

Program Assessment Plan for the MEd Program

The Program Assessment Plan outlined here builds upon the previous assessment structure, which served as a foundational tool for evaluating student progress and program effectiveness. However, with the recent updates to the curriculum, the Curriculum Committee is actively in the process of refining and adapting this assessment plan to align with the revised Program Learning Objectives, outcomes, and course content. The plan will continue to evolve as faculty engage in ongoing curriculum development meetings and as we collect and incorporate student feedback. This dynamic process ensures that the assessment plan remains responsive to the needs of students and reflects best practices in the field. As the program grows, the assessment plan will be further refined to ensure continued alignment with the program's mission and goals, with regular updates based on feedback and faculty input. The updated document will include the new competencies, learning objectives, outcomes, associated courses, and methods of measurement to provide a comprehensive framework for monitoring student achievement and program success.

| Crs Num | Title | Description | Planned competencies for this course. | Introductory Learning Objectives <i>Objectives at this level are introduced to students early in their academic journey. These are foundational goals that help students gain basic awareness and understanding of key concepts and skills.</i> | Developed Learning Objectives <i>At this stage, objectives are developed further, where students expand their knowledge and start applying what they have learned in more complex or varied contexts. These objectives require a deeper engagement and practical application.</i> | Mastery Learning Objective <i>Mastered objectives represent a high level of understanding and skill. Students are expected to demonstrate expertise and fluency, often including the ability to synthesize, evaluate, and create new knowledge or solutions.</i> | Learning Outcomes | Forms of Evidence (how to measure the outcomes) | Matching IDEA Objectives |
|----------|---|--|---------------------------------------|---|--|---|---|---|--------------------------|
| KIN 6000 | Administration of Athletics | Prepares students to organize and administer sports at the public school, university, and professional level. Consideration is given to both the challenges and standards associated with such programs. | 2, 3, 5 | <p>2.1 Develop leadership abilities to guide and inspire athletes and teams toward common goals.</p> <p>3.2 Ensure athlete safety and well-being through proactive injury management and risk mitigation efforts.</p> <p>5.1 Understand the social and cultural contexts that impact athlete experiences and well-being in sports environments.</p> | <p>2.3 Integrate leadership and communication strategies to build team cohesion and optimize performance.</p> <p>5.2 Analyze sociocultural barriers to participation and inclusion in sport.</p> | <p>2.3 Integrate leadership and communication strategies to build team cohesion and optimize performance.</p> <p>5.3 Develop strategies to promote inclusive excellence in coaching environments.</p> | <p>2.2 Employ leadership and communication strategies to create cohesive teams and maximize athlete potential.</p> <p>5.2 Interpret inclusive practices into coaching and management approaches to create equitable and supportive sports environments.</p> | | |
| KIN 6010 | Communication and Leadership in Sport | This course provides a group approach to improvement and innovation in leadership, communication, and organizational skills. | 2, 7 | <p>2.1 Develop leadership abilities to guide and inspire athletes and teams toward common goals.</p> <p>2.2 Enhance interpersonal communication skills for effective interaction with athletes, teams, and stakeholders.</p> | <p>2.3 Integrate leadership and communication strategies to build team cohesion and optimize performance.</p> <p>7.1 Acquire practical coaching skills, including observation, analysis, and feedback delivery.</p> | <p>7.2 Enhance coaching effectiveness through continuous skill development and reflective practice.</p> <p>7.3 Apply coaching theories and methodologies to design individualized athlete development plans.</p> | <p>2.1 Demonstrate leadership qualities such as vision, integrity, and empathy in coaching roles.</p> <p>2.2 Communicate effectively with athletes, teams, and stakeholders to foster positive relationships and enhance performance.</p> <p>2.3 Employ leadership and communication strategies to create cohesive teams and maximize athlete potential.</p> <p>7.1 Demonstrate proficiency in coaching techniques and methodologies across different sport contexts.</p> <p>7.2 Engage in ongoing professional development to refine coaching skills and adapt to evolving coaching practices.</p> | <p>2.1 Assignment: Interview a coach and athletic director (2-page paper): Students can analyze the leadership qualities of these professionals and relate them to their own vision of leadership. 2.2 Assignment: Communication scenarios (responses and analysis): Encourages practical application of communication strategies in simulated sport contexts. 2.3 Assignment: Design and analyze coaching scenarios: Focuses on integrating leadership and communication to resolve challenges and improve team dynamics. 7.1 Assignment: Coaching scenarios (design and analysis): Students practice creating and analyzing realistic coaching methodologies. 7.2 Assignment: Final reflection paper on leadership: Summarizes lessons learned and areas for ongoing development. As none of these assignments have been used before in their current format, there is no student outcome data available. For students in an MEd program my expectation is that for all these assignments I anticipate 80% of the class will score 85% or higher.</p> | |
| KIN 6050 | Psychological Aspects of Sports Performance | Psychological theory and principles applied to sports. Includes motivational techniques, psychological evaluation, stress and anxiety in sports, and personality and sports performance. | 4, 6 | <p>2.1 Develop leadership abilities to guide and inspire athletes and teams toward common goals.</p> <p>4.1 Apply knowledge of human development principles to design age-appropriate coaching programs. 4.4 Integrate principles of growth and development into coaching practice.</p> <p>5.3 Develop strategies to promote inclusive excellence in coaching environments.</p> <p>7.1 Acquire practical coaching skills, including observation, analysis, and feedback delivery.</p> | <p>2.2 Enhance interpersonal communication skills for effective interaction with athletes, teams, and stakeholders.</p> <p>2.3 Integrate leadership and communication strategies to build team cohesion and optimize performance.</p> <p>4.2 Recognize and adapt coaching approaches based on the physical, mental, and emotional stages of athlete development.</p> <p>4.3 Understand the physical, cognitive, and socio-emotional stages of athlete development.</p> | <p>6.1 Understand psychological factors influencing athlete behavior, motivation, and performance.</p> <p>6.2 Apply principles of sport psychology to optimize athlete mental health and resilience.</p> <p>6.3 Foster positive psychosocial environments conducive to athlete development and performance.</p> | <p>2.2 Communicate effectively with athletes, teams, and stakeholders to foster positive relationships and enhance performance.</p> <p>4.1 Tailor coaching strategies to align with the developmental needs of athletes at different stages.</p> <p>4.2 Tailor coaching strategies to promote physical, psychological, and social development in athletes' environments.</p> <p>6.1 Apply psychological techniques to enhance athlete motivation, goal-setting, and self-regulation.</p> <p>6.2 Demonstrate competence in addressing psychosocial challenges and promoting athlete well-being through coaching interventions.</p> | <p>2.2: Discussion 5, Journal 6; 4.1: Quiz #3; 4.2: Discussion 9 & 10; 6.1: Quiz 12, Journal #13; 6.2: Discussion 12, Quiz 13</p> | |

| | | | | | | | | | |
|----------|--|---|---------|--|--|--|--|--|--|
| KIN 6070 | Social Dimensions of Sport | Introduces students to complex role and social significance of sport in contemporary society. Familiarizes students with aims, scope, and potential contributions of sport in society. | 4, 5 | 5.1 Understand the social and cultural contexts that impact athlete experiences and well-being in sports environments. 5.2 Analyze sociocultural barriers to participation and inclusion in sport. 5.3 Develop strategies to promote inclusive excellence in coaching environments | 5.2 Analyze sociocultural barriers to participation and inclusion in sport. 5.3 Develop strategies to promote inclusive excellence in coaching environments. 4.2 Recognize and adapt coaching approaches based on the physical, mental, and emotional stages of athlete development. | 5.3 Develop strategies to promote inclusive excellence in coaching environments. 4.1 Apply knowledge of human development principles to design age-appropriate coaching programs. 5.2 Analyze sociocultural barriers to participation and inclusion in sport. | 4.2 Tailor coaching strategies to promote physical, psychological, and social development in athletes. 5.1 Analyze the impact of sociocultural factors on athlete experiences and performance in diverse sports contexts. 5.2 Interpret inclusive practices into coaching and management approaches to create equitable and supportive sports environments. | | |
| KIN 6130 | Data Analytics and Data Driven Decision Making in Sports | This course covers data analytics and decision-making in sport management, focusing on collecting, processing, analyzing, and interpreting data for player performance, fan engagement, marketing strategies, and revenue optimization. | 8 | 8.1 Understand how data analytics can be used to guide decision making in sports. 8.2 Apply different data analytics methods to sport using large language models. 8.3 Communicate the results of data analysis to professionals in sport. 8.4 Analyze and critically evaluate data to support ideas and decision making in sport. 8.5 Use appropriate methods for collecting, analyzing and interpreting numerical information as it relates to sport. | 8.1 Understand how data analytics can be used to guide decision making in sports. 8.2 Apply different data analytics methods to sport using large language models. 8.3 Communicate the results of data analysis to professionals in sport. 8.4 Analyze and critically evaluate data to support ideas and decision making in sport. 8.5 Use appropriate methods for collecting, analyzing and interpreting numerical information as it relates to sport. | 8.1 Understand how data analytics can be used to guide decision making in sports. 8.2 Apply different data analytics methods to sport using large language models. 8.3 Communicate the results of data analysis to professionals in sport. 8.4 Analyze and critically evaluate data to support ideas and decision making in sport. 8.5 Use appropriate methods for collecting, analyzing and interpreting numerical information as it relates to sport. | 8.1 Students will demonstrate the ability to explain the role of data analytics in sports. 8.2 Students will apply various data analytics techniques, including the use of large language models, to analyze sports-related data and extract actionable insights. 8.3 Students will effectively communicate complex data analysis results to sports professionals, ensuring the findings are clear, actionable, and relevant to decision-making in the sport context. 8.4 Students will critically analyze and evaluate sports data, assessing the quality, reliability, and relevance of data sources to support effective decision-making in sports. 8.5 Students will demonstrate proficiency in selecting and applying appropriate data collection methods, analyzing numerical data, and interpreting the results to inform decisions in sports contexts. | | |
| KIN 6200 | Biophysical Aspects of Sport and Exercise | This course reviews the fundamental connections among sport, functional anatomy, biomechanics, and exercise physiology. Through these perspectives, the relationships between sport, anatomy, human movement, and the physiological adaptations to enhance sport and exercise performance will be explored. | 3, 4, 7 | 3.1 Implement injury prevention strategies and protocols to minimize risks in sport environments. 4.1 Apply knowledge of human development principles to design age-appropriate coaching programs. 7.3 Apply coaching theories and methodologies to design individualized athlete development plans. | 4.4 Integrate principles of growth and development into coaching practice. | 4.3 Understand the physical, cognitive, and socio-emotional stages of athlete development. | 3.1 Possess knowledge of safety procedures and protocols relevant to sport coaching environments. 3.2 Demonstrate proficiency in implementing injury prevention strategies tailored to specific sports and athlete populations. 4.2 Tailor coaching strategies to promote physical, psychological, and social development in athletes. 4.3 Demonstrate the ability to design and adapt coaching programs according to the developmental stage of athletes. 7.1 Demonstrate proficiency in coaching techniques and methodologies across different sport contexts. 7.2 Engage in ongoing professional development to refine coaching skills and adapt to evolving coaching practices. | 3.1: Labs 6 and 7; Exams 2 and 3; Discussions 4, 6, 9 3.2: Labs 4, 6, and 7; Exams 2 and 3; Discussion 7 4.2: Labs 7, 8, and 9; Exams 3; Discussion 9, 10, and 11 4.3: Lab 7; Exam 3 7.1: Lab 7; Discussion 9; Exam 3 7.2: Discussion 9 | 3.1 = IDEA 1 and 2 3.2 = IDEA 3 4.2 = IDEA 3 4.3 = IDEA 3 7.1 = IDEA 3 7.2 = IDEA 3 |
| KIN 6270 | Injury Prevention and Risk Management | This course introduces strategies to prevent common sports injuries, principles of first aid, concussion management, and how to identify and respond to common sports injuries, ensuring athlete safety and well-being through injury management and risk mitigation efforts. | 1, 3 | | 1.1 Understand ethical issues and challenges commonly encountered in sport coaching. 3.1 Implement injury prevention strategies and protocols to minimize risks in sport environments. 3.3 Understand principles of injury prevention, first aid, and concussion management. 3.4 Develop skills to identify and respond to common sport-related injuries. | 3.2 Ensure athlete safety and well-being through proactive injury management and risk mitigation efforts. | 1.1 Critically analyze ethical situations in sport coaching and make principled decisions. 3.1 Possess knowledge of safety procedures and protocols relevant to sport coaching environments. 3.2 Demonstrate proficiency in implementing injury prevention strategies tailored to specific sports and athlete populations. 3.3 Respond appropriately to sport-related emergencies and provide necessary first aid and medical assistance. 3.4 Promote a culture of safety and injury prevention within sports organizations and coaching settings. | | |
| KIN 6710 | Selected Topics in Sport | This course provides students with an opportunity for in-depth study of relevant sport industry issues, skills, and topics for sport coaches. Topics are selected by faculty. | 5, 4, 6 | | | | | Become CPR certified and Concussion Management Certification | |
| KIN 6960 | Master's Project | Allows students opportunity to develop creative and applicable educational project. | | | | | | | |
| KIN 7550 | Internship in Sport Coaching | Applied work experience with coaches and/or educators in the sport community. | | | | | | | |
| | Sport Ethics | | 1, 5 | 1.1 Understand ethical issues and challenges commonly encountered in sport coaching. 1.2 Apply ethical decision-making frameworks to resolve ethical dilemmas in coaching. 1.3 Recognize the importance of integrity, fairness, and respect in coaching practice. 5.1 Understand the social and cultural contexts that impact athlete experiences and well-being in sports environments. 5.2 Analyze sociocultural barriers to participation and inclusion in sport. 5.3 Develop strategies to promote inclusive excellence in coaching environments. | 1.1 Understand ethical issues and challenges commonly encountered in sport coaching. 1.2 Apply ethical decision-making frameworks to resolve ethical dilemmas in coaching. 1.3 Recognize the importance of integrity, fairness, and respect in coaching practice. 5.1 Understand the social and cultural contexts that impact athlete experiences and well-being in sports environments. 5.2 Analyze sociocultural barriers to participation and inclusion in sport. 5.3 Develop strategies to promote inclusive excellence in coaching environments. | 1.1 Understand ethical issues and challenges commonly encountered in sport coaching. 1.2 Apply ethical decision-making frameworks to resolve ethical dilemmas in coaching. 1.3 Recognize the importance of integrity, fairness, and respect in coaching practice. 5.1 Understand the social and cultural contexts that impact athlete experiences and well-being in sports environments. 5.2 Analyze sociocultural barriers to participation and inclusion in sport. 5.3 Develop strategies to promote inclusive excellence in coaching environments. | 1.1 Critically analyze ethical situations in sport coaching and make principled decisions. 1.2 Demonstrate ethical conduct in coaching practice, prioritizing the well-being and development of athletes. 5.1 Analyze the impact of sociocultural factors on athlete experiences and performance in diverse sports contexts. 5.2 Interpret inclusive practices into coaching and management approaches to create equitable and supportive sports environments. 5.3 Demonstrate cultural competence and sensitivity in their interactions with athletes, teams, and stakeholders from diverse backgrounds. | | |