AAQEP Annual Report for 2025

Provider/Program Name:	University of Maryland Global Campus (UMGC) / Master of Arts in Teaching
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	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.

In alignment with the University's mission to "inspire hope, empower dreams, and transform lives… one student at a time," the University of Maryland Global Campus (UMGC) Master of Arts in Teaching (MAT) program is committed to providing a learner-centered post-secondary experience for our diverse population of teacher candidates. As per Maryland statute, UMGC is obligated to "improve the lives of adult learners by operating as Maryland's open university, serving working adults, military servicemembers, their families, and veterans across the United States and around the world." Thus, UMGC's MAT program is uniquely situated to recruit and support career changers to the field of education and serve as the provider of choice for districts looking to 'grow their own' staff.

UMGC's fully online, asynchronous coursework is paired with in-person field experiences conducted in the students' communities. The MAT is designed to prepare candidates to leverage innovative educational technology and effectively address the diverse needs of youth across various secondary school settings. This program is designed for individuals holding a bachelor's degree or with 30 credits of specific coursework in their desired teaching subject and seeking initial teaching licensure in secondary education. The content areas offered as a part of the MAT program include English, history, social studies, biology, chemistry, earth/space science, physics, mathematics, computer science, Spanish (PK-12), French (PK-12), German (PK-12), and Mandarin Chinese (PK-12). [While the MAT focuses on secondary education, Maryland World Language certification is issued at the PK-12 level so the MAT's World Language areas also lead to PK-12 licensure eligibility.] The MAT program consists of five 6-credit classes with embedded field experience requirements for each course. The 30-credit program requires the following courses:

      EDTP 600 - Foundations of Teaching for Learning (6 credits; 12 weeks)
      EDTP 635 - Adolescent Development and Learning Needs (6 credits; 12 weeks)
      EDTP 639 - Reading and Multiple Literacies (6 credits; 12 weeks)
      EDTP 645 - Subject Methods and Assessment (6 credits; 12 weeks)
      EDTP 650 - Professional Internship and Seminar (6 credits; 17 weeks [seminar], 19 weeks [internship])

In each course, MAT candidates complete community- and school-based field experiences (e.g. teacher interviews, classroom observations, small group instruction). The full-time, semester-long student teaching internship is completed in a middle or high school in students' communities. MAT staff work closely with districts personnel and school administrators to establish memoranda of understanding (MOUs) and identify appropriate school sites and mentor teachers to host teacher candidates. For candidates who are already working as full-time classroom teachers, the MAT program determines if they can successfully fulfill their internship in their current setting. There are strict parameters regarding the content taught for teacher of record interns [minimum of 60% of the courseload must be taught in their specific content area, all classes must be with 7th- 12th graders, and they must serve as the lead instructor (rather than a support staff/paraprofessional)]. For these teachers of record, typically hired on conditional certificates by the school district, the University works closely with the school-based mentor to provide ongoing coaching and feedback to the candidate. Teacher of record interns are also supported by a university-assigned field supervisor, as are traditional student teachers.

UMGC's MAT program is led by an Acting Program Director and supported by one full-time MAT Director of Student Support, 7 adjunct faculty, and 8 clinical faculty. Adjunct faculty have terminal degrees and teaching/administrative experience. Clinical faculty serve as internship supervisors and are current or recently retired teachers/administrators who are also trained instructional coaches. The MAT program is housed in the Department of Education and Professional Studies, within the School of

Integrative and Professional Studies. The multi-disciplinary composition of the unit/department affords multiple opportunities for collaboration and interdisciplinary programming. MAT staff collaborate closely with faculty and staff from UMGC's undergraduate programs aligned with MAT content areas, such as English, History, and Computer Science. A notable illustration of these interdisciplinary efforts is the Teacher Pathway Workgroup, which aims to cultivate career awareness and facilitate the transition from undergraduate degrees to the graduate teacher licensure program. The MAT Vertical Pathway option allows eligible undergraduate students in their senior year who have met the graduate MAT program entry requirements to take the first two MAT courses while still undergraduates, at the undergraduate tuition rate, and have the credit applied towards both their bachelor's (as upper-level electives) and master's degrees. This allows these students to accelerate the completion of their MAT to only three semesters (rather than five) and reduce costs by paying the undergraduate tuition rate for the classes.

UMGC partners with three Maryland public school districts on "Grow Your Own" initiatives to amplify the role of current LEA staff members. These three districts are Montgomery County Public Schools (MCPS), Frederick County Public Schools (FCPS), and St. Mary's County Public Schools (SMCPS). Through these partnership programs, conditionally certified teachers, support staff, paraprofessionals, and other district staff are supported in earning their teaching certificate. (Note that the MCPS partnership is only for paraprofessionals and support professionals seeking licensure in the STEM and World Language areas.) In addition, the University has established MOUs with Anne Arundel County Public Schools (AACPS), Dorchester County Public Schools (DCPS), and Harford County Public Schools (HCPS) providing both discounted tuition rates and direct billing for these districts' employees. This increases both the number of LEAs where candidate employees may enroll in coursework without having to pay up-front tuition and the number of credits able to be covered in annual tuition remission, reducing both financial barriers and the time taken for program completion.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

https://www.umgc.edu/mat and https://www.umgc.edu/accreditation

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Candidates Enrolled** in most recently completed academic year (12 months ending 06/25)	**Number of Completers** in most recently completed academic year (12 months ending 06/25)
Programs that lead to initial teaching credentials			
Master of Arts in Teaching	Initial Certification: Biology (Grades 7-12)	15	4
Master of Arts in Teaching	Initial Certification: Chemistry (Grades 7-12)	2	0
Master of Arts in Teaching	Initial Certification: Computer Science (Grades 7-12)	4	1
Master of Arts in Teaching	Initial Certification: Earth Space Science	2	1
Master of Arts in Teaching	Initial Certification: English (Grades 7-12)	26	4
Master of Arts in Teaching	Initial Certification: French (PK- 12)	1	0
Master of Arts in Teaching	Initial Certification: German (PK- 12)	1	0
Master of Arts in Teaching	Initial Certification: History (Grades 7-12)	24	9
Master of Arts in Teaching	Initial Certification: Mandarin Chinese (PK- 12)	0	0
Master of Arts in Teaching	Initial Certification: Mathematics (Grades 7- 12)	20	7

Master of Arts in Teaching	Initial Certification: Physics (Grades 7-12)	1	1
Master of Arts in Teaching	Initial Certification: Social Studies (Grades 7-12)	20	4
Master of Arts in Teaching	Initial Certification: Spanish (Grades PK-12)	9	1
	Total for programs that lead to initial credentials	125	32
Programs that lead to additional or advanced credentials for already-licensed educators			
	Total for programs that lead to additional/advanced credentials	0	0
Programs that lead to P-12 leader credentials			
	Total for programs that lead to P-12 leader credentials	0	0
Programs that lead to credentials for specialized professionals or to no specific credential			
	Total for programs that lead to specialized professional or no specific credentials	0	0
	TOTAL enrollment and productivity for all programs	125	32
	Unduplicated total of all program candidates and completers	125	32

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

N/A

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
125
B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
32
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
32
D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

The anticipated completion timeframe for candidates who maintain continuous enrollment is 2 years, and 1.5 times that is 3 years. Please note, the data below includes pandemic-related school closures, which were widespread in Maryland, preventing many of our candidates from completing their full-time internships within the expected timeframe.

Retention and Graduation Data

	2 years	3 years
2018-19	11%	28%
2019-20	9%	44%
2020-21	14%	67%
2021-22	16%	39%
2022-23	30%	60%
2023-24	15%	

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

UMGC MAT teacher candidates are required to pass their respective discipline-specific Praxis II content exams before progressing to the internship, so the pass rate for each state licensure content exam for all 2024- 2025 completers is 100%. The table below lists the pass rates for the content-specific Praxis assessments that are required for Maryland licensure for the AY 2024- 2025. [Please note this data set only includes the content exams taken by 2024-2025 completers.]

Content-Specific Praxis Exam Pass Rates for 2024- 2025 Completers

	Number Taken	Number Passed	Percentage Passed
Biology (5236)	4	4	100%
Computer Science (5652)	1	1	100%
Earth and Space Sciences (5572)	1	1	100%
English (5039)	4	4	100%
History (5941)	9	9	100%
Mathematics (5165)	7	7	100%
Physics (5366)	1	1	100%
Social Studies (5086)	4	4	100%
Spanish (5195)	1	1	100%

UMGC MAT candidates must have earned at least 30 credits of specific content-related coursework to be eligible for admission. However, given the potential length of time between undergraduate coursework completion and program admission, the program has identified a need for new candidates to 'refresh' their content knowledge to increase the likelihood of passing their content assessments on the first attempt. One specific strategy employed during AY 24-25 was to include a content self-assessment and planning assignment into the first MAT course, designed to help students identify content knowledge gaps and set goals to study and prepare for the Praxis II content assessment.

MAT candidates are required to register for the 'Principles of Learning and Teaching: Grades 7-12' (5624) Praxis II pedagogy exam prior to being cleared for graduation. Successfully passing the PLT: 7-12 pedagogy exam is not a condition of graduation, as not all states require the PLT: 7-12 for initial teacher licensure. For MAT graduation clearance, candidates must provide proof of registration for the PLT: 7-12. The table below lists the pass rates for exam 5624 for all program completers in AY 2024-2025.

Pedagogy Assessment Pass Rates (2024- 2025)

	Number Taken	Number Passed	Percentage Passed

Principles of Learning and Teaching: Grades 7-12 (5624)	32	31	97%

F. Explanation of evidence available from program completers, with a characterization of findings.

MAT program completers provide program feedback through multiple means. The following is a summary of the end-of-program evaluation survey embedded into the internship seminar (EDTP 650) course evaluation. Completers were asked to rate themselves on their ability to demonstrate the following competencies. For each item, the top line represents results from Fall 2024, and the bottom line represents results from Spring 2025.

Program Survey of Completers (Fall 2024, top line; Spring 2025 bottom line)
Scale: (1 = Extremely Well, 2 = Very Well, 3 = Moderately Well, 4 = Slightly Well, 5 = Not Well at All)

	N	Mean	SD
Acts upon academic content, professional and pedagogical knowledge, and understanding of students to maximize student achievement.	7	1.57	0.53
	9	1.67	0.71
Engages in an ongoing process of reflection, re-planning, testing, and refining for continuous improvement.	7	1.57	0.53
	9	1.67	0.87
Demonstrates selection and integration of technology to deepen and personalize student learning and to prepare students to participate actively and ethically in a digitally connected world.	7	1.86	0.90
	9	1.78	0.83
Integrates creativity, innovativeness, and adaptability into curriculum, promoting opportunities for discovery, deep learning, and originality.	7	1.57	0.53
	9	1.67	0.71
Integrates into instruction the political, economic, cultural, and ecological concepts of global citizenship.	7	1.86	0.90
	9	1.89	0.78
Initiates change and mobilizes the learning community toward the goal of curriculum and organizational improvement, influencing the practice, character, and culture for learning.	7	1.57	0.53
	9	2.00	0.87

In addition, program completers are asked to complete an alumni survey. Fourteen graduates responded to the online survey distributed to MAT program completers from Fall 2024 and Spring 2025. Please note that the Likert scale is different than the previous table. For this survey, MAT completers were asked to indicate their agreement with the following statements (Strongly Agree "1," Agree "2", Neutral "3," Disagree "4," or Strongly Disagree "5").

2025 Alumni Survey Results (2024-2025 Graduates)

Survey Question	N	Mean	SD
My MAT program helped me develop in the following areas: (1 = Strongly Agree; 2 = Agree; 3 = Neutral; 4 = Disagree; 5 = Strongly Disagree)			
Planning for and meeting the diverse needs of students	14	1.43	0.49
Creating a respectful environment that supports learning for all students	14	1.50	0.82
Implementing effective instruction that engages students in learning	14	1.43	0.62
Effectively managing a classroom	14	1.79	0.86
Working with families	14	1.93	0.88
Creating well-designed lessons	14	1.43	0.73
Knowing and effectively teaching required content	14	1.50	0.50
Using technology to improve student learning	14	1.53	0.62
Implementing a range of assessments to measure progress of learners	14	1.33	0.47
Collecting and analyzing student data for instructional decision-making	14	1.79	0.86

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.

While the University does not require candidates to disclose employment information, program completers are asked to share employer contact information in their alumni survey. When a completer gives permission for the MAT program to contact their employer, a survey is sent to that employer. The survey questions for employers are similar to the questions asked of alumni. 2024-2025 employer survey results were similar to those of program completers. Employers rated completers' teaching ability and competencies highly.

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The MAT program uses two main strategies to track employment rates for graduates:

- Program completer and capstone surveys that solicit personal contact information from graduates and soon-to-be graduates
- Alumni follow-up surveys and individual emails

Of the 32 graduates from AY 24-25, the program collected data on post-program employment for 72% (n=23).
- 19 are working for a Maryland Public School System.
- 2 are working for Out of State Public School Systems.
- 1 is working for a Private School System.
- 1 is still looking for employment.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

During AY 24-25, the MAT program was staffed by an Acting Program Director and a Director of Student Support. Both the Program Director and collegiate faculty member left the University, and program staff decreased from 3 FTEs to 1.5 FTEs. This presented a challenging situation, as the University was in the middle of an Academic Affairs restructuring initiative. Because both Academic Affairs and the academic schools were being restructured into the new Global Academic and Learning Enterprise (GALE), there was a hiring freeze during the 24-25 AY. As a result, staffing capacity did not match the current size of the program.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
CPAST Pedagogy Scores This assessment, which is completed by the university field during the student teaching internship, demonstrates applied mastery of principles of pedagogy.	As a key assessment, interns are expected to demonstrate proficiency on the final Candidate Preservice Assessment of Student Teaching (CPAST) pedagogy assessment, with rubric ratings of "Meets Expectations" or	In Fall 2024 and Spring 2025, nearly all candidates, 94% (n=30), scored "Meets Expectations" or "Exceeds Expectations" on all rubric criteria.

	"Exceeds Expectations" across all rubric criteria.	
EDTP 639 Literacy Strategies Lesson Plan This assessment, which candidates complete mid-way through the program, requires development of a lesson plan that shows their ability to incorporate literacy strategies, including digital literacy and questioning strategies.	As a key assessment, candidates are expected to demonstrate 80% proficiency by scoring "Proficient" or better on the assigned rubric.	In Fall 2024 and Spring 2025, nearly all candidates, 95% (n=21 out of 22), scored "Proficient" or better on all rubric criteria.
EDTP 645 Unit Plan This assessment, completed the semester before the full-time internship, requires development of at least four lesson plans for a classroom of students the candidate has observed during their micro-residency. Each lesson must include one technology tool, as well as formative and summative assessment. Candidates are also required to submit a 10-15 minute video of each lesson with reflective analysis.	This assignment became a key assessment in AY 25-26. During the AY 24-25 reporting year, candidates were expected to demonstrate proficiency by scoring 80% or above on the assigned rubric.	In Fall 2024 and Spring 2025, nearly all candidates, 97% (n=29 out of 30), scored 80% or above on this assessment.

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
CPAST Professional Dispositions Scores	As a key assessment, interns are expected to demonstrate proficiency on	In Fall 2024 and Spring 2025, nearly all candidates, 91% (n=29), scored "Meets

This assessment, which is completed by the university supervisor during student teaching internship, demonstrates applications of professional dispositions.	the final Candidate Preservice Assessment of Student Teaching (CPAST) professional dispositions rubric, with ratings of "Meets Expectations" or "Exceeds Expectations" across all rubric criteria.	Expectations" or "Exceeds Expectations" on all rubric criteria.
Student Teaching Final Grade This assessment, which is made by the university supervisor and mentor teacher during the final semester of the program, demonstrates applications of all program elements. The grades incorporate the input of the mentor teacher, teacher candidate, and supervisor, and information from all observations.	Interns are expected to receive a grade of 80% or better on the student teaching final grades assigned by mentor teacher and university supervisor.	In Fall 2024 and Spring 2025, 100% of candidates (n=32) scored above 80% on the student teaching final grade.
End of Program Survey This assessment is given at the end of the program. Completers are asked to review program competencies/outcomes and rate themselves on how well they can demonstrate each program competency/outcome in a professional setting.	The expectation is that students will rate each competency/outcome favorably, as "Extremely Well," "Very Well," or "Moderately Well."	Fall 2024 and Spring 2025 End of Program survey results (n=16) indicate that for every program outcome, 100% of candidates report that they can demonstrate the competency either "Extremely Well," "Very Well," or "Moderately Well."

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

In August of 2022, as part of the AAQEP self-study process, UMGC's MAT program identified the following long-term goals:

- Goal #1- Enhance the use of student data to guide the continuous improvement process.
- Goal #2- Enhance the use of stakeholder data to guide the continuous improvement process.
- Goal #3- Ensure that students have multiple opportunities to develop and demonstrate the professional dispositions and pedagogy skills necessary for the successful completion of the internship.

The accreditation review visit yielded an additional strategic priority – to differentiate the program to meet the needs of our increasing population of conditionally certified in-service teachers.

Goal 1:
Within the School of Integrative and Professional Studies, all programs, including the MAT, have set Key Performance Indicators (KPIs), and a dashboard has been established to make data for these KPIs immediately available for program decision-making and continuous improvement. Student data being tracked includes Course Success Metrics, Net Promoter Score, Rate of Assignment Submissions, and Grades Earned.

Goal 2:
We had originally planned to resurrect our MAT Advisory Board during AY 2024-2025, but we were unable to do so as a result of the departure of the Program Director and the hiring freeze preventing filling of the vacant position.

Goal 3:
For Goal 3, we are working to create assignments and opportunities for students to develop and demonstrate the skills and dispositions needed to succeed in the internship. In EDTP 645, Subject Methods and Assessment, we previously assessed the planning and instructional components of the unit plan assignment utilizing one shared rubric. Through data analysis, we identified this as an issue, as the total score for the assessment often masked if there were deficiencies in either planning or instructional practice. As a result, we split the unit plan into two separate assignments, one focused on the unit plan and one for the videos of instruction. Specific rubrics were developed for each assignment. Now instructors and program leaders can more easily assess student strengths and weaknesses in instructional planning and instructional delivery ahead of the full-time internship.

We continue to implement differentiated assignment options for teacher candidates employed as conditionally certified in-service teachers.