questions or provide further elaboration, please do not hesitate to contact me at 301-334-8900 or at jwildesen@ga.k12.md.us.

Sincerely,

A handwritten signature in black ink that reads "Jane Wildesen". The signature is fluid and cursive, with the first name "Jane" being particularly prominent.

Jane Wildesen

Director of Elementary and Middle Schools
Garrett County Board of Education