| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | Assessment Activity/Artifact: 1. Accessibility Assignment: Students complete a physical and programmatic accessibility survey of a recreation, leisure or sport based facility. Students report a summary of findings, recommendations for compliance, and an analysis of the spirit of the ADA in a paper. The paper will also include an analysis of how the ADA and accessibility in the US compares to other legislation/regulations/accessibility surveys of the rights of people with disabilities in other countries. Students produce a letter synthesizing the findings addressed to the facility manager. 2. Advocacy Letter to FIU: Students produce a letter addressed to the FIU Board of Directors arguing for adapted sport and recreation programs addressing the needs of students with disabilities on campus.Evaluation Process:1. Grading Checklist2. Qualitative analysisMinimum Criteria for Success:1. 72% (C) or 21.6 out of 30 possible points 2. Argument includes discussion of the interrelated dynamics that influence FIU decision-makers pertaining to the provision of adapted sport and recreation programs addressing the needs of students with disabilities on campus. Sample: All students will be assessed.  | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to describe the interrelated dynamics (e.g. legislative, attitudinal, linguistic, sociocultural, globalization) that influence accessibility for individuals with disabilities in communities across the world.  |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |
| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | Assessment Activity/Artifact:1. Accessibility Assignment: Students will analyze how the ADA and accessibility in the US compares to other legislation/regulations/accessibility surveys of the rights of people with disabilities in other countries.2. Wheelchair Simulation: Students utilize a recreational, leisure, or sport facility while using a wheelchair. Students produce a 10-minute video documentary and blog reflecting on the differences between abled and disabled experiences of the facility, their own attitudes, and others’ behaviors during the simulation.Evaluation Process:1. Grading Checklist2. 5-point rubricMinimum Criteria for Success:1. 3 out of 5 points possible for checklist criterion2. 3 out of 5 points possible on rubricSample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to conduct a multi-perspective analysis (locally and internationally) of physical and programmatic accessibility for people with disabilities within the context of recreation, leisure and sport facilities. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | Assessment Activity/Artifact:“Responding to Disability: A Question of Attitude” Survey: Students complete survey and associated readings and case study activities at the beginning of the semester. Students reflect upon responses and attitude change on discussion board at the end of the semester.Evaluation Process:2-point rubricMinimum Criteria for Success:1.5 out of 2 points possible Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate a willingness to self-evaluate their attitudes and learn strategies for improving others’ pertaining to accessibility for people with disabilities in communities across the world. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |