A. **College, Department and Date**

1. College: College of Education
2. Department: HESS
3. Date: December 9, 2015

B. **Academic Program of Study**

*MS Curriculum and Instruction*

C. **Contact Person(s) for the Assessment Plan**

*Glenn Hushman, Associate Professor*

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* 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>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced physical education teacher candidates come to understand disciplinary content knowledge, the application of that knowledge to the teaching of physical education, and modes of inquiry that form the basis for physical education programs and instruction.</td>
<td>The physical education masters student demonstrates pedagogical content knowledge to make disciplinary knowledge/content understandable to learners.</td>
<td>U, P/ K, S</td>
<td>Annually</td>
<td>Instructional Video/ PEP 570</td>
<td>Direct</td>
<td>0-60</td>
<td>48</td>
</tr>
<tr>
<td>Advanced physical education candidates use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners.</td>
<td>The physical education masters student demonstrates, through planning and/or instruction, accurate and sufficient content knowledge and PCK appropriate for the specific learners, context and long and short-term outcomes/goals.</td>
<td>U, P/ K, S</td>
<td>Annually</td>
<td>Curriculum Map/PEP 510</td>
<td>Direct</td>
<td>0-60</td>
<td>48</td>
</tr>
<tr>
<td>Advanced physical education candidates use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners.</td>
<td>The physical education masters student’s teaching reflects systematic inquiry about the practice and the learners served.</td>
<td>U,P/ K,S</td>
<td>Annually</td>
<td>Assessment Project/ PEP 570</td>
<td>Direct</td>
<td>0-24</td>
<td>19</td>
</tr>
<tr>
<td>Advanced physical education candidates are continuous, collaborative learners who further their own professional development and use their</td>
<td>The physical education masters student continues personal development through contributions to the growth</td>
<td>U,P, I/ K,S, R</td>
<td>Annually</td>
<td>Presentation/PEP 573 Position paper/PEP 572 Comprehensive project or</td>
<td>Direct</td>
<td>0-50</td>
<td>38</td>
</tr>
</tbody>
</table>

*Expected Pass Rate *
abilities to contribute to the profession. and professional learning of self and others

thesis/exit
Take Home Rubric Presentation Rubric

0-50  >38

*Briefly describe the criteria for success related to each direct or indirect means of assessment. What is the program’s performance target (e.g., is an “acceptable or better” performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.

1. **Who**: All students will be assessed.

2. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?** Student learning outcomes are assessed at the end of each academic year. Faculty that teach in the graduate program will review the results for each SLO and provide recommendations for improvement.

3. **What is the program’s process to analyze/interpret assessment data and use results to improve student learning?** Faculty that teach in the graduate program will participate in the assessment process. The faculty will discuss the assessment mechanisms, curricular design and pedagogy included in the program. This discussion will take place one time every year at the conclusion of the academic year. Changes will be made based on this assessment and will be implemented in the next academic year.