

## Doctor of Philosophy in Education Formal and Distributive Leadership Concentration

### Comprehensive Examination

All students completing a Doctor of Philosophy in Education should refer to the overarching comprehensive examination guidelines within the Doctor of Philosophy in Education Policies and Procedures.

In addition to the guidelines pertaining to the Doctor of Philosophy in Education, the comprehensive examination in the Formal and Distributive Leadership concentration will assess the student's preparedness to conduct research in educational leadership using qualitative, quantitative, or mixed methodologies. In addition, the examination will assess the student's knowledge of conceptual frameworks specific to theories and models of educational leadership. The following components will be included in the comprehensive examination:

Examination Component:	Description
Written Component	<p>Purpose:</p> <p>To assess the student's:</p> <ul style="list-style-type: none"> <li>• knowledge of research methodologies and, in particular, those that relate to the study of educational leadership.</li> <li>• conceptual understandings of the underlying models, theories, and ontologies of educational leadership.</li> <li>• ability to apply methodological and conceptual frameworks to solve case-related problems in educational leadership.</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• The student will receive two written questions from each of the above competency areas, and will select one question from each area to address. Accordingly, there will be a total of 6 questions presented, from which the student will select 3 questions to answer (one from each competency area).</li> <li>• Questions will be drafted by the Comprehensive Examination Committee. Two (2) questions from each competency area are to be presented to the student.</li> <li>• Upon receipt of the questions, the student has <b>twenty-eight (28) calendar days</b> to submit a written response to each selected question. This work is done independently with no guidance from the committee or the Chair. If the student has questions, the student will consult the Chair via email communications only.</li> <li>• Each written response is to be submitted in Microsoft Word in a professional format that adheres fully with the APA standards (commensurate with the edition of the year the student entered the program).</li> <li>• Each written response must integrate seminal and current (within the last 10 years) research and demonstrate high levels of analysis, synthesis, and critical reflection.</li> </ul>

	<ul style="list-style-type: none"> <li>• Each question response should be at least 20 pages and not more than 40 pages, excluding title page, abstract and references.</li> <li>• Criteria will be provided to the student in advance of the examination and will be used to evaluate the quality of each response.</li> <li>• The committee will have three (3) weeks to review the three question responses before the oral examination is held.</li> <li>• Students are strongly encouraged to publish their written responses upon completion of this process.</li> </ul>
Oral Component	<ul style="list-style-type: none"> <li>□ The oral examination will consist of questions and discussion designed to test the student's depth of knowledge in the above areas, and in the general subject area.</li> <li>□ The examination will be developed by the Comprehensive Examination Committee, and administered by the Chair of that committee.</li> <li>□ Normally, the oral examination will be two (2) hours in duration.</li> </ul>

A 'Pass' grade will be awarded when a majority of committee members vote as such on both the written and oral components of the comprehensive examination.