

EMDT PROGRAM LEARNING OUTCOMES		Exceeding	Meeting	Developing	Not Meeting	Institutional Outcomes
EMDT 1	Students will evaluate and create instructional media and technology to support teaching and learning.	Instructional media demonstrates exceptional creativity and critical thinking as well as an in-depth understanding of cognitive science. Products support student learning through thoughtful, incremental, and creative instruction. Design is visually interesting and builds engagement. Evaluation of instructional products includes explicit connections to cognitive science and design principles.	Instructional media demonstrates creativity and critical thinking as well as an understanding of cognitive science. Products support student learning through thoughtful, incremental instruction. Evaluation of instructional products includes connections to cognitive science and design principles.	Instructional media demonstrates a basic understanding of cognitive science or design principles. Products support student learning. Evaluation of instructional products includes some connections to cognitive science or design principles.	Instructional media lacks consistent application of cognitive science and design principles. Significant revision required to meet learning needs. Evaluation may be lacking connections to cognitive science or design principles.	Design Competence
EMDT 2	Students will identify and critically examine educational technology trends for practical application.	Using current research, the learner can explain a variety of trends and controversies in educational technology as well as how they apply in daily instruction.	Learner can explain a variety of trends and controversies in educational technology as well as how they apply in daily instruction.	Learner can explain basic trends in educational technology as well as how they apply in daily instruction.	Learner does not demonstrate an understanding of basic trends in educational technology or cannot apply those trends to daily instruction.	Critical Thinking, Cultural Competence
EMDT 3	Students will participate in and contribute to communities of practice and professional networks.	Learner is an integral part of communities of practice within their courses and larger professional networks in educational technology. Learner can explain with specific examples how they support the professional community in educational technology and what impact they have on other learners in the program.	Learner is an integral part of communities of practice within their courses. Learner can explain with specific examples what impact they have on other learners in the program.	Learner participates at a basic level in communities of practice within their courses. Learner can explain with specific examples what impact they have on other learners in the program.	Learner does not participate in communities of practice within their courses or in a larger network. Or, learner cannot provide specific examples of their collaboration and contributions.	Communication Competence
EMDT 4	Students will analyze and evaluate effective teaching strategies in the design and development of curricula.	In evaluating teaching strategies, learner provides an accurate assessment that is supported by educational research, logic, and practical experience. Learner can communicate an opinion respectfully and demonstrates a nuanced understanding of best practices in designing and implementing curriculum.	In evaluating teaching strategies, learner provides an accurate assessment that is supported by educational research, logic, and practical experience.	In evaluating teaching strategies, learner provides a relatively accurate assessment that is supported by educational research, logic, or practical experience.	In evaluating teaching strategies, learner provides insufficient analysis of the strategy and how it connects to educational research, logic, or practical experience.	Critical Thinking, Design Competence
EMDT 5	Students will incorporate and analyze higher order thinking skills in the design of assessments.	Assessments demonstrate exceptional skill in creative design, critical thinking, and technological applications. Learner-created assessments are both valid and reliable measures of student learning.	Assessments demonstrate skill in creative design, critical thinking, and technological applications.	Assessments demonstrate basic skill in creative design, critical thinking, or technological applications.	Assessments do not demonstrate basic skill in creative design, critical thinking, or technological applications.	Critical Thinking, Design Competence
EMDT 6	Students will effectively communicate educational technology trends to stakeholders, grounding their findings in research.	Learner is able to effectively communicate educational technology trends to a variety of stakeholders. Communication is customized to the needs of each group of stakeholders and is grounded in educational research. Learner is able to share research findings and trends in a way that is practical, clear, and jargon-free.	Learner is able to communicate educational technology trends to a variety of stakeholders, grounding their findings in research.	Learner is able to communicate some basic educational technology trends to stakeholders using educational research as support some of the time.	Learner is unable to communicate effectively about educational technology trends or does not ground their findings in research.	Communication Competence, Cultural Competence