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## Regional M. Ed. Advisory Committee Meeting

March 9, 2022

9:00 a.m. – 11:00 p.m.

Via MS Teams: [Click here to join the meeting](#)

**Or call in (audio only)**

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Phone Conference ID: 492 259 971#

9:00 a.m.	Welcome, Agenda Review, Introductions	<ul style="list-style-type: none"> <li>• Dr. George Brown, M. Ed. Advanced Teacher Program Director</li> </ul>
9:05 a.m.	State of FSU	<ul style="list-style-type: none"> <li>• Dr. Michael Mathias, Interim Provost</li> </ul>
9:25 a.m.	Overview of CAEP Accreditation Status	<ul style="list-style-type: none"> <li>• Dr. Janet Mattern</li> <li>• Ms. Jenn DeLaney</li> </ul>
9:55 a.m.	State of the College of Education	<p><b>As available:</b></p> <ul style="list-style-type: none"> <li>• Dr. Boyce Williams, Dean of the College of Education</li> <li>• Dr. Kim Rotruck, Associate Dean of the College of Education</li> <li>• Dr. Doris Santamaria-Makang, Chairperson of the College of Education</li> </ul>
10:15 a.m.	Brief Review of Program-Wide Assessments' Data	<ul style="list-style-type: none"> <li>• Ms. Jenn DeLaney</li> </ul>
10:30 a.m.	Brief Updates on M. Ed. Program	<ul style="list-style-type: none"> <li>• Dr. George Brown (Online Option)</li> <li>• Dr. Curt Baker (Ed. Leadership)</li> <li>• Dr. Jenna Epstein (PPW Certification)</li> </ul>
10:35 a.m.	Close of Plenary Session and Transition to Breakout Rooms for Discussion of Concentration Specific Matters, especially as they related to involvement in CAEP Review	<ul style="list-style-type: none"> <li>• Dr. George Brown</li> <li>• Dr. Curt Baker (Ed. Leadership)</li> <li>• Dr. Jenna Epstein (SCCO)</li> <li>• Dr. Kristine McGee (Literacy Ed.)</li> <li>• Dr. Jamelyn Tobery-Nystrom (SPED)</li> </ul>
11:00 a.m.	Adjourn	

*Regional M. Ed. Advisory Committee Meeting Minutes*

*Wednesday, March 9, 2022, 9:00 am – 11:00 am via Microsoft Teams*

**In Attendance:**

Dr. George Brown  
Dr. Michael Mathias  
Dr. Boyce Williams  
Dr. Kim Rotruck  
Dr. Doris Santamaria-Makang  
Dr. Curtis Baker  
Dr. Jamelyn Tobery-Nystrom  
Dr. Kristine McGee  
Dr. Jenna Epstein  
Dr. Janet Mattern  
Jennfier Delaney  
Ann Anders  
Tracey Karlie  
Jacqueline Enright  
Yolanda Harman  
Michele Wadel  
Carol Ann Cox  
Cindy Myers  
John Hummel  
Mary Pegg  
Meg Lee

**Agenda:**

Welcome, Agenda Review, & Introductions  
State of FSU  
Overview of CAEP Accreditation Status  
State of the College of Education  
Review of Program-Wide Assessments Data  
M. Ed. Program Updates  
Discussion of Concentration-Specific Matters

## **Welcome, Agenda Review, & Introductions:**

Dr. George Brown, M. Ed. Advanced Teacher Program Director, welcomed attendees and thanked them for their time and willingness to participate in today's meeting. He introduced each of the speakers for the meeting. Each liaison introduced the stakeholders representing their respective concentrations.

## **State of FSU:**

Interim Provost Dr. Michael Mathias presented updates on the state of FSU. He was thanked by Dr. Brown for his attendance at today's meeting and for the work he does with the M. Ed. Program.

*Enrollment.* In comparison to 2017, undergraduate enrollment this fall was down by about 20%. There has been some growth in graduate enrollment – 589 students enrolled in 2017 versus 685 this past fall. In the M. Ed. Program specifically, there has been a drop of about 60 students in comparison to 2017 enrollment. Dr. Mathias acknowledged the attendees' efforts at creating strategies to increase enrollment and thanked them for these efforts.

Dr. Mathias discussed that he and President Nowaczyk have been working for several months on a detailed strategic enrollment management plan to stabilize enrollment. In February, he and Dr. Nowaczyk met with Frostburg's deans and department chairs to discuss challenges related to recruitment and retention within their specific programs as well as opportunities for growth. These discussions have happened especially with department chairs for STEM-related programs as well as social science programs. Dr. Mathias mentioned that there has been drop-off in the STEM fields and social sciences, and there are efforts being made to determine why this is and what can be done to increase enrollment in these programs. FSU is working to expand its strengths in its healthcare and education programs.

Dr. Mathias discussed the many partnerships that FSU has with international institutions and efforts that are being made to develop new partnerships. FSU is also building partnerships with other USM institutions (e.g., accelerated pathways for earning both an undergraduate degree and a professional degree).

There are efforts being made to diversify FSU's student population. Specifically, FSU is looking to create strategies to recruit adult learners (e.g., certification programs, such as the post-master's certificate in Educational Leadership). There is going to be increased efforts in reaching out to individuals who withdrew from FSU after accumulating any number of credits with a multidisciplinary online completer program.

FSU is looking to begin a partnership with an online program management firm. There is concern as to whether FSU has the infrastructure to support its current online programs, let alone expand its online offerings. Partnering with the online program management firm will be helpful in providing the university with information about student demand for online programs as well as resources for marketing, instructional design, technology, and student support.

There are increased efforts being made to work with two-year schools across Maryland to get students transferred into FSU from these institutions.

Dr. Mathias shared that FSU has been working for the past year with a branding firm to develop a new brand for the university. Ideas are being formulated around the idea of Frostburg being a place to focus and be supported in one's academic endeavors. Marketing material is in the process of being updated, including FSU's website. FSU has increased its social media presence. A videographer will be working with various programs to create short videos of students, alumni, and faculty to be placed on FSU's website, as prospective students are tending to gravitate more toward watching videos than reading texts online.

Merit and regional scholarship models have been modified so that FSU is able to make more competitive offers to prospective students. FSU is working to get its financial aid offers out earlier than they have been in the past (December versus February) with the goal of getting students to commit to Frostburg earlier.

FSU is working with the ACPS system on dual-enrollment opportunities, such as a possible early college models for high school juniors and seniors. Yolanda Harman raised the question of whether there have been any conversations about FSU partnering with GCPS on these dual-enrollment opportunities. Dr. Mathias shared that FSU is regularly connecting with school systems to create easier transitions from high school to FSU and two-year institutions to FSU. Attendees were encouraged to discuss opportunities for partnerships between FSU and local high schools.

*Retention.* Dr. Mathias mentioned that FSU is committed to ensuring that admitted students have access to the resources they need to be successful and remain enrolled. He discussed the Excellence in Academic Advising Initiative to transform FSU's academic advising model. Every undergraduate student who enters FSU is assigned multiple advisors for maximum support – an academic advisor who will remain with them during their undergraduate career and a faculty mentor within their program. Advising at-risk students is an area of focus. The university is working to implement case management principles into student advising to aid in student success and retention.

Dr. Mathias noted that Associate Provost Dr. Benjamin Norris has been working with faculty and staff across campus on developing a comprehensive student success and retention plan. The plan is expected to be released to the campus community in March or April of this year for feedback.

*Regional Development.* Dr. Mathias discussed the Innovation Park on Braddock Road that is working with various FSU academic programs to provide research opportunities for faculty as well as internships and jobs for students.

Dr. Mathias shared that the old City Hall in Frostburg will soon become the home of FSU's Regional Science Center, which will be an exciting community resource.

*Budget.* There is not yet a concrete budget for fiscal year 2023. There is hope that FSU will have some state funding that had been taken during the pandemic returned. FSU has a \$10M capital budget that will allow for many improvements to be made across campus. Dr. Mathias reminded attendees that FSU began a capital campaign in September with the goal of \$25M. Currently, there is about \$17.5M raised.

The construction of the education and health sciences building has experienced some delays due to supply chain delays. The original goal was for move-in to take place before Fall 2022, but the hope now is that the building will be ready for move-in in Spring 2023.

Dr. Mathias shared details on the university council for Diversity, Equity, and Inclusion, which has been working to create a 10-point action plan. The council conducted a campus climate survey to aid in this process. Dr. Mathias shared that the old FSU police station will soon be transformed into a multicultural center. The location is where the Lincoln School in the Brownsville community once stood. The university recently adopted a hate bias process and policy.

### **Overview of CAEP Accreditation Status:**

CAEP Coordinator Dr. Janet Mattern discussed the importance of CAEP accreditation in continuing to improve Frostburg's program and ensuring that Frostburg is preparing high-quality teachers. She also mentioned that stakeholder feedback is important and valued in the accreditation process. She shared a PowerPoint presentation with updates on the current accreditation process (see attached). She discussed that after submitting a report in July 2021, the formative feedback report was received back from CAEP in December. A CAEP Review Team consisting of five members from universities across the country was also assigned to Frostburg at this time. In February, a formative feedback response was returned to CAEP addressing all questions and requests that were raised in the feedback report.

The site visit will occur on April 3-5, and attendees were made aware by Dr. Mattern that participation in virtual interviews is requested. She shared the schedule for the site visit; the review team will meet with the M. Ed. Advisory Council on April 3 from 3:30-4:30 pm. Dr. Mattern requested that, in today's breakout sessions, liaisons identify at least two members from their concentration's team to participate in the meeting.

In her presentation, Dr. Mattern also reviewed CAEP standards and how they are being addressed. The program is working to establish interrater reliability and validity for the EPP assessments and reviewing the exit and entrance interview rubrics (Standard 1). There has been a focus on exposing candidates to diverse clinical experiences; students have recently had opportunities to have these in Baltimore and at Butterfly Ridge Elementary School in Frederick County (Standard 2). Focus group data and completer and employer survey data are being collected and examined to monitor graduates' abilities in fostering their students' growth (Standard 4). The EPP data review cycle was also reviewed in the presentation.

### **Rubric Updates:**

Though not on the agenda, Dr. Brown briefly reviewed details on class rubrics. The EDUC 603 Writing & Research rubric has been improved and finalized. It is being utilized this semester, and interrater reliability will be examined at the end of the semester. The hope is that the rubric will be able to be utilized for all academic writing and research across M. Ed. programs. Rubrics for EDUC 606 and CUIN 654 have also been revised. Dr. Brown mentioned that he would be sharing the three updated rubrics with the liaisons for them to share with their stakeholders, and their feedback is welcomed. CAEP was concerned with the subjective language in the rubrics, and efforts have been made to make language more objective to meet CAEP standards.

## **State of the College of Education:**

Dr. Boyce Williams, Dean of the College of Education, presented updates on the state of the College of Education.

*Accreditation.* Dr. Williams highlighted that each of the programs that falls under the College of Education is accredited by its respective national accreditor. Last year, FSU was one of the first universities in the U.S. to receive the athletic training accreditation. She stated the dates for three upcoming accreditations – CAEP on April 3-5, 2022, exercise & sports science on April 7, 2022, and recreation & parks on April 11-15, 2022. It will be known by fall of this year whether these programs will remain nationally accredited. Dr. Williams reminded attendees of the importance of continuing to ensure that the college is offering high-quality programs.

*Staffing.* Dr. Williams mentioned that there have been changes in administrative faculty. There is an executive administrative assistant in the Dean's Office that will be available for each of the programs in the College of Education as well as a new administrative assistant in Kinesiology & Recreation. A search will soon be starting to replace Mrs. Linda Lewis's position, as she recently retired. Dr. Hurst is currently leading a search for a new permanent administrative position in the doctoral program.

*Recruitment.* The College of Education is working closely with admissions on recruitment efforts. The MAT Accelerate Grant has promoted growth, especially with adult learners and those seeking career changes.

Dr. Kim Rotruck, Associate Dean, briefly shared enrollment census data for Spring of 2022. The M. Ed. program has one of the highest numbers of students of all of Frostburg's advanced programs with 178 students. FTE enrollment has been difficult to maintain due to the pandemic.

Dr. Brown shared a few strategies he has developed to increase enrollment. He has been sharing program offerings in addition to course offerings with all professional learning coordinators throughout Maryland. Dr. Brown also plans to reach out to community colleges in Maryland, as the interdisciplinary program with courses in higher education seems to be appealing to students. There are also plans to reach out to new teachers who may be interested in earning their master's degrees. Dr. Rotruck asked for feedback from attendees on how to grow the M. Ed. programs and enrollment.

Dr. Doris Santamaria-Makang shared brief updates. She mentioned that Dr. Jenna Epstein, liaison for the School Counseling concentration, has been working to develop the PPW certificate, and it should be ready next year. She also shared that Dr. Brown was able to accelerate the process of approval for online options for each of the M. Ed. concentrations. There have been revisions to the Educational Leadership concentration and its new post-master's certification option. Lastly, Dr. Santamaria-Makang mentioned that the future of the Special Education concentration is being considered.

## **Review of Program-Wide Assessments Data:**

Mrs. Jennifer Delaney presented the updates on assessment data. She discussed how assessment data is used to create action plans, later determine whether actions were addressed, and create new action plans. She reviewed the most recent action items, such as developing addendums for

capstone research and collecting professional dispositions across all programs. Mrs. Delaney mentioned the importance of quality in courses and collecting benchmarks as candidates move through the M. Ed. See attached document for further details.

### **M. Ed. Program Updates:**

*Online Option.* Dr. Brown shared that the online option has been approved by MHEC, and a new online system is being utilized. Dr. Brown emphasized that the “online option” does not suggest that students have a choice of taking an online or in-person course; it is meant to provide another route for instruction if this is what students are demanding. In other words, courses will be offered either online or in-person.

*Educational Leadership.* Dr. Curtis Baker, liaison for the Educational Leadership concentration, shared that recently, there has been a four-pronged approach within the concentration. First, there is an aim to restructure the concentration and curriculum, and this is in the approval process. Second, there is an aim to grow the concentration to ensure that it is current and competitive. There is a partnership with six counties in West Virginia for the blended post-master’s certificate program. Third looks at the NELP accreditation process. The concentration has made great efforts to meet NELP standards. Materials for accreditation will be submitted on March 15 for review. The fourth focuses on growing the faculty.

*School Counseling.* Dr. Epstein shared updates on the School Counseling concentration. The concentration is in the approval process for offering a post-master’s certificate for the pupil personnel worker (PPW). She and Dr. Brown are considering how the courses associated with this certificate will be scheduled. The hope is that this will be piloted in the fall.

### **Adjournment of the Full-Group Session:**

Dr. Brown ended the full-group session for today’s meeting. He thanked stakeholders for their time and attendance and emphasized that their feedback for improving the M. Ed. program is always valued. Attendees moved to breakout sessions for discussion of concentration-specific matters with the liaisons.

### **Discussion of Concentration-Specific Matters (Special Education):**

Dr. Tobery-Nystrom led this breakout session. She introduced each of the stakeholders present in the session.

*Fall 2021 Data Review.* Dr. Tobery-Nystrom began with an overview of the Fall 2021 data. All courses taught met enrollment requirements. 13 students were enrolled in SPED 562 Introduction to Special Education. Carol Ann Cox, instructor of the course, spoke on the key assessment for this course. The focus of the course is “people first, disability second.” For the key assessment, students analyze a film that has a character with a disability and demonstrate whether the valued and devalued roles fit the character. Cox also mentioned that teaching this course is worthwhile and important because students across different concentrations take it.

These students are made aware that, regardless of whether they will be working directly in special education, they will work with students with disabilities during their careers.

Details on SPED 601 Assessment Evaluation were reviewed. Dr. Brown instructs the course. Students were given a case study on a student with a disability and had to interpret and analyze the information from the study. They used the information to create an IEP for the student. Most students did well with this assessment, but there were issues with making connections between academic achievement and functional performance and the IEP. Dr. Brown is trying to emphasize this piece in the course this semester.

Cox shared details on the key assessment for SPED 602. Students must create a lesson plan that includes transition planning. There is a focus on using assistive technology, and English language learners are discussed. High and low technology must be included in students' lesson plans.

Going forward, SPED 604 will be taught one semester each year. Dr. Tobery-Nystrom mentioned that it would be most appropriate to set up a separate meeting to discuss SPED 696 but briefly mentioned that many of those enrolled are working general education teachers, and there is a need to ensure that those students are getting experience in a special education environment. Dr. Brown discussed that in SPED 700, students must identify problem statements and develop an action research question and carry out action research in their classrooms. Students recognize the importance of the fidelity protocol in administering evidence-based practices.

*CAEP M. Ed. Sessions.* Carol Cox volunteered to participate in the M. Ed. sessions during the CAEP site visit on April 3. Dr. Tobery-Nystrom noted that she will send out an all-call email in search of another stakeholder to volunteer.

*State of the Special Education Program.* Dr. Tobery-Nystrom discussed that she was notified at a meeting in December that the Special Education program was going to be suspended. At this meeting, discussion about an undergraduate dual certification program began. Faculty has started to re-envision what the Special Education concentration could be. Dr. Tobery-Nystrom discussed that she and Dr. Brown are interested in pursuing advanced standards and the ability to support school systems in building case managers. Focus would shift from initial skills to more advanced skills that special educators need to have.

However, there is still a strong possibility that the program will announce its suspension in Fall 2022. Dr. Tobery-Nystrom is hoping that this announcement can be delayed a year, as the dual certification program may not yet be ready until Fall 2023. Even if the announcement were to be made this fall, the program would continue to operate for a minimum of three more years so that students currently enrolled are able to finish the program.

Mary Pegg raised the question of what the dual certification program would look like in terms of courses. Dr. Tobery-Nystrom discussed that, while not all the details are yet known, there is a foundation for the program. A plan was made in 2019 but was rejected by MHEC due to having too many credit hours. That plan may be revised, and the next step will be looking at syllabi. Dr. Rotruck clarified that no courses will be eliminated; courses will be moved into the interdisciplinary program.



Meg Lee raised concerns about the interdisciplinary track being a pathway, as interdisciplinary tracks at institutions seem to be a “dying breed.” Dr. Rotruck agreed and mentioned that it may be important to change the name to something that is more in line with the blueprint (e.g., professional learning, teacher leadership). Dr. Rotruck also discussed that the decision to possibly terminate the Special Education concentration did not happen because the program is unsuccessful. Rather, it needs redesigned, as it has been difficult to train classroom teachers in special education settings. Teachers who are enrolled in the program cannot get adequate field experience in special education settings when they already have classrooms of their own.

Michele Wadel from WCPS discussed her observations of newly graduated teachers. She stated that these teachers are unaware of how to deal with the behaviors of students with special needs and how to structure their curriculum and classrooms to meet the needs of those students. She suggested having concentrations at the master’s level for individual disabilities (e.g., autism, intellectual disability, behavioral/emotional disabilities) to better prepare special educators. Cox agreed that there might be a need to look at the course sequence and modify it to address specific needs and disabilities.

Cindy Myers, principal at Laurel Hall School, discussed the importance of special education teachers being equipped with the advanced skills that the Special Education concentration courses allow them to develop. She spoke highly of the preparation that the courses within the concentration gives to prospective special educators.

Dr. Tobery-Nystrom thanked attendees for their time and participation and ended the session.