



Doctor of Philosophy in Education Learning, Teaching, and Curriculum Concentration

Comprehensive Examination

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

In addition to the Doctor of Philosophy in Education comprehensive examination guidelines, the comprehensive examination for the Learning, Teaching, and Curriculum concentration will utilize its own guidelines within the overarching Doctor of Philosophy in Education framework.

The comprehensive examination for the Learning, Teaching, and Curriculum concentration has the following components:

Examination Component:	Description:
Written Component	<p>The Supervisory Committee will generate one (1) or two (2) questions that address the following components:</p> <ul style="list-style-type: none"> ➤ Knowledge of research methodologies relevant to the area of study ➤ Conceptual understandings of core theoretical constructs relevant to the area of study ➤ Capacity to situate understandings within the broader discourses in the field <ul style="list-style-type: none"> • Students will not be given a choice of questions. • Students will generate a reading list which must be negotiated with and approved by the Supervisory Committee. Students will be given thirty-five (35) calendar days to complete the written component. • If the student has questions, the student will consult the Chair of the Comprehensive Examination Committee via email communications only. • Each written response is to be submitted in Microsoft Word in a professional format that adheres fully with APA standards. • The Comprehensive Examination Committee will have three (3) weeks to review the written responses before an oral examination is held. • Students are strongly encouraged to publish their written responses upon completion of this process. <p>Criteria</p> <p>Purpose</p> <ul style="list-style-type: none"> • Is the student’s intention clear? <p>Question</p> <ul style="list-style-type: none"> • Has the student recognized the relevance and significance of the question(s)? • Are relevant related questions explored? • Do they allow for the exploration of learning, teaching, and curriculum concepts and issues in appropriate depth and breadth? <p>Information</p>

	<ul style="list-style-type: none"> • Is the paper informed by relevant readings and research studies? • Is information (sources cited) sufficiently broad and deep? • Is the information accurate? <p>Concepts</p> <ul style="list-style-type: none"> • Does the paper demonstrate accurate understanding of relevant concepts? • Are relevant concepts clearly and accurately identified? • Are concepts understood in adequate depth and detail? <p>Conclusions</p> <ul style="list-style-type: none"> • Is the paper's key question clearly answered? • Is the answer (argument) supported with appropriate, detailed evidence? • Does the answer follow logically from the information provided? • Does the answer address the complexities in the questions at issue? <p>Perspective</p> <ul style="list-style-type: none"> • Does the paper demonstrate fair-mindedness? • Does it address relevant perspectives on the question(s) at issue? <p>Implications</p> <ul style="list-style-type: none"> • Are the implications for educational practice clear? • Do they follow logically? • Are they significant for educators' professional practices? <p>Presentation</p> <ul style="list-style-type: none"> • Is it professionally presented? • Are writing conventions observed? • Are APA guidelines observed? • Is the format effective? • Is it well organized?
Oral Component	<ul style="list-style-type: none"> • Oral examination consisting of questioning and discussion designed to test the student's depth of knowledge in both their program research area, and in the general subject area. • Developed by the Comprehensive Examination Committee, and administered by the Chair of that committee. • Normally, two (2) hours long.

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.