

UNIVERSITY OF CENTRAL ARKANSAS

Proposal for Change in Assessment Plans/Processes

NOTE: Changes in assessment plans/processes can be reviewed only during the regular academic year. Action-item proposals must be received by the Academic Assessment Committee at least one month before action is desired.

Department Date

Program for which the change is proposed

Action Item	Information Item
Select area(s) of change: New assessment plan Assessment plan revision Alternative reporting method Other	Select area(s) of change: Minor change of wording Minor change in assessment criteria Rubric updates Curriculum/Curriculum Map Update Other

Description of change:

Reason for change:

Effective date of change:

Change recommended by (for action items) or noted by (for information items)

College Curriculum and Assessment Committee


 DEPARTMENT CHAIR

 COMMITTEE CHAIR

9/9/25
DATE

9/9/25
DATE

COLLEGE DEAN

DATE

Academic Assessment Committee

COMMITTEE CHAIR

DATE

UNIVERSITY OF CENTRAL ARKANSAS
ACADEMIC ASSESSMENT PLAN
Requirements, Template, and Example

Basic Information

Program Name: Digital Age Teaching and Learning (Ed.S.)

College: Education

Department: Teaching and Learning

Program Level (check all that apply)

- ☐ Associate's
- ☐ Bachelor's
- ☐ Undergraduate Certificate
- ☐ Master's
- ☐ Doctoral
- ☐ Graduate Certificate
- ☒ **Education Specialist**

Date Plan Submitted: 3/3/2025

College Dean & email: Deborah Dailey / ddailey@uca.edu

College Curriculum Committee Chairperson & Email:

Department Chairperson & email: Allison Freed / afreed@uca.edu

Department Curriculum Committee Chairperson & email: Michelle Buchanan/ mbuchanan@uca.edu

1. Introduction (identify college, unit, and degree programs)

The Ed.S. in Digital Age Teaching and Learning is a 30-hour education specialist degree program with the purpose of preparing educators to revolutionize learning through transformational pedagogy that democratizes the classroom. The Ed.S. is offered through the Department of Teaching and Learning within the College of Education. It includes options for admission for those holding an MA, MS, or MAT degree.

The Ed.S. in Digital Learning is designed for education professionals who are seeking an advanced degree but who wish to remain within or remain closely tied to the classroom (unlike advanced degrees for administrative positions). The curriculum focuses on how to use digital and emerging technologies in transforming the K-20 classroom to elevate student voice and choice in learning as well as to center accessibility and evidence-based practice.

This program should not be mistaken for the traditional educational or instructional technology program, which often focuses on tech support or online learning. While those skills are important, the Ed.S. In Digital Age Teaching and Learning focuses on democratizing the classroom and increasing student

engagement in face-to-face and online contexts through transformational uses of technology aligned with curriculum and instructional theories.

2. Student Outcomes

- Learning Outcomes by Program (focused on student performance, clearly stated, and measurable)
- Accreditation Standards/Outcomes by Program (if applicable)

While the program does not have accreditation standards to meet, the program student learning outcomes were built on an in-depth study of the standards and learning progressions designed by (1) the International Society for Technology in Education (ISTE) and (2) the Interstate Teacher Assessment and Support Consortium (INTASC).

SLO	ISTE/INTASC (syllabus)	Course
Students will evaluate current teaching and learning innovations in the digital age and explain how these impact their professional practice and goals. (ISTE 1a, 4a, 5a; InTASC 7k, 8n, 9a)	ISTE 2.1a, 2.1c, 2.2c, 2.4a 2.5a, 2.5b, 2.5c, 2.6a, 2.6d	EDDL 7300
	InTASC 1b, 2a, 3b, 3i, 3m, 4a, 4f, 5c, 5l, 7k, 8g, 8n, 8o	EDDL 7699
Students will apply current research and theory to analyze and design curriculum that enhances learning outcomes.	ISTE 2.1c, 2.2b, 2.2c, 2.7a,	EDDL 7303
	InTASC 3m, 5l, 8n, 8o, 7k	EDDL 7699
Students will integrate technology into teaching and learning to foster engagement, allow for learner voice, and promote accessibility	ISTE 2.1c, 2.2c, 2.3a, 2.3b, 2.3c, 2.3d	EDDL 7342
	InTASC 3m, 5k, 5l, 7k, 8n, 8o, 9f	EDDL 7699
Students will assess their growth as leaders in education by connecting theories of pedagogy, curriculum, learning sciences, and digital tools to their professional practice, and reflect on the implications for their future teaching.	ISTE 2.1a, 2.1c, 2.2c, 2.5a, 2.5b, 2.5c, 2.6a, 2.6d	EDDL 7699
	InTASC 1b, 2a, 3b, 3i, 3m, 4a, 4f, 5c, 5l, 7k, 8g, 8n, 8o	

3. Assessment Cycle

- Assessments occur annually. A key assessment is embedded in 4 of the 7 program core classes. Program analysis occurs annually with reporting due to the COE Assessment Director each October and institution reporting due to the Office of Assessment on a predetermined 3-year cycle. The program coordinator will submit a report to the COE assessment director each October 15th in addition to working with the Office of Assessment.

When Assessed	Assessment Title	When Assessed
EDDL 7300	Inquiry Project Presentation	Once per year (Fall Semesters)
EDDL 7303	Curriculum Design Project	Once every other (Fall semester)
EDDL 7342	Teaching Digital Equity Podcast	Once per year (Spring Semester)
EDDL 7699	Capstone Project	Each semester (Depending on Enrollment)
At program exit	End of Program Survey	Each semester (Depending on Enrollment)
One-year post-graduation	Post-Graduation/ Alumni Survey	Once per year (Spring Semester)

4. Curriculum Map

- While assessment is an ongoing practice in the EdS program as noted on the program curriculum map, an asterisk (*) denotes direct alignment of each program course's assessment with the corresponding assessment measures identified in the table above, ensuring consistency across courses and program outcomes.

	SLO 1	SLO 2	SLO 3	SLO 4
EDDL 7300	A*	I	I	I
EDDL 7303	I	A*	I	I
EDDL 7342	R	R	A*	R
EDDL 7362	R	R	A	R
EDDL 7388	R	-	R	-
EDDL 7328	R	R	R	R
EDDL 7335	R	-	R	R
EDDL 7380	A	R	R	R
EDDL 7390	A	A	R	A
EDDL 7375	A	A	A	A
EDDL 7312	A	A	R	R
EDDL 7399	R	-	R	A
EDDL 7699	A*	A*	A*	A*
At program exit	A*	A*	A*	A*
One year post-graduation	A*	A*	A*	A*

5. Assessment Methods and Measures (Formative and Summative recommended)

- Record the assessment measure(s) that evaluate each student's learning outcome (note: each learning outcome should have an associated assessment measure).
- Direct Methods/Measures Preferred/Used at the Course and Program Levels (examples: writing examples, oral examinations, internships, clinicals, quizzes, test, team/group projects and presentations)
- Indirect Methods/Measures Preferred/Used at the Course and Program Levels (examples: surveys, quantitative data, course grades, alumni surveys, student evaluation of instruction)

All student learning outcomes are evaluated through project-based assessments, each scored with a developed rubric (direct measure). The program acknowledges that individual rubrics vary in scale and proficiency levels. This variation reflects faculty academic freedom in designing classroom assignments while ensuring that these rubrics, when used as program-level key assessments, align with shared outcomes. Faculty collaborate with the program director to ensure that rubric criteria serve both instructional purposes and program-level evaluation needs. In addition, indirect measures include student and completer feedback collected annually through end-of-program and post-graduation surveys, in accordance with College of Education protocols.

	Assessment method	Assessment measure type	Assessment measure	Assessment point
SLO1	Inquiry project Presentation	Direct	Rubric	EDDL 7300
	Capstone Project	Direct	Rubric	EDDL 7699
	End of Program Survey	Indirect	Survey	At program exit
	Post-Graduation/ Alumni Survey	Indirect	Survey	1-year post-graduation
SLO2	Curriculum Design Project	Direct	Rubric	EDDL 7303
	Capstone Project	Direct	Rubric	EDDL 7699
	End of Program Survey	Indirect	Survey	At program exit
	Post-Graduation/ Alumni Survey	Indirect	Survey	1-year post-graduation
SLO3	Teaching Digital Equity Podcast	Direct	Rubric	EDDL 7342
	Capstone Project	Direct	Rubric	EDDL 7699
	End of Program Survey	Indirect	Survey	At program exit
	Post-Graduation/ Alumni Survey	Indirect	Survey	1-year post-graduation

SLO4	Program Reflection	Direct	Rubric	EDDL 7699
	End of Program Survey	Indirect	Survey	At program exit
	Post-Graduation/ Alumni Survey	Indirect	Survey	1-year post- graduation

6. Data Collection and Review

- When will data be collected for each outcome? The key assessments are administered in each of the EDDL courses which are offered a rotation throughout the year.
- How will data be collected for each outcome? Data will be shared to the program coordinator by the course instructor at the end of each term.
- What will be the benchmark/target for each outcome?
- What individuals/groups will be responsible for data collection?

	When will data be collected?	Assessment?	What will be benchmark/target?	Who is responsible for data collection?
SLO #1	EDDL 7300	Inquiry Project Presentation	80% scores at proficient or distinguished	Program coordinator
	EDDL 7699	Capstone Project (summative)	80% scores at proficient or distinguished	Program coordinator
	At program exit	End of Program Survey	Mean scores at or above COE advanced program average	COE Associate Dean
	1-year post-graduation	Post-Graduation/ Alumni Survey	Mean scores at or above COE advanced program average	Office of IR
SLO #2	EDDL 7303	Curriculum Design Project (summative)	80% scores at proficient or distinguished	Program coordinator
	EDDL 7699	Capstone Project (summative)	80% scores at proficient or distinguished	Program coordinator
	At program exit	End of Program Survey	Mean scores at or above COE advanced program average	COE Associate Dean
	1-year post-graduation	Post-Graduation/ Alumni Survey	Mean scores at or above COE advanced program average	Office of IR
SLO #3	EDDL 7342	Teaching Digital Equity Podcast	80% scores at proficient or distinguished	Program coordinator
	EDDL 7699	Capstone Project (summative)	80% scores at proficient or distinguished	Program coordinator
	At program exit	End of Program Survey	Mean scores at or above COE advanced program average	COE Associate Dean
	1-year post-graduation	Post-Graduation/ Alumni Survey	Mean scores at or above COE advanced program average	Office of IR
SLO #4	EDDL 7699	Program Reflection	80% scores at proficient or distinguished	Program coordinator
	At program exit	End of Program Survey	Mean scores at or above COE advanced program average	COE Associate Dean
	1-year post-graduation	Post-Graduation/ Alumni Survey	Mean scores at or above COE advanced program average	Office of IR

7. Participation in Assessment Process

- Who will participate in carrying out the assessment plan?
- What will be their specific role/s?

Program coordinator will work closely with COE Assessment Director (COE AD) and faculty teaching EDDL courses to coordinate data collection and analysis. Program coordinator will work with COE AD to plan data collection on semester-by-semester basis communicating directly with faculty involved in teaching core courses. The program coordinator will collect the data from faculty and/or Blackboard, analyze the data, and write the report. The faculty will assign the correct key assessments and use the rubrics to score the assessments.

Then, the program coordinator will collaborate with COE AD for data interpretation, and share to faculty and external advisory groups before finalizing annual report due to COE dean's office each October 15th and to the UCA Assessment Director's office every three years when cued to do so.

8. Data Analysis

- How and will the data and findings be shared with faculty?

UCA COE already has a standard protocol in place for program assessment. The program coordinator writes an annual assessment report and submits it to COE Assessment Director (COE AD) (due October 15). Program faculty commit to annual meetings to discuss compiled data in late fall/ early winter and make recommendations for program changes. The program coordinator will track data trends and analyze data disaggregating by markers appropriate to the enrolled population. Data are also shared to COE faculty in the annual assessment day event held in the latter half of October.

- Who was involved in analyzing the results

The EdS program coordinator will be initially responsible for analyzing the data and will collaborate with COE Assessment Director and department chair in this process. Data will then be presented to faculty for further in-depth analysis for program improvement.

- How are results aligned to outcomes and benchmarks?

See alignment tables above (item #2)

9. Plan for Using Assessment Results to Improve Program

- How will you use the results to improve your program?

Program faculty will review results annually to make program recommendations to curriculum and assessment. The COE assessment template has a summary section where faculty and the program coordinator track modifications and innovations as well as engaging in actions to "close the loop" for any actions taken to engage in program continuous improvement.

10. What are the plans to evaluate students' post-graduate success?

COE already has protocols in place with UCA Institutional Research office to conduct post-graduation surveys at the 1-, 2-, and 3- year post graduation marks. IR administers the survey aligned to programs' unique "End of Program" survey each May. These data are provided via the COE Assessment Director each late summer or early fall.

11. What are the plans to evaluate teaching effectiveness?

UCA course evaluation system will be used to evaluate teaching effectiveness. Faculty teaching EdS classes meet with the department chair annually to discuss student evaluations of the course. Summaries of the meeting discussion and student data shared annually to COE Dean for additional review.

12. Appendices-Required.... Curriculum Maps by Program, Assessment Tools (examples: Rubrics, Surveys, Tests, etc.), any other important materials/documentation

Program of Study

The program provides students access to graduate-level instruction from faculty with diverse backgrounds, including field practitioners. The academic program requires the completion of 30 graduate semester credit hours, including a 6-hour capstone course that culminates the program.

Required Courses (21 credit hours)

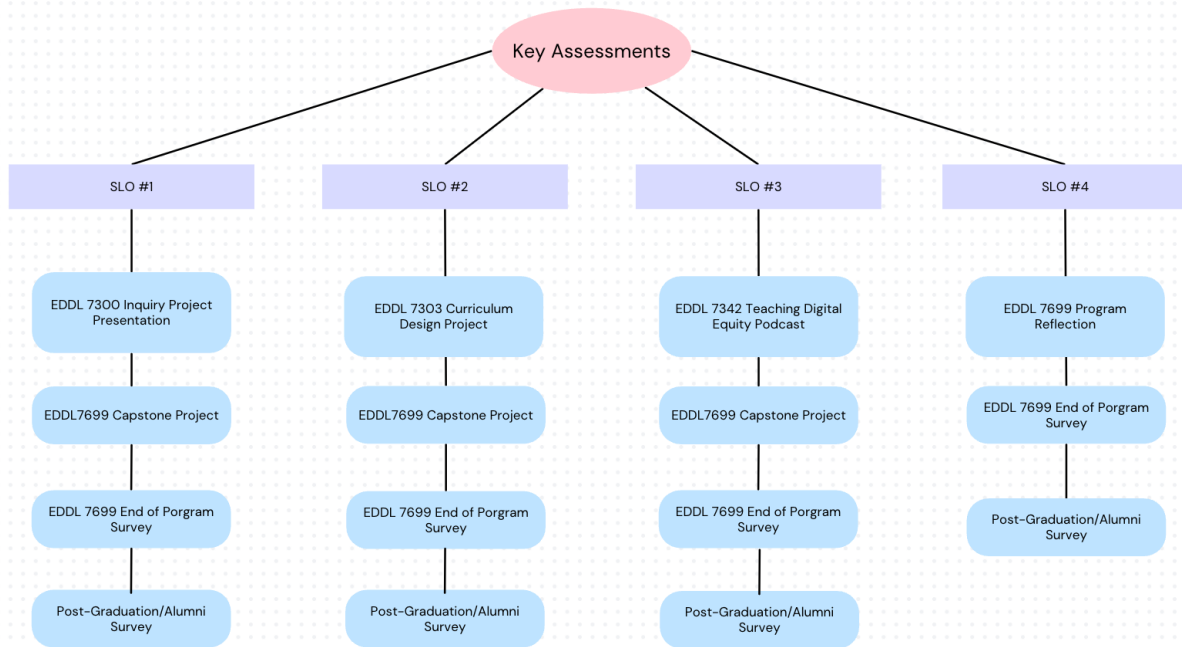
- EDDL 7300 Foundations of Digital Age Teaching and Learning
- EDDL 7303 Curriculum Design for Digital Age Teaching and Learning
- EDDL 7312 Professional Learning in the Digital Age
- EDDL 7342 Digital Equity and Culturally Responsive Teaching in the Digital Age
- EDDL 7362 Impact of Digital Literacy and Citizenship on Teaching and Learning
- CLEI 8311 Doctoral Research Methods
- EDDL 7390 Approaches to Digital Age Thinking and Learning

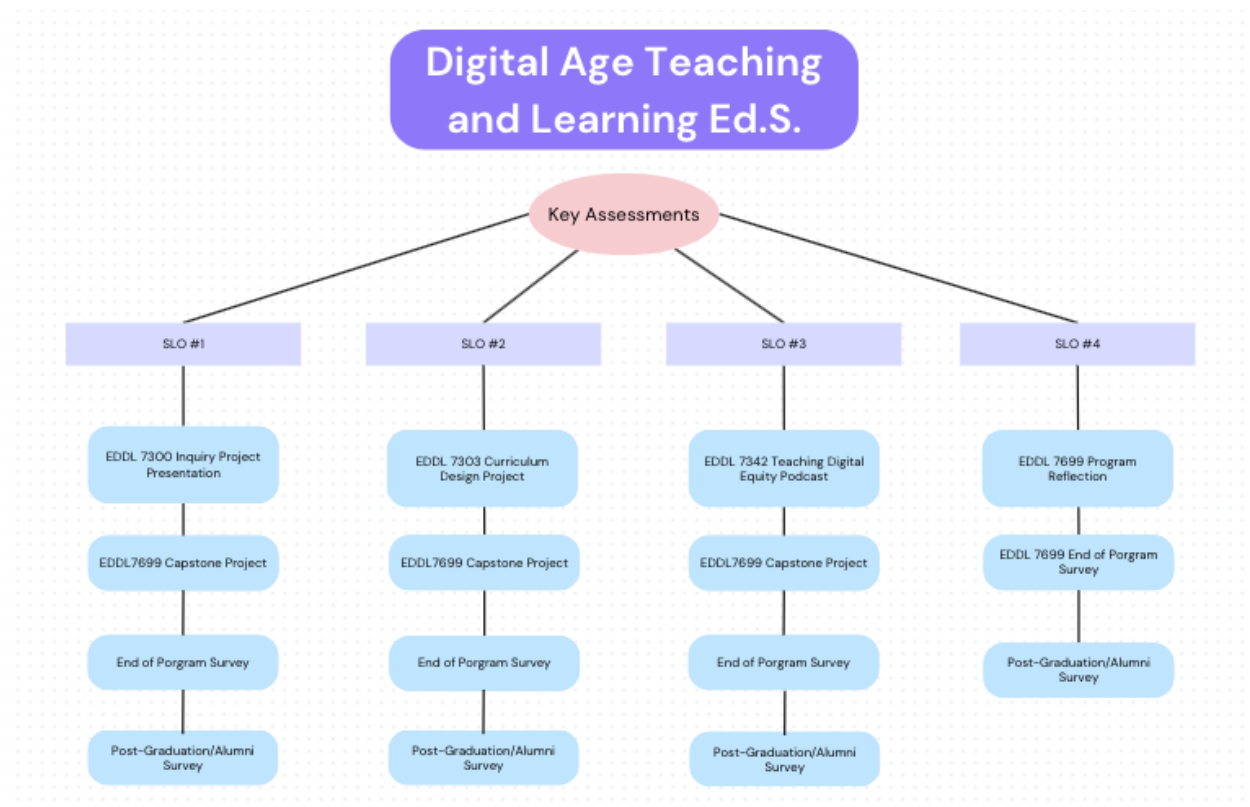
Elective Courses (3 credit hours)

- EDDL 7328 Digital Age Learning Environments
- EDDL 7335 Professional Learning Communities and Social Media
- EDDL 7375 Digital Authorship and Cultivating Open Educational Resources
- EDDL 7388 Redefining Roles in the Digital Age
- EDDL 7399 Emerging and Disruptive Technology in Learning
- Capstone (6 credit hours)
- EDDL 7699 Capstone

Link to Course Descriptions - <https://uca.edu/gbulletin/courses/digital-learning-eddl/>

Digital Age Teaching and Learning Ed.S.





13. Submit Assessment Plan

- Send completed form electronically to assessment@uca.edu

Program Key Assessment Rubrics

EDDL 7300 Inquiry Project Presentation

As a culminating inquiry assignment, upper-level graduate students investigate the foundations of digital age teaching and learning through pedagogical, andragogical, and hauntological approaches to thinking and practice. Using an inquiry model, students critically examine a big question and curate their findings into a presentation that demonstrates both knowledge gained and the potential impact on professional practice. This process directly supports SLO #1, as students critically investigate digital-age teaching and learning trends and innovations and report on their relevance to professional goals and expertise. Projects may be completed individually or in groups of up to three, with each participant accountable for contributing to the learning community. Students select from a variety of authentic formats—such as webinars, podcasts, informational videos, multi-touch eBooks, or academic literature reviews—to communicate their results. Final products are submitted for evaluation and also shared on the class Padlet to extend learning across the cohort. This assignment emphasizes critical investigation, knowledge curation, and professional-level communication skills, aligning with program goals for advanced study in digital age teaching and learning.

Criteria	3 - Distinguished	2 - Proficient	1 – Needs Improvement
Topic Information (50 pts)	Presents a thorough and insightful analysis of the topic, including multiple perspectives. Provides a comprehensive overview that deepens classmates' understanding.	Covers the topic with some depth but may lack multiple perspectives or full clarity.	Minimal analysis; topic is underdeveloped with little to no multiple perspectives.
Connection to Digital Age Teaching and Learning (15 pts)	Clearly connects the topic to digital-age teaching and learning with practical applications. Evaluates trends and predicts future impacts effectively.	Shows a basic connection to digital-age teaching and learning but lacks depth in application or future predictions.	Little to no connection to digital-age teaching and learning is evident.

Personal Practice Connection (15 pts)	Strongly connects the topic to personal educational practice with thoughtful insights.	Identifies a personal connection but lacks depth in application.	No meaningful personal connection is made.
Presentation (20 pts)	Engaging, well-organized, and highly professional. Uses effective visuals or methods to enhance impact.	Adequate organization and clarity but may have minor technical or delivery issues.	Poorly organized, unclear, or unprofessional, making it difficult to understand.

EDDL 7303 Curriculum Design Project

This culminating Digital Age Curriculum Design Project requires candidates to integrate the ideas, strategies, and tools from the course into their own professional context by designing or redesigning a written program plan or curriculum that meets the needs of today's digital-age learners. Each project is unique to the candidate's teaching or professional setting—whether in corporate training, nonprofit education, workforce development, community outreach, higher education, or K–12 schools—and reflects specific goals, audiences, and delivery settings. Candidates create or recreate a curriculum that includes clearly defined goals and outcomes, sequences, delivery methods, assessments, and materials, while embedding generative AI purposefully in the design process (SLO #2).

Criteria	3 – Distinguished	2 – Proficient	1 – Needs Improvement
Program Focus & Scope (Stage 1)	Program focus is clear, relevant, and well-suited for digital-age curriculum design. Scope is realistic and clearly stated. Proposal includes strong rationale, alignment to standards/goals, and at least two digital-age factors. Writing is clear, organized, and within word range.	Program focus is generally clear and relevant, but may lack detail or precision. Scope is stated but may need refinement. Proposal includes some rationale and standards alignment with at least one digital-age factor. Writing is adequate with minor issues.	Program focus is vague or not connected to digital-age design. Scope is unclear or unrealistic. Rationale, alignment, or digital-age factors are missing or weak. Writing is unclear, disorganized, or not within range.
Audience, Outcomes & AI Use (Stage 2)	Audience and delivery setting are specific and well-matched to program focus. 3–6 outcomes are measurable, achievable, and use strong action verbs. AI is purposefully used with tailored prompts, and its suggestions are critically evaluated against professional expertise.	Audience and setting are identified but lack detail. Outcomes are present but may not all be measurable or fully aligned. AI is used but prompts are generic or evaluation of AI output is minimal.	Audience and setting are vague or inappropriate. Outcomes are missing, unclear, or not measurable. AI is not used, misused, or unacknowledged.
Introduction & Peer Engagement (Stage 3)	Introduction (300–500 words) clearly communicates purpose, scope, prior knowledge, future skills, and digital-age considerations. Posted on time to Padlet. Provides constructive feedback to at least two classmates addressing clarity, relevance, and digital-age considerations.	Introduction addresses most elements but may lack detail, depth, or strong organization. Posted late or peer feedback is general/limited.	Introduction is incomplete, missing key elements, disorganized, or under/over length. No peer feedback provided.

Sequence, Delivery & Hidden Curriculum (Stage 4)	Sequence is logical, aligned to scope/outcomes, and includes clear timeframes and topics. Delivery methods and digital tools are well-suited for audience and include interactive elements. Hidden curriculum is thoughtfully addressed with strategies to highlight positives and reduce negatives. AI journal documents prompts, responses, and reflection.	Sequence is generally logical but may have gaps or inconsistencies. Delivery methods/tools are adequate but not always engaging or well-matched. Hidden curriculum is noted but not deeply addressed. AI journal includes limited prompts or reflection.	Sequence is unclear or misaligned. Delivery methods/tools are inappropriate or missing interactive elements. Hidden curriculum is not considered. AI journal is incomplete or missing.
Assessment Plan & Peer Feedback (Stage 5)	Assessment plan includes both formative and summative measures aligned to outcomes. Tools/methods are specific, appropriate, and include at least one digital tool for feedback/progress tracking. AI use is critically considered for ethics and accuracy. Draft posted on time with constructive feedback to peers.	Assessment plan includes some formative and summative measures but may lack clarity or alignment. Tools/methods are somewhat appropriate. Digital tool integration or AI considerations are minimal. Draft posted late or peer feedback is limited.	Assessment plan is incomplete, lacks alignment, or omits formative/summative elements. Tools/methods are vague or inappropriate. Digital tool and AI considerations are missing. No peer feedback provided.
Final Plan & Reflection (Stage 6)	Final plan is cohesive, polished, and fully integrates all elements from Stages 1–5. Introduction (500–1000 words) is well-written and comprehensive. Journal includes complete AI prompts/responses with chronological organization and concluding reflection on AI's role and design evolution.	Final plan integrates most elements but may lack polish or depth. Introduction is within range but may be uneven in quality. Journal includes most prompts/responses with some reflection.	Final plan is incomplete, disorganized, or missing elements. Introduction is missing or outside range. Journal lacks key prompts/responses or reflection.

Teaching Digital Equity Podcast - EDDL 7342

As a central assignment, students design and publish a five-episode podcast series focused on culturally responsive pedagogy, digital equity, and the intersection of equity, technology, and pedagogy. Each episode is grounded in scholarly research and course concepts, weaving together interviews, thematic connections, and a cohesive narrative across the series. By producing an accessible, high-quality podcast, students engage deeply with issues of equity while developing advanced skills in digital media creation and scholarly communication.

This assignment directly supports SLO #3, as students integrate technology in meaningful ways to enhance engagement, elevate learner and community voices, and ensure accessibility through professional production standards. The podcast format allows students to share research-informed perspectives in authentic, publicly consumable ways, creating opportunities for broader dialogue about equity in digital-age teaching and learning. A final reflection requires students to analyze their growth, the impact of their work, and the potential of digital media to improve outcomes for diverse learners.

	5 - Distinguished	4 - Proficient	3 - Satisfactory	2 - Developing	1 - Beginning
Research and Content	Podcast episodes focus on culturally responsive pedagogy, digital equity, and the intersection of equity, technology, and pedagogy. Clear connections to course concepts are evident throughout the series. Podcast episodes thoroughly integrate research on culturally responsive pedagogy, digital equity, and the intersection of equity, technology, and	Podcast episodes focus on culturally responsive pedagogy, digital equity, and the intersection of equity, technology, and pedagogy. Connections to course concepts are evident in most episodes. Podcast episodes integrate research on culturally responsive pedagogy, digital equity, and the intersection of equity, technology, and pedagogy. Podcast connection to the	Podcast episodes partially address culturally responsive pedagogy, digital equity, and the intersection of equity, technology, and pedagogy. Connections to course concepts are present but may be inconsistent. Podcast episodes include some research on culturally responsive pedagogy, digital equity, and the intersection of equity, technology, and pedagogy. Podcast	Podcast episodes minimally address culturally responsive pedagogy, digital equity, and the intersection of equity, technology, and pedagogy. Connections to course concepts are unclear or superficial. Podcast episodes incorporate limited research on culturally responsive pedagogy, digital equity, and the intersection of equity, technology, and pedagogy. Podcast	Podcast episodes fail to adequately address culturally responsive pedagogy, digital equity, and the intersection of equity, technology, and pedagogy. Connections to course concepts are missing or inappropriate. Podcast episodes lack research integration on culturally responsive pedagogy, digital equity, and the intersection of equity, technology, and pedagogy. Podcast

	pedagogy. Podcast connection to the research base is clearly articulated throughout the podcast series. Each episode presents well-developed, insightful, and comprehensive content supported by scholarly references.	research base is articulated in most episodes. Each episode presents well-developed content supported by scholarly references.	connection to the research base is sometimes unclear. Episodes present relevant content with occasional scholarly references.	connection to the research base is weak. Episodes present basic content with few scholarly references.	connection to the research base is absent. Episodes present incomplete or inaccurate content without scholarly references.
Theme and Connection Across Episodes	The thematic connection across all five episodes is strong, coherent, and consistently explores the intersections of equity, technology, and pedagogy within various identity markers. Episodes build upon each other, creating a cohesive narrative. Themes align well with the course objectives. The concluding episode provides a comprehensive summary or conclusion of the findings, tying together all episodes	The thematic connection across all five episodes is clear and explores the intersections of equity, technology, and pedagogy within various identity markers. Episodes generally build upon each other, creating a connected narrative. Themes align with the course objectives. The concluding episode provides a summary of the findings and connects most episodes together.	The thematic connection across episodes is present but sometimes inconsistent in exploring the intersections of equity, technology, and pedagogy within various identity markers. Episodes show some progression, though connections between them may be unclear at times. Themes partially align with course objectives. The concluding episode provides a basic summary but may not fully integrate all episodes.	The thematic connection across episodes is weak or unclear in exploring the intersections of equity, technology, and pedagogy within various identity markers. Episodes appear disconnected or show limited progression. Themes loosely align with course objectives. The concluding episode provides a limited summary with minimal connection between episodes.	The thematic connection across episodes is missing or inappropriate in exploring the intersections of equity, technology, and pedagogy within various identity markers. Episodes lack logical progression or connection. Themes do not align with course objectives. The concluding episode lacks a summary or fails to connect the episodes together.

	cohesively.				
Interview and Engagement	Interviews with unique individuals are insightful, well-conducted, and enhance the depth of the podcast content. Interviewees' perspectives contribute significantly to the understanding of the chosen identity markers and their relation to equity, technology, and pedagogy.	Interviews are conducted adequately and contribute to the podcast's content. Perspectives from interviewees offer valuable insights, although there might be minor areas for improvement in engagement or depth of discussion.	Interviews are present but may lack depth or variety. Engagement with interviewees could be more dynamic or may not contribute substantially to the overall content.	Interviews, if conducted, are limited in number or quality. Engagement with interviewees is weak, and their perspectives do not significantly contribute to the podcast's substance.	No interviews are conducted, or if they are, they are irrelevant or do not add any value to the podcast content.
Technical Production	The podcast episodes demonstrate exceptional technical quality, including clear audio, appropriate use of music or effects, and professional editing. The chosen platform or tools are utilized effectively to create a polished and engaging final product.	The technical quality of the podcast is good, with clear audio and minimal distractions. There might be minor imperfections or areas for improvement in production quality.	The technical production of the podcast is average. Audio quality might have occasional issues, and the use of tools or platforms may lack finesse or creativity.	The podcast demonstrates poor technical quality with noticeable audio issues, lack of editing, or ineffective use of chosen tools/platform.	Technical production severely hampers the podcast's quality, making it challenging to listen to or comprehend.
References	References for each	References for each	References for episodes	References for episodes	References for episodes

and Conclusion	episode are well- documented.	episode are documented with minor gaps or inconsistencies.	are partially documented, with some episodes having incomplete documentation.	are minimally documented, with significant gaps across multiple episodes.	are missing or inappropriately documented.
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Capstone Project (Program Reflection) - EDDL 7699

The Capstone Project serves as the culminating experience of the Ed.S. program, requiring candidates to integrate research, theory, and professional practice into a comprehensive applied project. Candidates may choose formats such as action research, systematic literature review, design case, or other applied research that address a relevant educational problem or need. In alignment with SLO #1, students critically investigate digital-age teaching and learning trends and innovations, analyzing their impact on professional practice within their own contexts. Through the development of a research-based curriculum plan, intervention, or scholarly synthesis, candidates apply current research and theory to design solutions that support improved learner outcomes (SLO #2). Each project requires intentional integration of technology to increase student engagement, amplify learner voice, and promote accessibility (SLO #3). Finally, candidates engage in sustained evaluation of their personal growth and professional learning across the program by reflecting on their methodological choices, application of evidence-based pedagogy, and the effectiveness of digital resources, while also considering how their learning will shape future practice (SLO #4)

Criteria	4 - Distinguished	3 - Proficient	2 - Satisfactory	1 – Needs Improvement
Use of Current Research	Integrates highly relevant, diverse, and recent research that strongly supports improved student outcomes.	Uses relevant, mostly recent research with a good connection to student outcomes.	Includes some relevant research; connections to student outcomes could be clearer or more thorough.	Minimal or outdated research with weak relevance to student outcomes.
Goal Alignment and Rationale	Clearly aligns with program goals, providing insightful connections between project type and outcomes; the rationale is compelling and audience-specific.	Aligns well with course goals and includes a solid rationale, though connections could be more detailed.	Generally aligns with course goals; rationale is present but may lack depth or specificity.	Shows weak alignment with course goals; rationale is unclear or minimally relevant.
Research Depth and Breadth	Demonstrates thorough research or review with diverse, high-quality sources and advanced synthesis. (Action Research): Extensive and relevant data collected. (Literature Review):	Conducts solid research with a good range of sources and effective synthesis, though depth may vary slightly.	Sufficient research with basic synthesis; sources may be limited in variety or quality.	Research is minimal or lacks rigor; sources are sparse, limited, or not credible.

	Systematic and comprehensive study selection. (Design Case): Broad exploration of design scenarios.			
Critical Analysis and Reflection	Provides in-depth, thoughtful analysis with critical reflection on implications, limitations, and alternative perspectives.	Delivers good analysis with relevant reflections; some areas may lack depth. Limited exploration of perspectives.	Basic analysis and reflection; limited consideration of alternative perspectives.	Minimal analysis and reflection; lacks attention to limitations or alternative viewpoints.
Methodological Approach	Uses a clear, appropriate methodology aligned with project goals. (Action Research): Well-structured plan for data collection and analysis. (Literature Review): Defined criteria for study selection and analysis. (Design Case): Effective process for scenario design and implementation.	Presents a mostly clear methodology with minor gaps; aligns largely with goals.	Methodology is present but may lack clarity, depth, or full alignment with goals.	Methodology is unclear, misaligned, or poorly developed.
Creativity and Innovation	Demonstrates unique insights or approaches, showing original thought in framing and execution.	Shows creativity in some aspects but lacks full consistency in innovation.	Standard approach; meets requirements but shows limited creativity.	Minimal creativity; approach is basic or derivative.
Communication and Presentation	Delivers a clear, professional, and well-organized presentation; visuals, language, and format enhance	Presents findings clearly and organized with minor errors or areas for improvement.	Presentation is adequate but may lack clarity, coherence, or professionalism.	Presentation is unclear, disorganized, or lacks professionalism.

	understanding.			
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