



## **CURRICULUM & INSTRUCTION SPECIALTY EXAMINATION (Ed.D./Ph.D.)**

### **INSTRUCTIONS FOR SUPERVISORY COMMITTEES ON COMPILING AND JUDGING COMPREHENSIVE EXAMINATION**

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1. The specialization examination should challenge the doctoral student to integrate coursework taken in curriculum and instruction (teaching/learning theory & foundations of education) with the specialization area of emphasis e.g., (reading/writing, math/science, social studies, instructional leadership, gifted & talented, early childhood, industrial technology education) and with coursework in research, statistics, and evaluation. There are two test-taking options.

**OPTION A:** The standard comprehensive examination for both the Ph.D. and the Ed.D. is an eight-hour closed-book, proctored exam. See the handout "Written Comprehensive Examination, General Procedures" for specific guidelines on administering this exam.

**OPTION B:** A second option is also available within the Curriculum and Instruction Specialization. A doctoral student with consent of his or her doctoral supervisory committee may request a 72-hour, open-book, written comprehensive. This option follows all guidelines established for the standard comprehensive examinations with the exception of test taking conditions. Option B allows the student to complete the exam over a 72-hour period, at a place of his or her choosing, with reference materials available. Option B exams are scheduled for two specific Friday to Monday test periods, each semester. These weekend dates coincide with the Fridays when the standard comprehensive examinations are scheduled. Check with the Dean's office for upcoming dates. Exceptions to a Friday to Monday format will be considered in the event of extenuating circumstances. The candidate's committee may specify page limitations, number of references, font size, and other formatting issues. See the handout "Written Comprehensive Examination, General Procedures" for specific guidelines on administering this exam.

2. The C & I examination may include from one to four questions or examination prompts. Questions may be interrelated to create a cohesive focus for the exam.
3. Each examination question should specify a role from which the student is to write as well as a context for responding. The question(s) should pose problem situations related to the student's anticipated role as teacher educator, supervisor, state department consultant, or other educational role to which knowledge, theory, or

philosophy can be applied.

4. Two approaches may be used in development of examination questions: (a) The student provides the Committee chairperson with a list of major topics and personal goals that have guided coursework decisions. The Committee develops exam questions from these lists, as well as from their own knowledge of issues in the field. (b) The student consults with individual committee members, clarifying past academic experiences and his or her future dissertation focus. Committee members then create appropriate questions. From this pool of questions, the committee selects and modifies questions for the final exam. The goal with either approach is a valid and rigorous examination
5. Taken together, the questions should sample the student's knowledge resources and integrative skills in all the following areas:
  - a. Design (or critique) of research that provides a data base for a policy decision in curriculum and/or instruction. One or more questions should provide evidence of the student's ability to choose or evaluate an appropriate research methodology, to select appropriate techniques for collection and processing of data, and to make valid interpretations of data collected.
  - b. A rationale statement (related to a curriculum or instruction issue) that is based on current theory and research. One or more questions should elicit evidence of the student's ability to identify and articulate theoretical assumptions, to marshal research evidence in support of assumption, and to suggest implications for classroom or other related practice.
  - c. An historical perspective related to the area of curriculum and instruction specialization. One or more questions should elicit evidence of the student's ability to relate a specific issue or trend to its historical/philosophical underpinnings, to analyze social/political forces currently at work, and to extrapolate likely outcomes or implications.
  - d. An action plan to address a specific staff development problem related to instructional practice. One or more questions should elicit evidence of the student's ability to conceptualize the scope of a staff development training effort, to sequence the steps of implementation, and to identify criteria and procedures for evaluation of the effort.