AAQEP Annual Report for 2024

Provider/Program Name:	UMGC / Master of Education in Instructional Technology
End Date of Current AAQEP Accreditation Term	June 30, 2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

University and School Missions

University of Maryland Global Campus was founded 75 years ago specifically to serve the higher education needs of working

Foster curiosity: We help learners become curious and passionate scholars.

Description of the Program

Grounded in the International Society for Technology in Education (ISTE) Standards for Educators and Coaches, candidates in the MEd program become empowered educators with advanced skills in curriculum and instruction, technology integration, and leadership in PK-12 school systems. Candidates develop expertise in current and emerging instructional technologies, gain a deep understanding of the role of technology in teaching and learning, and learn strategies for leading change at the classroom, school, and district levels.
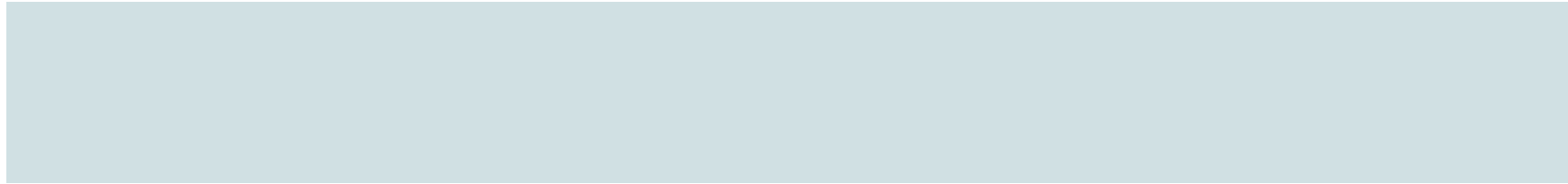
The Instructional Technology program curriculum combines three areas of study related to maximizing PK-12 student learning. The first is PK-12 curriculum and instruction. The focus in this area is to assist candidates in designing active learning environments, both in traditional face-to-face classrooms and online, centering on integrating technology effectively into PK-12 curriculum, instruction, and assessment to meet diverse student needs.

The second area of study is instructional technology. This area of the program works to assist candidates in developing a technical

Unduplicated total of all program candidates and completers	89	29

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
ISTE Standards for Educators Portfolio This assessment, which is completed after the fourth class, measures candidates ability to demonstrate applied mastery of the ISTE standards for Educators.	As a key assessment for the program, it is expected that candidates will demonstrate 80% proficiency as demonstrated by scoring	In spring of 2024, nearly all candidates, 88% (n=8) scored Exemplary or Accomplished

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
End-of-Program Survey	Completers were asked to review program competencies/outcomes and rate themselves on how well they could demonstrate the competency/outcome in a professional setting. The expectation is that students will rate each H L W K H U ³ ([: W O H	Fall 2024 End-of-Program survey results (n=5) indicate that for every program outcome between 80-100% of candidates report that they can demonstrate the competency either exception was Create multimedia and web- S U R G X F W V W K D W V X S S R U
UMGC Academic Program Review	Every six years, the University System of Maryland requires programs to conduct an academic program review consisting of a self-study and external review.	A summary of the strengths offered by the External Review Team includes: The MEd program curriculum is comprehensive. The alignment to the ISTE Standards is evident. The reviewers of concepts throughout the program. It was a smart design choice to sequence the first four courses to align with the Educator Standards and the following courses to align with the Coaching Standards. The program meets a growing need at the state, national and international level. The personnel involved in the program are highly motivated experts in the field.
INST 650 & INST 670 Capstone Project In the final course of the program, candidates complete an extensive capstone project that		

5. Notes on Progress, Accomplishment, and Innovation