Coaching and Teaching Studies

Degree Offered

• Doctor of Philosophy
• Doctor of Education

Nature of the Program

WVU is the only institution in the state of West Virginia to offer a Doctorate degree (Ph.D. and an Ed.D.) majoring in Coaching and Teaching Studies.

The mission of our doctoral programs is to guide future professionals in becoming knowledgeable and skillful leaders, educators and researchers who will be prepared to assume roles within the fields of physical education teacher education, physical activity, and coaching in universities or associated organizations/agencies in related settings. Our programs provide a high-quality and meaningful educational experience that will allow each student to succeed in their chosen educational goals and will further promote their ability in becoming analytical thinkers who are confident in the application of the scientific method and who can excel professionally as educators and researchers.

The Doctoral degree in Coaching and Teaching Studies is designed to prepare researchers, teachers and professional leaders to address critical issues in physical education teacher education and sport pedagogy by developing research skills, engaging in reflective teaching and expanding knowledge. Doctoral programs at West Virginia University include a Doctorate of Philosophy (Ph.D.) and a Doctorate of Education (Ed.D.), both in Coaching and Teaching Studies.

The Ph.D. program of study focuses on developing future professionals who will address critical issues in physical education, physical activity, and coaching, and develop focused lines of research. Students will work collaboratively with faculty mentors to enhance their critical thinking, knowledge and skills to succeed as productive researchers within university settings, national sports organizations and other settings.

The Ed.D. program of study prepares future professionals for a productive career as educators in the field of physical education teacher education or sport education (Ed.D.), teaching and research positions in universities, as well as leadership positions in professional associations/agencies. The Ed.D. students are encouraged to select an applied research specialization designed to enhance success as an academic and professional leader.

FACULTY

PROFESSOR

• Sean Bulger - Ed.D. (West Virginia University)
  Associate Dean, Graduate Education

CLINICAL PROFESSOR

• Eloise Elliott - Ph.D. (Virginia Polytechnic Institute and State University)
  Ware Distinguished Professor

ASSOCIATE PROFESSORS

• Kristen Dieffenbach - Ph.D. (University of North Carolina at Greensboro)
• Andrea Taliaferro - Ph.D. (University of Virginia)
• Valerie Wayda - Ed.D. (West Virginia University)

ASSISTANT PROFESSORS

• William (Guy) Hornsby III - Ph.D. (East Tennessee State University)
• Samantha Ross - Ph.D. (Oregon State University)
• Emi Tsuda - Ph.D. (The Ohio State University)
• James Wyant - Ph.D. (West Virginia University)

TEACHING ASSISTANT PROFESSOR

• Jeremy Yeats - Ph.D. (University of Northern Colorado)

Admissions

Students can be admitted to the Ed.D. or Ph.D. program with either a bachelor's or master's degree. Those admitted with a bachelor's degree will obtain either a Coaching and Sport Education or a Physical Education Teacher Education masters degree at WVU as part of their doctoral program of studies.
Applicants must submit their application and application fee through the WVU Office of Admissions GEMS website at: https://graduate.wvu.edu/. An official copy of transcript(s) and test scores should be sent to the WVU Office of Admissions at: West Virginia University, Office of Admissions, PO Box 6009, Morgantown, WV 26506-6009. Please do not send hard copies of transcripts or letters of recommendation to CPASS, everything is submitted online to the GEMS website. The additional screening materials necessary to complete your doctoral application (should be uploaded as part of your GEMS admission application) are:

1. Resume/CV
2. Statement of Professional Goals and Research Interests *
3. Letters of Recommendations: 3 required**
4. Test Requirements: GRE (taken within 5 years of application). Preferred scores of 151 Verbal; 153 Quantitative Reasoning; 3.5 Analytical Writing or higher. Provisional admission decisions can be made based upon faculty discretion.
5. International applicants TOEFL: 550 paper, 79 internet based

* The Statement of Professional Goals and Research Interests should be 2-3 pages in length, double-spaced. Describe your academic and professional background, professional goals, possible areas of research and how and why you are a good fit for the program. It should be tailored to WVU and your specific program of interests.

** A minimum of two letters of recommendation should speak directly to the candidate’s academic skills and professional potential and abilities. Student will list the names and email addresses of their recommenders in the GEMS application site and the system will automatically generate an email to complete the necessary recommendation form, and upload an attached letter if they so desire.

NOTE: Provisional admission decisions can be made based upon faculty discretion.

Applicants are strongly encouraged to contact WVU faculty members, schedule an on-campus visit, or conference call prior to submitting application to get a feel for faculty, staff, students, and the WVU experience.

First round submission date (and to be considered for scholarships) is December 15th. Applications will be accepted on a rolling basis after December 15th pending available space in the program. International applicants are strongly encouraged to submit their admission application and supplemental materials by October 1st to allow extra time for processing.

**Doctor of Education**

**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**

Minimum grade of C required unless otherwise noted.

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PERFORMANCE STANDARDS
Credit for courses in which a grade of lower than C is obtained will not count toward satisfying program requirements for both the Ed.D. or Ph.D. Students who fail to maintain a 3.0 GPA will be placed on probation and must bring their GPA up to 3.0 during the following semester. If a student fails to bring his or her GPA up to 3.0, they will be dismissed from the program. Student research will be graded by the PETE faculty each semester. Research and grades will be satisfactory or unsatisfactory (S/U).

Doctor of Philosophy
Degree Requirements
For the Ph.D. program, the candidate must complete a series of research benchmarks beyond the required coursework. 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. In addition, Ph.D. candidates must submit three publishable articles. The acceptability (publishable) of the articles will be determined by the candidate's doctoral committee.

CURRICULUM REQUIREMENTS
Minimum grade of C required unless otherwise noted.
Minimum GPA of 3.0 required.

Core Classes
- PET 735 Reading Research 1
- PET 741 Research in Kinesiology
- PET 745 Physical Education/Teaching Curriculum Development and Evaluation
- SEP 765 Dissertation and Thesis Seminar

Statistics and Research Methods
Minimum grade of B required in all courses.
- EDP 612 Introduction to Research
- EDP 613 Statistical Methods 1
- EDP 614 Statistical Methods 2
- SCFD 615 Qualitative Research Methods
- Elective - Advanced Statistics/Research Methods
- Elective - Advanced Statistics/Research Methods

Cognate Specialization
Minimum grade of B required in all courses.

Dissertation Research
Minimum grade of B required in all courses.
- PET 797 Research
- PET 798 Thesis or Dissertation

Benchmarks
- Qualifying Exam
- Comprehensive Exams
- Dissertation Proposal Defense
- 1st Research Paper Submitted
- 2nd Research Paper Submitted
- Dissertation Defense & 3rd Research Paper Submitted (based on dissertation findings)

Total Hours

PERFORMANCE STANDARDS
Credit for courses in which a grade of lower than C is obtained will not count toward satisfying program requirements for both the Ed.D. or Ph.D. Students who fail to maintain a 3.0 GPA will be placed on probation and must bring their GPA up to 3.0 during the following semester. If a student fails to
bring his or her GPA up to 3.0, they will be dismissed from the program. Student research will be graded by the PETE faculty each semester. Research and grades will be satisfactory or unsatisfactory (S/U).

Major Learning Outcomes

COACHING AND TEACHING STUDIES

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

1. Demonstrate a high level of competence in critically understanding the discipline of Coaching and Teaching Studies.
2. Establish a specific line of scholarship related to Coaching & Teaching Studies.
3. Demonstrate the capacity to conduct research in Coaching & Teaching Studies through the development, implementation and reporting of an extended piece of research work.
4. Demonstrate the capacity to write grant proposals, and to develop curriculum related to Coaching and Teaching Studies.
5. Apply and integrate academic frameworks, theories and understandings to develop and teach within programs in higher education and/or organizations related to 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.

COURSES

PET 515. Research Methodology in Physical Education. 3 Hours.
Application of historical, descriptive, and experimental research strategies and designs to physical education.

PET 545. Standards-Based Assessment in Physical Education. 3 Hours.
Students completing this course will acquire the dispositions, knowledge, and performance competencies related to standards-based measurement and evaluation of school-aged children in K-12 physical education.

PET 565. Curriculum in Physical Education. 3 Hours.
Designed to examine the factors affecting curriculum development. Emphasis on research in the changing curriculum, and the selection and sequencing of developmentally appropriate activities for early, middle, and adolescent childhood.

PET 573. Instructional Technology in Sport and Physical Education. 2 Hours.
Investigate emerging educational and instructional technologies in sport and physical education. Students critically examine the implications of technology integration in teacher and coach education.

PET 574. Curriculum in Physical Education - Advanced Laboratory. 1-3 Hours.
PR or CONC: PET 565. Using models-based practice, students plan and design a physical-education curriculum, including a justification and evaluation plan. In addition, students relate their justification to relevant theory and empirical (data-based) evidence from the extant research literature.

PET 575. Effective Teaching in Physical Education - Advanced Laboratory. 1-3 Hours.
PR or CONC: PET 583. Provides students with teaching experiences in physical activity programs for children and youth. These experience provides a practical application of research-based principles of effective teaching to impact student learning.

PET 576. Motor Development for Special Populations - Advanced Laboratory. 1-3 Hours.
PR or CONC: PET 581. Provides graduate students with teaching experiences in physical activity for children. The students engage in the practical application of research-based and developmentally appropriate teaching practices to facilitate the inclusion of students with disabilities in physical education.

PET 577. School Physical Activity and Technology - Advanced Laboratory. 1-3 Hours.
PR or CONC: PET 580. Application of the comprehensive school physical activity program model using a guided participatory action research process. Students also learn a range of technologies used to plan, implement, manage, and evaluate physical activity programs for school-aged youth.

PET 578. Teaching Physical Activities 1. 1 Hour.
The course is designed to assist advanced physical education teacher candidates in the planning, management, assessment, and effective delivery of sports for K-adult-aged learners. Particular emphasis will be placed on developing content knowledge and pedagogical content knowledge.
PET 579. Teaching Physical Activities 2. 1 Hour.
The course is designed to assist advanced physical education teacher candidates in the planning, management, assessment, and effective delivery of lifetime physical activities for K-adult-aged learners. Particular emphasis will be placed on developing content knowledge and pedagogical content knowledge.

PET 580. School Physical Activity. 3 Hours.
Investigate the literature related to children's physical activity, health-related fitness, and school-based intervention using multi-level approaches. Comprehensive school physical activity programs that employ the following components are studied in depth: quality physical education, before and after school, during school, family and community engagement, and staff involvement.

PET 581. Motor Development in Special Populations. 3 Hours.
Designed to examine the motor developmental patterns of various special population groups focusing on physical education's interactive role with the developmental process. Current developmental research related to the area will be emphasized. (Offered every third summer.).

PET 583. Principles of Effective Teaching. 3 Hours.
Research based principles of effective teaching as they relate to physical education. Students will examine and evaluate their own teaching practices through a series of reflective assignments.

PET 585. Physical Education Supervision and Advocacy. 2 Hours.
Effective programmatic supervision and advocacy practices for leaders in school physical activity and physical education.

PET 587. Student Teaching: K-5 Physical Education. 3 Hours.
PR or CONC: PET 588 and PET 589. A final, school-based practice teaching experience in elementary schools.

PET 588. Student Teaching: 6-12 Physical Education. 3 Hours.
PR or CONC: PET 587 and PET 589. A final, school-based practice teaching experience in secondary schools.

PET 589. Student Teaching Seminar. 2 Hours.
PR or CONC: PET 587 and PET 588. Discussions to enhance communication concerning the program's student teaching and stimulate critical thinking about the student teaching experience. (Seminar.).

PET 600. Workshop in Physical Education. 1-15 Hours.
Professional development experience for the physical education teacher.

PET 605. Professional Issues in Physical Education. 3 Hours.
Designed to examine current professional issues in physical education and the impact of these issues on the professional's life.

PET 645. Standards-Based Assessment in Physical Education. 3 Hours.
Students completing this course will acquire the dispositions, knowledge, and performance competencies related to standards-based measurement and evaluation of school-aged children in K-12 physical education.

PET 668. Issues in Motor Development. 3 Hours.
Examines the contributions made to the body of knowledge of motor development by various theories of child development, psychology, learning, and ecology. A variety of theoretical perspectives, assessment techniques, and issues will be reviewed.

PET 671. Childhood Motor Development. 3 Hours.
PR: PET 668. This course will study changes during childhood in motor behavior which reflect the interaction of the mover with contextual features of the environment and the demands of the movement task. Laboratory experiences with children included.

PET 672. Advanced Laboratory in Physical Education. 1-6 Hours.
Provides graduate students with teaching experiences in physical activity programs for children. Students can choose between pre-school or elementary school age children and land-based or water-based learning environments. Open to all majors.

PET 675. Effective Teaching Advanced Laboratory. 1 Hour.
PR: PET 683 and enrolled in WVU PETE Master's Program. This course provides graduate students with teaching experiences in physical activity programs for children and youth. The experience provides a practical application of research-based principles of effective teaching to impact student learning.

PET 676. Motor Development for Special Populations Advanced Laboratory. 1 Hour.
PR: PET 681 and enrolled in WVU PETE Master's Program. This course provides graduate students with teaching experiences in physical activity programs for children with disabilities. The experience provides a practical application of research-based and developmentally appropriate teaching practices to facilitate the inclusion of students with disabilities in physical education.

PET 680. Theory of Fitness Education. 3 Hours.
This course explores the theoretical foundations and related literature underlying the provision of fitness education and the role of this content in physical education programs.

PET 686. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of physical education teaching. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistantships to gain teaching experience. (Grading may be S/U.).
PET 688. Applied Motor Learning. 3 Hours.
Examines the theoretical foundations and related literature that underlie the learning, performance, and retention of motor skills with applications to teaching and coaching.

PET 690. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of physical education teaching. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It also provides a mechanism for students not on assistantships to gain teaching experience. (Grading may be P/F.).

PET 691. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

PET 692. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

PET 693. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

PET 694. Seminar. 1-6 Hours.
Special seminars arranged for advanced graduate students.

PET 695. Independent Study. 1-6 Hours.
Faculty supervised study of topics not available through regular course offerings.

PET 696. Graduate Seminar. 1 Hour.
PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of his or her program.

PET 697. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper, or equivalent scholarly project, or a dissertation. (Grading may be S/U.).

PET 698. Thesis or Dissertation. 1-6 Hours.
PR: Consent. This is an optional course for programs that wish to provide formal supervision during the writing of student reports (698), or dissertations (798). Grading is normal.

PET 699. Graduate Colloquium. 1-6 Hours.
PR: Consent. For graduate students not seeking coursework credit but who wish to meet residency requirements, use the University’s facilities, and participate in its academic and cultural programs. Note: Graduate students who are not actively involved in coursework or research are entitled, through enrollment in their department's 699/799 Graduate Colloquium to consult with graduate faculty, participate in both formal and informal academic activities sponsored by their program, and retain all of the rights and privileges of duly enrolled students. Grading is P/F; colloquium credit may not be counted against requirements for masters programs. Registration for one credit of 699/799 graduate colloquium satisfies the University requirement of registration in the semester in which graduation occurs.

PET 730. Diversity Issues in Physical Education/Teaching. 3 Hours.
A synthesis of research and literature covering a wide range of social/political issues related to diversity and inclusion in physical education such as gender equity, developmental disabilities, and multiculturalism.

PET 735. Reading Research 1. 3 Hours.
This course provides the doctoral student with an introduction to the literature that underlies the knowledge base in physical education teaching and teacher education.

PET 736. Reading Research 2. 3 Hours.
This course provides the doctoral student with an introduction to the literature that underlies the knowledge base in physical education teaching and teacher education.

PET 741. Research in Kinesiology. 3 Hours.
PR: PET 735. The purpose of this seminar is to provide doctoral students with the knowledge and skills needed to initiate a well-focused line of scholarly investigation leading to dissertation completion and continued research productivity following program completion.

PET 745. Physical Education/Teaching Curriculum Development and Evaluation. 3 Hours.
PR: PET 741 and PET 735. A historical and philosophical analysis of curriculum theory related to the preparation of physical education teachers with an emphasis on current models, content standards, curricular design and evaluation, as well as the curriculum accreditation.

PET 750. Research on Teaching. 3 Hours.
An introduction to research on teaching in physical education with an emphasis on the cognitive process that underlie learning and instruction.

PET 755. Physical Activity in Schools. 3 Hours.
This course provides student in-depth knowledge of the key guidelines, intervention strategies, and program evaluation methods associated with children's physical activity in schools.

PET 761. Instructional Technology in Sport and Physical Education. 3 Hours.
The purpose of this course is to investigate emerging educational and instructional technologies in sport and physical education. Students will critically examine the implications of technology integration in teacher and coach education.
PET 770. Motor Behavior Issues Seminar. 3 Hours.
This course is a readings, discussion, research, and application seminar in human movement production. Emphasis will be placed on bridging theory to practice. Applications focus on teaching/learning, fundamental motor skills, and rehabilitation of motor skills.

PET 775. Physical Education Supervision. 3 Hours.
Examination of the supervision process in physical education and related supervision issues.

PET 781. Research on Teaching in Physical Education. 3 Hours.
This course is designed to examine issues related to the provision of quality physical education in P-12 programs, and to the integration of many elements contributing to the student's professional preparation.

PET 785. Behavior Analysis. 3 Hours.
Examination of basic and advanced concepts of applied behavior analysis as they relate to research in physical education and related fields as well as course design and implementation at the college level.

PET 790. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of physical education. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistanctships to gain teaching experience. (Grading may be S/U.).

PET 791. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

PET 792. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

PET 793. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

PET 794. Seminar. 1-6 Hours.
Special seminars arranged for advanced graduate students.

PET 795. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.

PET 796. Graduate Seminar. 1 Hour.
PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of his or her program.

PET 797. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading will be S/U.).

PET 798. Thesis or Dissertation. 1-6 Hours.
PR: Consent. This is an optional course for programs that wish to provide formal supervision during the writing of student reports (698), or dissertations (798). Grading is normal.

PET 799. Graduate Colloquium. 1-6 Hours.
PR: Consent. For graduate students not seeking coursework credit but who wish to meet residency requirements, use the University's facilities, and participate in its academic and cultural programs. Note: Graduate students who are not actively involved in coursework or research are entitled, through enrollment in their department's 699/799 Graduate Colloquium to consult with graduate faculty, participate in both formal and informal academic activities sponsored by their program, and retain all of the rights and privileges of duly enrolled students. Grading is P/F; colloquium credit may not be counted against credit requirements for masters programs. Registration for one credit of 699/799 graduate colloquium satisfies the University requirement of registration in the semester in which graduation occurs.

PET 930. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology). The tuition-waived continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.