A. College, Department and Date

1. College: College of Education
2. Department: Health, Exercise and Sports Science
3. Date: 4/27/16

B. Academic Program of Study*

Master of Science in Physical Education-Adapted Physical Education Concentration

C. Contact Person(s) for the Assessment Plan

Dr. Cathy Tingstrom

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
<table>
<thead>
<tr>
<th>Broad Learning Goal</th>
<th>Student Learning Outcomes</th>
<th>COE C.F./ Univ. Goal</th>
<th>When Assessed **</th>
<th>Assessment/ Course if applicable</th>
<th>Direct/ Indirect</th>
<th>Score Range</th>
<th>Expected Pass Rate *</th>
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<tbody>
<tr>
<td>The student will discuss physical activity-related issues within the context of disability</td>
<td>The student will demonstrate competence in developing an original adaptive sport/recreation program for persons with disabilities</td>
<td>U, P</td>
<td>Spring (every 2 years)</td>
<td>Final class project PEP 529</td>
<td>direct</td>
<td>0-30</td>
<td>80% score ≥24</td>
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<td>The student reviews current informal and formal assessment methods, critically examines these methods, and applies a variety of assessments in an adaptive physical activity/sport or recreation setting.</td>
<td>The student identifies appropriate assessment instruments for use in determining effective programming for individuals with disabilities and implements two assessments with individuals with disabilities in a field based experience.</td>
<td>U, P</td>
<td>Spring (every 2 years)</td>
<td>Final class project PEP 526</td>
<td>direct</td>
<td>0-40</td>
<td>80% score ≥32</td>
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<td>The student will review and discuss factors affecting motor learning of individuals who have intellectual, physical, emotional or behavioral disabilities and are situated in school-based physical education or community-based physical activity or adapted sport programs.</td>
<td>The student will demonstrate their knowledge of a variety of motor learning concepts and demonstrate competence in developing and implementing an appropriate motor learning program for an individual with a disability.</td>
<td>U, P</td>
<td>Fall (every 2 years)</td>
<td>Problem based learning Workshop</td>
<td>Direct</td>
<td>0-30</td>
<td>80% score ≥24</td>
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*Briefly describe the criteria for success related to each direct or indirect means of assessment. The program’s performance target is 80% by all students.*

1. **Who:** The program’s assessment will include evidence from all students in the program.

2. **When will learning outcomes be assessed? When and in what forum will the results of the assessments be discussed?**
   Each of these courses identified are on a year rotation. Learning outcomes will be assessed during the year the class is offered and the results will be reviewed the following year by the program coordinator (this program has only one faulty member and that person is also the program coordinator).

3. **What is the program’s process to analyze/interpret assessment data and use results to improve student learning?**
1. The program coordinator and sole faculty member will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).
2. The process for considering the implications of assessment/data for change with regard to improving student learning is to gauge the effectiveness of the assessment instruments and to inform the instructor’s pedagogy.
3. Since there is only one faculty member and she is also the program coordinator, ongoing course evaluation based on the student learning objectives and assessment results is completed in a timely manner and any changes are made within the 2 year cycle.