

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

Code	Title	Hours
Minimum grade of B- required unless otherwise noted.		
Core Classes		12
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		15
EDUC 652	Statistical Methods 1	
EDUC 653	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		21
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.