MASTER OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY Student Handbook

Overview

The Graduate School Department of Education Online Student Handbook is intended to serve as a general guide for current and prospective University of Maryland Global Campus (UMGC) Education students. This handbook includes information about UMGC and provides links to policies that students may need to access throughout their association with UMGC. In addition, this handbook contains links to information that is specific to programs in the Department of Education. Please note that UMGC only offers Education programs at the graduate level.

Use this handbook in conjunction with The UMGC Graduate School Catalog and the Graduate Schedule of Classes. Additional information may also be available in the UMGC Online Student Handbook.

Neither the Department of Education Online Handbook and its provisions, nor the UMGC Online Student Handbook, constitute a contract between UMGC and any party or parties. Reasonable effort is used to ensure the factual accuracy of the information; however, this handbook is not a complete statement of all policies, procedures, rules, regulations, and academic requirements. UMGC reserves the right to make changes and additions to the information in this handbook without prior notice. When a curriculum or graduation requirement is changed, it is not made retroactive unless the change is to the students' advantage and can be accommodated within the span of years normally required for graduation.

The current Department of Education Online Student Handbook contains dynamic content that is updated regularly. Please check back frequently for changes and updates.

General Academic Links

Below, please find links to general academic information such as advising, tutoring, and financial aid.

- Advising for Graduate Students
- Orientation to Graduate School
- Tutoring and Writing Resources
- Office of Enrollment Management
- Graduate School Schedule of Classes
- Course Catalog
- Financial Aid
- Accessibility Services
- Non-Discrimination Statement

University Policies and Additional Information about UMGC

For university policies and additional information about UMGC, please see the links below.

- UMGC Policies
- Code of Civility
- Career Services Center
- Alumni Relations
- UMGC Annual Safety and Security Reports

Department of Education

The Professional Education Unit of the UMGC Department of Education offers two degree programs focused on Teacher Education, the Master of Arts in Teaching (MAT) program and the Master of Education (MEd) in Instructional Technology program. Additionally, there are several courses on Reading in primary and secondary education.

Master of Education in Instructional Technology Degree

The MEd in Instructional Technology program at UMGC is designed for PK-12 teachers, technology integration specialists, staff developers, and administrators seeking to develop expertise in instructional technology for teaching and learning. Emphasis is placed on producing graduates who have the knowledge and skills to incorporate technology effectively into PK-12 curricula, instruction, and assessment; demonstrate expertise in current and emerging technologies; and lead change efforts at the classroom, school, and district levels. For more information about the full MEd program, please see the link below.

- MEd Program Overview

Certificate in Instructional Technology Integration

The Certificate in Instructional Technology Integration is a 12-credit graduate program that consists of the first four courses of the MEd degree program. For more information, see the link below. Certificate students may also want to review the information about the MEd contained in this Student Handbook, since the four courses of the Certificate are also part of the degree program.

- Overview of the Certificate in Technology Integration

Sections of the Instructional Technology Student Handbook

The MEd in Instructional Technology Student Handbook is organized by the following sections:

- Welcome from Program Chair
- Program Overview
- List of Full-Time Faculty and Staff
- Department Framework & Policies
- A Few Guidelines for Students
- Core Program Documents and Standards
- Overview of MEd Field Experiences
- Description of MEd Field Experiences

- [EDTC 670 Integrative Capstone Project Overview](#)

Welcome from the MEd Program Chair, Dr. Brandie Shatto

Dear Student,

Welcome to a new academic year at UMGC! If you are a new student in the Master of Education (MEd) in Instructional Technology program, I want to congratulate you. I am thrilled that you have chosen to pursue your degree at UMGC and I am confident you will find this program to be practical, stimulating, and relevant to your career goals. If you are a returning student, I welcome you back for another semester and commend you on your progress toward completing your degree.

Technology can be a powerful tool for transforming learning. When carefully designed and thoughtfully applied, technology has the potential to accelerate, amplify, and expand the impact of education. An ever-growing catalogue of technology tools provides new and innovative ways to solve instructional problems, enhance teaching and learning, and personalize learning experiences to meet the needs of diverse learners. Yet, the focus of the MEd program is not on the technology itself, but rather on teaching, learning, and leading with technology in mind. In this program, you will learn not just about current and emerging technologies, you will learn about them in the context of your classroom, school, or district.

For an overview of MEd courses, curriculum, and objectives, please visit the UMGC MEd in Instructional Technology website, where you'll find links to important documents such as the Department's Conceptual Framework, which guides and supports the mission of the program. You will also find additional information about the program in this handbook.

Together, we are a diverse community of practitioners working together to positively impact the field of education. Personally, I cannot think of a more worthwhile pursuit. If you have any questions, please do not hesitate to reach out to me direct at brandie.shatto@umgc.edu. I look forward to working with you as you progress through the program!

Sincerely,

Brandie N. Shatto, Ed.D.
Program Chair & Collegiate Professor
MEd in Instructional Technology, UMGC

Nationally Recognized Program

About the MEd Program

Advances in communications and technology have changed education in terms of delivery, instructional strategies, and student engagement. Innovative instructional strategies such as blended or flipped classrooms and the use of open-source, web-based resources, collaborative tools, video resources, and mobile devices can engage learners and increase student achievement. Many educators seek to expand their skills in these areas to become more creative and innovative integrators of technology into learning experiences.

The Master of Education (MEd) in instructional technology is designed for pre-K–12 teachers, technology integration specialists, staff developers, and administrators. The curriculum focuses on three interrelated areas of study: curriculum and instruction, instructional technology integration, and leadership. The program provides the knowledge and skills needed to incorporate technology effectively into pre-K–12 curricula, instruction, and assessment; to develop expertise in current and emerging instructional technologies; to gain deep understanding of the role of technology in the contemporary school; and to lead change efforts at the classroom, school, and district levels.

NOTE: The MEd is not an initial teacher preparation 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.

Full Time Faculty and Staff

Acting Education Department Chair Randall Hansen, Ph.D. T: 240-684-2962 randall.hansen@umgc.edu	MEd Program Chair Brandie Shatto, Ed.D MEd Faculty Member T: 240-684-2962 brandie.shatto@umgc.edu	Director of Assessment Datta Kaur Khalsa, Ph.D. MEd Faculty Member T: 240-684-2492 dattakaur.khalsa@umgc.edu
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Department of Education Framework and Policies

The vision of the Professional Education Unit, within the Graduate School of the University of Maryland Global Campus, is to establish a global learning community of educators, committed to the concept of Teaching and Leading Beyond Boundaries.

In education, professional dispositions are the agreed upon and expected attitudes, values and behaviors of teachers and other educators. Universities develop their professional dispositions for consistency with their conceptual frameworks, and to guide the professional education of their candidates. For more information, please see the Professional Disposition Policy.

Degree-seeking students in the Graduate School's Department of Education MAT or MEd program or certificate-seeking student in the Department's Instructional Technology Integration Certificate program are required to purchase a one-time $100 subscription to Tk20 HigherEd before their first class begins. For more information, please see the Tk20 Help page.

A Few Guidelines for MEd Students

3.0 Cumulative Grade Point Average (GPA)

As indicated in the UMGC's Academic Policy 158.00 Academic Levels of Progress, Graduate School, students [hereafter referred to as candidates] must maintain a 3.0 cumulative grade point average throughout their Graduate Program. If their grade point average falls below 3.0, they must bring the GPA up to 3.0 the next semester of taking classes to continue in the program.

Course Sequencing

Courses in the MEd program build upon each other. Thus, candidates must take the first eight MEd courses in the order listed; sequential courses (e.g., EDTC 600 and EDTC 605) may also be taken concurrently. Candidates must have completed 24 credits of coursework, including the first eight MEd courses, before taking EDTC 670 Integrative Capstone Course. It is recommended that EDTC 670 Integrative Capstone Course is the final course in the program (EDTC 670 is offered only in the fall and spring).

Online Interactivity and Time Commitment

Interactivity with other candidates and with faculty members is at the core of MEd courses. As part of an online learning community, candidates are generally expected to respond to classmates and the instructor, in online conversations (conferences), multiple times during a given week.

Overall, candidates can expect to spend approximately seven to twelve (7-12) hours a week on each of their courses, including weekly discussions, readings (e.g., print, audio, multimedia), and both study group and individual projects. The Department of Education recommends that candidates consider in advance how they will carve out 7-12 hours a week, per class, to devote to their courses.

Experiences in preK-12 Schools

The MEd program focuses on integrating technology in the preK-12 schools to strengthen and transform teaching and learning. Field and clinical experiences in the schools constitute a critical component of the program. Those currently working in a school may complete field and clinical experiences in the schools where they work. Those who are not currently employed in a preK-12 school will need to identify a school to work with for multiple projects, beginning with an observation/interview in the first course, EDTC 600 Foundations of Technology in Teaching and Learning (See Field Experiences and Clinical Practice, later in this Student Handbook, for more information).

Key Transition Points

Once candidates are admitted to The Graduate School (TGS), there are three points in the program that are considered transition points or major markers of student progress in the program. The first comes after successful completion of the first course, EDTC 600 Foundations of Technology for Teaching and Learning (3 credits), and UCSP 615, Orientation to Graduate Studies at UMGC (0 credits). At this point in their program, candidates are expected to have demonstrated a mastery of foundational skills in technology integration in the preK-12 schools. The second transition point comes after candidates complete the first eight courses in the program, including the semester-long professional development project in EDTC 640. At this point, candidates are eligible to take EDTC 670, Integrative Capstone Course. In EDTC 670, candidates complete their action research project in the schools and their final reflection on the program. The third transition point—the final marker of candidate success in the program—is completion of all program requirements and eligibility for graduation.

MEd Core Program Documents and Standards

The MEd in Instructional Technology is a standards-based program and relies on a number of key standards documents. Standards describe what K-12 students and educators must know and be able to do. Standards are especially important because they provide a coherent structure for understanding best practices in teaching and learning and can help educators plan specific learning goals for students and themselves. Throughout the program, the MEd curriculum aligns with the following standards documents:

Student Disciplinary Standards

In integrating technology to advance or transform student learning, candidates will be expected to demonstrate how their projects meet state content standards. Examples include Common Core Standards (and state adaptation of these standards) and state content and skill standards in various subjects and for various grade levels. Candidates may find their state's standards by first accessing their State Education Agency. (For Maryland, see http://mdk12.org/instruction/curriculum/index.html).

Student and Teacher Technology Standards

These standards reflect what all K-12 students and teachers must know and be able to do: International Society of Technology in Education, National Educational Technology Standards for Students (2016) and Teachers (2008)

Technology Coach Standards

These standards reflect what technology integration specialists and other educators who assume leadership roles in technology integration in the preK-12 schools must know and be able to do: International Society of Technology in Education/NCATE, Technology Coach Program Standards (2011).

In addition, the MEd program is guided by National Board for Professional Teaching Standards Five Core Propositions (2016), Learning Forward's Standards for Professional Learning (2011), and the Partnership for 21st Century Skills Framework for 21st Century Learning Definitions Document (2009).

Overview of MEd Field Experiences

Field experiences in the preK-12 schools are a major component of the MEd program. A core philosophy of the program is that assignments should be workplace relevant. Candidates should be able to apply assignments immediately in the preK-12 classroom/school or in research/development projects they wish to incorporate and advocate for in the future. The Department of Education at University of Maryland Global Campus (UMGC) is committed to developing teachers and technology integration specialists/staff developers who demonstrate research-based and practice-validated strategies for teaching and learning.

The MEd program is structured around required instances of field experiences and clinical practice. Of eleven classes in the MEd program, eight require a formal clinical or field experience. Certificate candidates participate in those experiences required in the first four courses.

Important Note about Locating a preK-12 School

As part of assuring that each MEd candidate has practical experiences in the schools, each candidate must identify one or more preK-12 schools in which to conduct field and clinical experiences.

- Candidates currently working in a preK-12 school may conduct their field and clinical experiences in the school and school system in which they work.
- Candidates who do not work in the preK-12 must identify a school for an observation/interview in the

first course and will need to remain connected to one or more preK-12 school districts throughout their program. Program faculty will guide non-teacher candidates in finding a school.

- Candidates are encouraged to complete all field and clinical experiences as described. Under some circumstances, suitable field and clinical experience locations are not possible. Alternative tasks or 'teaching situations' can be developed for non-teaching candidates, please see course information or contact your instructor.

Table of Field and Clinical Experiences

Course Number	Title of Field Experience or Clinical Practice
EDTC 600	School-Based Experiences: End of Semester Reflection (observation/interview; for teachers, lesson plan implementation).
EDTC 605	Beyond School Boundaries: Community Library Interview or Personal Learning Network
EDTC 625	Assistive Technology Interview
EDTC 630	Interview of School Technology Professional
EDTC 640	Professional Development Project
EDTC 645	Interview of Non-U.S. Educator
EDTC 650	Interview of Stakeholder in the K-12 Virtual School
EDTC 670	Integrative Capstone Project (action research, with preK-12 student results)

Description of Field and Clinical Experiences

The following pages explain each preK-12 field and clinical experience listed in the table. All field and clinical experiences involve integrating technology to strengthen and transform teaching and learning.

EDTC 600: Foundations of Technology in Teaching and Leading
School-Based Experiences: End-of-Semester Reflection
Candidates write a culminating essay evaluating two field-based experiences. Teachers in the course implement with students the 1-3 day lesson plan they submitted as their take-home midterm (Non-teacher candidates are given an alternate equivalent experience--comparison of online lessons to their midterm lesson plan). All candidates also complete an observation/interview to extend their real-world experience about how technology-integration can advance student learning and improve instructional practice.

EDTC 605: Teaching Information and Media Literacies in the Digital World
Community Librarian Interview or Development of Personal Learning Network
Candidates are asked to either interview a community librarian about how he/she supports prek-12 students or develop a personal learning network of experts to consult. Both options address developing a learning community beyond the school for supporting the teaching of information and media literacies in the classroom

EDTC 625 Hardware and Software in Instructional Improvement
Assistive Technology Interview
Candidates interview a preK-12 Special Education Teacher, Special Education Supervisor; Technology Coach, or District Technology Coordinator, to acquire practical guidance from those in the school system about technology and equity, particularly, technologies used on a daily basis to meet the needs of students in the jurisdiction. A second purpose is for candidates to identify school and district policies and procedures for accessing assistive technologies.

EDTC 630 Administration of Technology: Planning, Budgeting, and Evaluation
Technology Professional Shadowing or Interview

Candidates either shadow for a day, if possible, or interview a technology coach, technology coordinator, or technology integration specialist. The purpose is for candidates to gain a practical look at the roles, responsibilities, and daily work of a technology integration specialist.

EDTC 640 Leading Technology Change in Schools
Professional Development Project

After developing a District Professional Development Plan, candidates prepare a five-day workshop for teachers, create a, support wiki for the workshop, and deliver one day of the workshop, online, to teachers and other educators in their EDTC 640 classroom. Candidates also evaluate their own professional development and that of their colleagues. In this clinical experience, Candidates plan face- to-face workshops but also deliver online professional development and support.

EDTC 645 Integration of Technology: Global Perspectives
Interview of Policy Maker or Educator in a Country Other than the U.S

Candidates interview an elementary/secondary policymaker or educator from outside the United States, as part of their Global Case Study that explores a country's elementary and secondary technology infrastructure, policy, practice or professional development. Part of the goal of the project is to apply what candidates learn to improve the integration of technology in their school district (or a district of their choice).

EDTC 650: Teaching and Learning in the K-12 Virtual School
Interview of Stakeholder of K-12 Virtual School

Candidates interview a student, parent, teacher, or administrator in a K-12 virtual school, to generate a participant perspective as part of their study of the virtual school.

EDTC 670: Integrative Capstone Project
Integrative Capstone Project

Candidates identify an instructional problem in the preK-12 classroom or school; develop a technology- based solution, implement the solution with preK-12 students or teachers; evaluate the data on degree of K-12 student learning; recommend improvements; disseminate the results; and suggest questions for further research. Those who are not currently working in the schools work with a practicing educator in the schools to implement their project. See full description of capstone project below. Implementation details provided in EDTC 670 course.

Description of EDTC 670: Integrative Capstone Project

Candidates who are currently teaching can implement this action research project in their own classes; others must gain permission to implement the project in a classroom or school. The project is completed in EDTC 670 over the course of a semester, with continual guidance provided by the MEd course instructor. Candidates identify an instructional problem in the K-12 classroom or school and develop a technology- based solution after conducting a survey of the literature. Then they implement the solution with preK-12 students, evaluate the data to determine the impact on preK-12 student learning, recommend improvements, disseminate the results, and suggest questions for further research. While preparation lasts throughout the semester, implementation occurs over 9-10 class periods, including pre-testing, instruction, and post testing, plus time to prepare the classroom environment.

Identify an instructional problem along with an appropriate technology-based solution that you believe will help solve the instructional problem. There are five phases to this project. Provided below is an overview of what to expect in phases 1 through 5. These phases will be discussed in detail in the course. You will receive a separate grade on each phase of the project.

1. *Phase 1: Identifying an Educational Problem and a Proposed Solution*
   Objective: Describe the nature of the learning issue you have identified. What evidence do you have that this is a real problem? Keep in mind that the next bulleted item goes hand-in-hand with identifying the instructional issue. You cannot discuss the learning issue without thoroughly knowing the students and the school context where this learning issue exists.

2. *Phase 2: Creating Objectives and Assessment Materials*
   a. You will create learning objectives that will help you measure whether your students were successful in meeting the learning issue you identified. These learning objectives will guide your instruction including the use of the technology-based solution you identified.
   b. *Measurement Methods:* These are all matched to the learning objectives and will be effective ways of measuring learning success. These are your assessments. You will describe the assessments you have developed.
   c. *Copies of the Instruments:* These are the actual assessments you use. You should include copies of all assessment instruments and rubrics (if applicable) that you have described.

3. *Phase 3: Developing an Implementation Plan and Preparing the Environment*
   a. Description of instructional strategies and methods: You will describe the instruction that will be carried out using the technology-based solution in order to help meet the learning objectives you identified in Phase 2. Be specific with the types of instructional strategies and methods you are using. It should be clear how these strategies and methods will be effective in carrying out the learning objectives.
   b. *Meeting diverse needs:* Describe how you plan to adapt the strategies and methods to meet the individual learning needs of each student. It is not appropriate to say you do not have individuals with diverse learning needs. Every classroom has students with different needs whether these needs are formally identified.

4. *Phase 4: Implementation of Solution*
   Prior to implementation, make certain you have determined how you will collect the data necessary to show whether your solution has been successful or not. You will need to discuss how you plan on gathering and securing the data you need to determine student success.

5. *Phase 5: Documenting Project Outcomes and Recommending Revisions*
   Summary Data: Provide a summary of the implementation of your project. In your summary, provide your overall findings. You can provide lists, charts, tables, and other appropriate elements to summarize your data. These should be well formatted and designed to communicate the information clearly. In this section, you are describing what took place without interpretation.