

Data-Based Decisions for the MEd Program

The MEd program prioritizes data-driven decision-making to ensure its ongoing relevance and effectiveness in preparing future educators and sport coaches. Recent insights gathered from faculty, students, administrators currently in the field, and industry experts, with guidance from the Office of Data and Analytics (ODA), have informed several key adjustments to the program. These decisions are aligned with the evolving needs of education, sport, and athletics and focus on enhancing curriculum offerings, increasing flexibility, and addressing contemporary issues.

1. Focus on Mental Health and Student Well-being

Feedback from faculty and industry professionals has highlighted the growing importance of addressing mental health within educational and athletic contexts. As a result, the program is integrating additional content focused on mental health management. This adjustment ensures that future graduates are equipped to support students and athletes in navigating mental health challenges within sport.

2. Course Flexibility and Online Learning

The program continues to prioritize flexibility, responding to feedback from working professionals who require adaptable learning formats. The online delivery option, with flexible pacing for completion within one to two years. The possibility of a 4+1 type program of study is also being explored to streamline the transition from undergraduate to graduate study.

3. Specialized Coaching and Leadership Development

Based on feedback from faculty and administrators, the program is introducing specialized courses in coaching fundamentals, leadership, and management. These courses, including those focused on transformational coaching and servant leadership, are designed to equip students with the skills necessary for leadership roles in education, sport, and athletics.

4. Financial Management in Athletic Programs

Stakeholders and working professionals recognized the need for financial management training in the curriculum. In response, the program is incorporating content on budgeting, fundraising, and financial planning for athletic and sport programs within the Special Topics course. This addition ensures that graduates are equipped to effectively manage the financial aspects of leadership in educational and athletic settings.

5. Focus on Inclusion in Sports

Feedback from faculty and administrators has emphasized the need to prepare students for addressing emerging challenges in the field. As such, content related to inclusion in sports will be integrated into the curriculum to ensure students are prepared to create respectful and inclusive environments.

6. Ongoing Evaluation and Continuous Adaptation

The program is refining its assessment strategies to ensure efficient and meaningful data collection. Future decisions will be guided by real-time feedback from students and faculty, along with ongoing reviews with the ODA office. Regular faculty meetings and student outcome assessments will inform curriculum adjustments, ensuring the program remains effective and responsive to the evolving needs of students and the broader educational, sport, and athletic communities.