

Outcomes Data - Summary of 2023 and 2024 MEd Faculty Curriculum Review

The MEd program continues to evolve through comprehensive faculty reviews, incorporating ongoing insights from faculty, administrators, and external stakeholders. Recent discussions during curriculum meetings have focused on aligning the curriculum with professional needs and emerging trends in education, sports, and coaching. Below is a summary of key outcomes from the review process:

1. **Curriculum Adjustments and Expanding Course Options:**

Several courses were revised to enhance their relevance and flexibility. Many courses were renamed, and course descriptions were updated to align with best practices in the field and broaden the program's appeal to students beyond the traditional physical education field. Additionally, the faculty explored other content areas such as the psychosocial aspects of sport coaching, ethics, sport data analytics, and risk management, and considered how the program could better address the needs of students in this area. Some courses were removed from the curriculum, while new courses were introduced to strengthen the overall curriculum. Faculty also began discussions about the potential for a one-year accelerated program of study, alongside the existing two-year option, to better accommodate the needs of working professionals.

2. **Learning Objectives and Competencies:**

The review included a thorough evaluation of the program's learning objectives, confirming that existing courses continue to meet key outcomes. However, faculty identified areas for improvement. Additionally, new competencies in athlete mental health, ethics, data analytics, injury prevention, and coaching will be integrated into the curriculum to ensure students are prepared for the evolving challenges in educational, sport, and athletic leadership.

3. **Assessment Strategies and Data Collection:**

Faculty emphasized the need to refine assessment strategies to more accurately measure student performance. Guidance from the Office of Data and Analytics (ODA) was instrumental in helping faculty focus on clear, manageable data collection methods. As a result, faculty agreed to implement more intentional assessments, such as assignments, peer reviews, and certifications. These strategies are currently being developed and further refined through ongoing curriculum meetings.

4. **Feedback Integration and Continuous Improvement:**

The review process highlighted the importance of incorporating feedback from faculty, administrators, and students. Faculty discussions pointed to a growing demand for content related to financial management in athletics, relationship management, and the inclusion of mental health training. The curriculum will be updated to reflect these priorities, ensuring that the program remains relevant to the needs of students and the field. Faculty also acknowledged the ongoing need for curriculum adaptation, with regular reviews to ensure the program meets both current and future demands.

In conclusion, the curriculum review reflects a commitment to continuous improvement, ensuring that the MEd program remains responsive to the needs of students, educational institutions, and the broader sport and athletic community. These updates align the program more closely with professional best practices and emerging issues in education, sport, and coaching, preparing graduates for leadership roles in these fields.