



University of Maryland University College

**Master of Education in Instructional Technology (MED)
Teacher Education Department**

**PROGRAM ASSESSMENT PLAN
Program Outcomes and Learning Assessment Criteria**

Summer 2007

Master of Education in Instructional Technology Program

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PROGRAM OVERVIEW

The Master of Education in Instructional Technology is an advanced degree program that focuses on integrating technology in the preK-12 schools to strengthen teaching and learning. The program provides the knowledge and skills needed to incorporate technology effectively into preK-12 curricula, instruction, and assessment; to develop expertise in current and emerging instructional technologies; to gain a broad understanding of the role of technology in the contemporary school; and to lead change efforts at the classroom, school, and district levels. The program combines three areas of study related to the preK-12 schools: 1) Instruction, 2) Technology, and 3) Leadership and Management.

Graduates of the program will be able to:

- Integrate technology in the schools to strengthen and transform teaching and student learning
- Use a range of technologies to communicate and collaborate with students, colleagues, parents, and other audiences
- Create multimedia and Web-based products that advance student learning
- Apply technology to meet the needs of a diverse school population
- Implement professional development for teachers and administrators related to technology integration
- Apply leadership skills to establish a vision for technology integration, ensure access, design technology plans and budgets, and acquire resources
- Use reflection, critical thinking, and research to make sound decisions regarding technology and student learning, advocate for change, and build program support

The Master of Education Degree Program requires 33 credits of coursework (11 courses). This coursework includes 30 credits (ten courses) of required core courses and a 3-credit integrative capstone project. The program is offered entirely online.

The Master of Education Degree Program is designed for two broad groups of students: (1) preK-12 teachers, administrators, technology integration specialists and staff developers seeking to develop expertise in instructional technology for teaching and learning; and (2) other educators and potential career changers interested in technology integration in preK-12 schools. Applicants do not need to possess a state teaching license to enter the Master of Education Degree Program in order to benefit from the program. However, the Master of Education Degree Program is not an initial teacher certification or licensure program. Graduates who wish to become K-12 teachers in the public schools and who do not yet have state licensure to teach may need to pursue an initial teacher certification program, based on state or national requirements.

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PROGRAM OF STUDY

CORE COURSES

UCSP 611	Introduction to Graduate Library Research Skills	0 credit hours
EDTC 600	Foundations of Technology in Teaching and Learning	3 credit hours
EDTC 605	Digital Information Literacy for K–12 Educators	3 credit hours
EDTC 610	Web-Based Learning and Teaching: Design and Pedagogy	3 credit hours
EDTC 615	Using Technology for Instructional Improvement	3 credit hours
EDTC 620	Technology in K–12 Education: Synchronous, Asynchronous, and Multimedia Technologies	3 credit hours
EDTC 625	Hardware and Software in Instructional Development	3 credit hours
EDTC 630	Administration of Technology Initiatives: Planning, Budgeting, and Evaluation	3 credit hours
EDTC 640	Technology Change Management in Schools	3 credit hours
EDTC 645	Integration of Technology: Global Perspectives	3 credit hours
EDTC 650	Special Topics in Instructional Technology	3 credit hours
EDTC 670	End-of-Program Capstone Course	3 credit hours

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DEVELOPMENT OF PROGRAM OUTCOMES

The table below identifies the curricular influences that support the program outcomes specific to the Master of Education in Instructional Technology Program.

SOURCES/RESOURCES PROVIDING CURRICULAR FOUNDATION FOR PROGRAM OUTCOMES Master of Education in Instructional Technology Program		
SOURCE	DESCRIPTION	WEB ADDRESS OR DOCUMENT NAME (if applicable)
Core Learning Areas of the UMUC Graduate School of Management and Technology	<p>UMUC degree programs are required to imbed identified institutional CLAs into each degree program. The CLAs for the Graduate School of Management and Technology are:</p> <ul style="list-style-type: none"> • Written Communication (COMM) • Technology Fluency (TECH) • Information Literacy (INFO) • Quantitative Literacy (QUAN) • Critical Thinking (THIN) <p>The expanded definition for each Core Learning Area was considered in creating the respective program outcome.</p>	UMUC Institutional Plan for the Assessment of Student Learning
International Society of Technology in Education Standards (ISTE)	<p>ISTE has developed four technology standards documents. Standards for preservice and first-year teachers detail what teachers should know and be able to do to integrate technology into their classroom. Standards for students specify what K-12 students should know and be able to do with technology. Standards for administrators specify what leaders need to know and be able to do with technology. Standards for NCATE program accreditation specify guidelines that programs for technology facilitators and technology leaders must meet.</p>	<p>ISTE. (2000). National educational technology standards (NETS) for Teachers. Eugene, OR: Author.</p> <p>ISTE. (2001). ISTE educational computing and technology standards for technology facilitation initial endorsement and technology leadership advanced program. Eugene, OR: Author.</p> <p>ISTE. (2004). National educational technology standards for administrators. Eugene, OR: Author.</p> <p>ISTE. (1998; revised 2007). National educational technology standards for students: Eugene, OR: Author.</p>

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SOURCES/RESOURCES PROVIDING CURRICULAR FOUNDATION FOR PROGRAM OUTCOMES Master of Education in Instructional Technology Program		
SOURCE	DESCRIPTION	WEB ADDRESS OR DOCUMENT NAME (if applicable)
Maryland State Department of Education (MSDE)	MSDE specifies technology standards that must be met by graduates of all state-approved teacher education programs and student technology literacy standards that K-8 students must meet. In addition, MSDE has provided professional development standards for providers of teacher professional development.	MSDE. (2002). Maryland teacher technology standards. Baltimore: Author. MSDE. (n.d.). Maryland teacher professional development standards. Baltimore: Author. MSDE. (2007). Maryland technology literacy standards for students (PreK-8). Baltimore: Author.
National Board for Professional Teaching Standards (NBPTS)	In the Five Core Propositions, NBPTS identifies what accomplished teachers should know and be able to do. NBPTS also publishes teacher standards specific to subject and developmental level, and it certifies accomplished teaching through a combined portfolio assessment and essay-test assessment.	NBPTS. (1989; rpt: 2002). Five core propositions. Arlington, VA: Author.
National Council on Accreditation of Teacher Education (NCATE) Standard	NCATE specifies standards that teacher education programs must meet to receive NCATE accreditation.	NCATE. (2002). Professional standards for the accreditation of schools. Washington, DC: Author.
Partnership for 21st Century Skills Report	This document specifies key elements of 21st century learning for K-12 students in the context of technology tools.	Partnership for 21st Century Skills. (2002). Learning for the 21st century. Washington, DC: Author.

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PROGRAM OUTCOMES

The program outcomes for the Master of Education in Instructional Technology Program are delineated below. The program outcomes describe the expectations for all graduates of the Master of Education in Instructional Technology Program.

PROGRAM OUTCOMES Master of Education in Instructional Technology Program	
CORE LEARNING AREA	PROGRAM OUTCOME
COMM	Use various media to communicate and collaborate effectively with students, parents, colleagues, and other audiences.
TECH	Apply knowledge of the function and operations of various instructional technologies to teaching, learning, and leadership.
INFO	Use information-literacy skills to access, analyze, synthesize, evaluate, and apply education research.
QUAN	Interpret data to guide instructional decisions.
THIN	Use skills of reflective practice systematically to examine and improve performance, make sound instructional decisions, and articulate the rationale for using various technologies to advance student learning.

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ALIGNMENT OF PROGRAM OUTCOMES WITH LEARNING OBJECTIVES AND ASSESSMENT METHODS

The following grid aligns the program outcomes of the Master of Education in Instructional Technology Program with: 1) learning objectives from the designated program coursework and 2) specific methods used to assess student learning within the degree program.

CURRICULAR ALIGNMENT Master of Education in Instructional Technology Program			
CORE LEARNING AREA	PROGRAM OUTCOME	LEARNING OBJECTIVE(S) AND CORRELATING COURSEWORK	METHOD(S) OF ASSESSMENT
COMM	Use various media to communicate and collaborate effectively with students, parents, colleagues, and other audiences.	Write a report evaluating the effectiveness of hardware or software in improving student learning, based on evidence drawn from scholarly research. (EDTC 625)	Project (Course/ Chapter)
TECH	Apply knowledge of the function and operations of various instructional technologies to teaching, learning, and leadership.	Create a report that (a) evaluates how well a technology based solution has solved an instructional problem and (b) recommends changes in future implementations of the technology to improve results. (EDTC 670)	Project (Capstone /Program)
INFO	Use information-literacy skills to access, analyze, synthesize, evaluate, and apply education research.	Write a report evaluating the effectiveness of hardware and software in improving student learning, based on evidence drawn from scholarly research. (EDTC 625)	Research Paper
QUAN	Interpret data to guide instructional decisions.	Create a report that (a) evaluates how well a technology based solution has solved an instructional problem and (b) recommends changes in future implementations of the technology to improve results. (EDTC 670)	Project (Capstone/ Program)
THIN	Use skills of reflective practice systematically to examine and improve performance, make sound instructional decisions, and articulate the rationale for using various technologies to advance student learning.	Develop cost-benefit analyses to identify the "best-fit" of appropriate hardware and software for student learning. (EDTC 630)	Project (Course/ Chapter)
		Design a complete technology implementation plan utilizing grade-appropriate technology. (EDTC 630)	Project (Course/ Chapter)