Coaching and Teaching Studies, Ed.D.

Degree Requirements

All students must complete the written and oral qualifying exam within the first two semesters of the program. All students must also pass a comprehensive exam as designated by the candidate’s doctoral committee, pass the dissertation prospectus, and successfully defend the dissertation.

CURRICULUM REQUIREMENTS

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<td>Minimum grade of B- required unless otherwise noted.</td>
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Core Classes

- PET 735  Critical Thinking in Sport & Physical Education Research
- PET 741  Action Research in Kinesiology
- PET 745  Higher Education Curriculum in Kinesiology
- PET 755  Physical Activity in Schools

Statistics and Research Methods

- EDP 613  Statistical Methods 1
- EDP 614  Statistical Methods 2
- SCFD 615  Qualitative Research Methods
- SCFD 715  Advanced Qualitative Research
- SEP 615  Research Methodology in Physical Education
- or EDP 612  Introduction to Research

Electives (courses must be approved by advisor)

- 12

Dissertation Research

- PET 797  Research (18 credit hour required)
- SEP 765  Dissertation and Thesis Seminar (3 credit hours required)

Benchmarks

- Qualifying Exam
- Comprehensive Exam
- Dissertation Proposal
- Dissertation Defense

Total Hours

60

PERFORMANCE STANDARDS

Students who do not meet benchmarks would receive probation notification due to lack of progress at the end of the academic year with remediation required during the summer term. Failure to meet benchmark requirements beyond that point would result in suspension or dismissal from the program. Student research will be graded by the faculty each semester. Research and grades will be satisfactory or unsatisfactory (S/U).

Major Learning Outcomes

COACHING AND TEACHING STUDIES

Upon completion of the Ed.D, each graduate should:

1. To develop an in-depth knowledge of the contemporary theoretical concepts within coaching and teaching studies.
2. Develop a critical understanding of the knowledge, research and analytical skills required to be an effective and reflective pedagogue in coaching and teaching studies.
3. Be able to apply, justify, and promote evidence-based practices in varied environments within coaching and teaching studies.
4. Be able to identify, critically analyze and reflect on practice-based problems in teacher and coach preparation to generate and implement informed solutions and directions in professional practice.
5. Critically engage in reflective practice through the development, implementation and reporting of an extended piece of research work.