

Program: Adventure Education Coordinator: Jamie Hannon	Name of Assessment	Type of Assessment	Status (Implemented or in planning stage)	When Completed in Program (Early, Middle, Late)	Aligned with Graduate Hallmark(s)? Please Identify	Data Available (Y/N)
Assessment 1: Content Knowledge (paper/pencil, i.e., exam)	Maintaining the health and safety of adventure learning students, managing risk from an organizational administration perspective, and limiting liability of loss to the parent organization	Scenario presentations; Case Analysis Discussion; Exam; Risk Management Project	implemented	EE 5100 Risk Management for Experiential Education	The material covered in this course directly addresses the following elements of the Adventure Leadership model: safety skills, organizational skills, experience-based judgment, and professional ethics.	yes
Assessment 2: Content Knowledge (grades)	Content; Organization, Grammar, spelling, mechanics; Details; Sentences; Citations	Paper	implemented	PA5560 and EE51XX	The courses that are represented by this cumulative data are varied; however they all address essential elements of the Adventure Leadership Model. The elements addressed in these courses include technical skills, safety skills, organizational skills, instructional skills, facilitation skills, and various meta-skills.	yes
Assessment 3: Planning	Ability to create a unit that is progressive, prepared, aligned with relevant standards and accepted adventure practices, and oriented toward learner outcomes	Lesson Unit Project	not yet implemented	PA 5560 Independent Study or EE5190 Guided Study	Essential competencies for professional adventure educators include organizational and instructional skills related to planning effective learning experiences for students. This assessment evaluates the program participant's ability to create a series of connected lessons that progressively develop a student's knowledge, skills and attitudes relevant to a particular adventure learning concept or skill. The assessment also evaluates the program participant's ability to consider additional factors in this planning, including connection to relevant standards and accepted practices, overall safety and risk management, concern for differentiated instruction, logistical/material planning, balance between activity and reflection and other important planning considerations.	no data available
Assessment 4: Field Experience/Capstone	Ability to discuss the impact of observed adventure learning practices on their students, and the role of adventure learning practices as a change agent in local communities and society	Reflexive Integrative Paper		ED 6900 Capstone Project	Underlying the skill competencies of the Adventure Leadership Model is an awareness of the social context in which adventure learning takes place, and a familiarity with the progressive orientation of the adventure learning profession. Adventure learning (and experiential education more generally) is a radical pedagogy with a specific concern for issues of social justice, peace and the attainment of full human potential. This element of the capstone project paper asks students to speak directly to what they have observed in regards to these aspects of the profession, and to discuss their own role and aspirations to be this kind of agent of change.	not data available
Assessment 5: Impact	No information available					

on Student Learning						
Assessment 6: Unit Disposition	No information available					
Assessment 7: Research Writing	No information available					