The doctor of education degree in curriculum and teaching in physical education (curriculum code TRC) prepares students to serve in leadership roles as specialists in physical education curriculum and teaching, administrators in schools and colleges, teacher educators, and/or researchers and faculty members in institutions of higher education. Programs of study are individually designed, in consultation with an advisor, to help students reach their specific career goals.

The program is field-centered in the sense that it is closely tied to the “real world” of school and college/university physical education programs. Competencies are developed by integrating the scholarly study of theoretical concepts and research methodologies with their application and refinement in field settings. Students in the program develop competencies in curriculum and teaching in physical education, in educational theory, and in research methods.

Major features of the area of study are described below. In addition, other requirements are contained in Requirements for the Degree of Doctor of Education, available from the Office of Doctoral Studies.

ADMISSION

Applicants are expected to satisfy the following requirements for admission:

1. Prior completion of both a bachelor’s and master’s degree program (with a major in physical education at either or both levels). This preparation should include a broad background in physical education and movement science. Students who have deficiencies, if admitted, may be required to take additional courses.

2. Experience teaching physical education or physical activity or in program development related to physical activity.
3. A record of superior academic achievement as evidenced by the grades received in undergraduate and graduate course work. While no absolute grade-point-average is established, the transcripts should show evidence of excellence (usually grades of A) in relevant courses. Trends in grades are taken into consideration.

4. Letters of recommendation from persons familiar with the candidate’s academic and professional achievements should attest to the applicant’s capability for successful doctoral study.

5. The applicant’s written personal statement (accompanying the application) should provide evidence of the ability to communicate effectively in writing, and should provide an initial indication that the program is compatible with his or her professional goals. In addition, each applicant should submit one additional writing sample, such as a term paper, thesis, or published article, so academic writing skills can be assessed. This should be submitted directly to the program coordinator.

6. In most cases, an interview will be required to clarify any unresolved issues related to the candidate’s qualifications and interests; and to make certain that the area of study is compatible with the applicant’s professional goals. In instances, where applicants are a long distance from campus, telephone interviews or interviews at professional meetings may be scheduled.

For additional information on admission procedures see the Teachers College Catalog.

ADVISEMENT AND PROGRAM PLANNING

Prior to registration, newly admitted candidates meet individually with their faculty advisor to plan the initial phases of their programs. A tentative plan for the first year or two of study is developed—subject to change as the need arises. Part-time and full-time programs are arranged depending on the student’s circumstances. At an early stage in the planning process, students develop a written “plan for meeting program objectives” that allows adequate time for graduate study during each semester of enrollment and provides for meeting all program requirements within a reasonable period of time. This plan, together with an official program plan, is filed with the Office of Doctoral Study.

Individual advisement meetings are scheduled frequently throughout the student’s tenure in the program, and may be initiated by either the student or faculty member. These meetings may be used to plan programs, provide feedback, review past work, deal with school related problems, discuss research, or discuss other issues.

CERTIFICATION

When students have completed approximately 60 of the 90 credits required for the degree, they are evaluated for "certification," a stage of doctoral study which represents full candidacy for the degree. To achieve certification the student must complete the certification examination,
a literature review, and a plan for meeting total program objectives. The student’s entire record
is assessed by a review committee. The decision of the committee is then forwarded to the
Teachers College Ed.D. Committee for final action on the candidate’s certification. (See
“Requirements for the Degree of Doctor of Education” in the Teachers College Catalog for more
information.)

PROGRAM OF STUDY

Doctoral study is a multifaceted undertaking. It includes: course work, field projects,
tutorial conferences, informal seminars and colloquia, apprentice research, peer analyses and
review, independent library and laboratory research, and all kinds of informal interchanges
among students and faculty. The doctoral program in physical education is flexible, allowing
students to develop skills that will help them reach their career goals. Each student develops
competencies in curriculum and teaching in physical education, in educational theory, and in
research methods.

The following program description concentrates on describing course requirements. It is
important to recognize that these are only the more formal and identifiable features of the
program. A minimum of 90 credits of relevant graduate course work is required for the degree,
45 credits of which must be completed at Columbia University. Students who complete a
master’s degree at another university normally transfer approximately 30 credits and therefore
enroll for approximately 60 credits of course work at Teachers College during their doctoral
program. (See “Requirements for the Degree of Doctor of Education” for additional college-
wide requirements.)

Courses are chosen in consultation with an advisor. Previously completed graduate course
work may be substituted, as appropriate, for the recommended experiences listed below when
approved by the advisor. Each student and his or her advisor develop a program that will help
the student meet his or her goals and successfully complete the dissertation.

Curriculum and Teaching in Physical Education (15 credits)

Students study curriculum design and teaching analysis as it relates to physical education in
elementary and secondary schools, and in other physical activity environments. Theory and
research are integrated, and the fieldwork component of courses permits students to apply the
material and to analyze programs and their own and other’s teaching.

BBSR 5040 Curriculum Designs in Physical Education (3 credits)
BBSR 5240x Fieldwork in Physical Education Curriculum (3 credits)
BBSR 5041 Analysis of Teaching Physical Education (3 credits)
BBSR 5240y Fieldwork in Physical Education Teaching (3 credits)
BBSR 6550 Seminar in Physical Education Research Literature (3 credits)
Educational Theory and Practice (9 –15 credits)

Students in this program are expected to have a knowledge of issues related to schools, teaching, and curriculum outside of physical education. Each student will, with his or her advisor, select courses that are most appropriate for reaching his or her career goals.

C&T 4002 Basic Course in Theory of Curriculum Design (3 credits)
C&T 4004 Basic Course in School Improvement (3 credits)
C&T 4145 The Education of Youth and Adolescents (2-3 credits)
C&T 4051 Supervision for Elementary and Secondary Schools (2-3 credits)
C&T 4052 Designing Curriculum and Instruction (2-3 credits)
C&T 4159 Teacher Education Programs (2-3 credits)
C&T 4160 Supervision in Pre-service Teacher Education Programs (2-3 credits)
C&T 4161 The Teacher: Professional/Social/Personal Context of Teaching (2-3 credits)
C&T 5053 Staff Development Processes and Procedures (3 credits)

Research Methods (9-18 credits)

Each student develops competencies in research methodologies so that he or she can be a consumer of research and plan, conduct, and analyze research. The career goals of the student will determine the number and focus of research methods courses. All students are required to complete a course that provides an overview of research methods (e.g., BBSR 5582) and then more specific courses. Options are available to develop competence in both quantitative and qualitative research methods and the direction for each student will largely depend on the questions being asked and the focus of the dissertation.

BBSR 5582 Research Design in Movement Science and Education (3 credits)
C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching (2-3 credits)
ORL 6581 Methods of Case Study and Analysis (3 credits)
SCF 5001 Ethnography and Participant Observation: Structural and Interpretive Analysis (3 credits)
SCF 5002 Ethnography and Participant Observation: Comparative and Qualitative Analysis (3 credits)
SCF 5016 Ethnography of the Classroom (3 credits)
HUDM 4122 Probability and Statistical Inference (3 credits)
HUDM 5122 Applied Regression Analysis (3 credits)
HUDM 5123 Experimental Design (3 credits)
HUDM 6122 Multivariate Analysis I (3 credits)
HUDM 6123 Multivariate Analysis II (3 credits)
HUDM 4050 Introduction to Measurement (2 -3 credits)
HUDM 5059 Psychological Measurement (3 credits)
HUDM 5124 Multidimensional Scaling and Clustering (3 credits)
HUDM 5125 Psychological Scaling (3 credits)
HUDM 5552 Problems & Procedures in the Measurement of Attitudes (1 credit)
HUDM 5553 Questionnaire Construction (1 credit)
HUDM 5554 Performance and Proficiency Evaluation (1 credit)
HUDM 6051 Theory and Practice of Test Construction (3 credits)
HUDF 5020 Methods of Social Research: Survey Methods (3 credits)

Research Seminar (12 credits)

In addition to courses in research methods, all doctoral students participate in a research seminar that is conducted biweekly on a continuous basis. This seminar is used so students can present research ideas and questions, dissertation proposal drafts, and research results, and get feedback from faculty and students. In some cases the seminar also serves as a forum for the discussion of theoretical and practical issues in physical education and permits students to discuss related research. During the first year, students normally attend but do not enroll for credit. During the first summer, students enroll in the seminar and do extensive reading of research in physical education pedagogy in order to have a broad understanding of the theoretical foundations on which the research was based, the research methods, and results in physical education.

BBSR 6540 Research Seminar in Curriculum and Teaching in Physical Education (3 credits)

Independent Studies (0-9 credits)

Students are encouraged to enroll in independent study courses that allow them or explore knowledge that is not addressed in individual courses or to engage in independent research. Independent study courses may be used to design and complete dissertation pilot studies.

BBSR 4900 Research and Independent Study in Movement Science and Education (1-3 credits)
BBSR 6900 Supervised Independent Research in Movement Science and Education (1-8 credits)

Doctoral Seminar (3 credits)

During the semester that a student presents his or her proposal to the dissertation committee, the student enrolls in the dissertation seminar. The students must register once for this class.

BBSR 7500 Dissertation Seminar in Movement Science and Education (3 credits)

Electives (to complete 90 credits)

Students take elective courses to help them develop additional competencies that will help them reach career goals or gain deeper understanding of the theoretical bases for their dissertation research—there are many hundreds of courses from which to select at Teachers College. Those students who wish to obtain administrative certification may take some electives
to partially complete the state approved program. Those courses from the masters degree not approved as substitutions for courses above may be counted toward elective credit.

**DISSERTATION**

Each student completes a dissertation that focuses on a theoretical or practical question in physical education. Through course work, the research seminar, participating as an apprentice in the research of faculty or more advanced students, and pilot studies students develop the skills to complete the dissertation. Many types of questions and methodologies, appropriate to physical education research, may be employed in completing the dissertation.

Throughout the process, the student works closely with his or her advisor on the design and conduct of the doctoral dissertation. When the student is ready to present the dissertation proposal, he or she enrolls in the departmental dissertation seminar. Thereafter the student works under the supervision of a dissertation committee until the dissertation is completed. Once the dissertation is successfully defended, it is expected that students will share what they have learned by presenting at professional meetings and publishing one or more articles.

*For more information contact:*

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