



College of Education and Human Services

**RESEARCH AND EVALUATION  
SPECIALTY EXAMINATION\*  
(Ed.D and Ph.D.)**

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

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1. The comprehensive examination for the PhD and EdD in Research and Evaluation shall be scheduled for eight hours, according to the rules of the Interdepartmental Doctoral Advisory Committee. These rules presently provide for a four-hour examination in the morning and a four-hour examination in the afternoon of the same day. The two parts of the exam are as follows:
  - a. Part 1 (4 hours). The student will respond to 4 of 6 questions designed to assess the content covered in the evaluation, research and statistics courses taken by the student.
  - b. Part 2 (4 hours). The student will be asked to either critique an article describing a research or evaluation project or will be asked to design a research or evaluation project. In the design or critique the student will be expected to describe the philosophical underpinnings of the research or evaluation paradigms used in the critique or design of the project.
2. The student may choose to take either Part 1 or 2 in the morning and the other in the afternoon. The questions should pose problem situations related to the student's anticipated role as researcher/evaluator. The examination should challenge the doctoral student to integrate subject matter and core requirement coursework.
3. The examination questions are to be developed by the chair of the student's committee and approved by the other committee members. To assist development, the student should provide the committee chairperson a list of major topics and personal goals that have guided coursework decisions. The committee chair should work with other committee members while developing the exam. These procedures should result in a valid, reliable, and rigorous examination.

4. Regardless of the student's area of study, the exam should elicit evidence of professional and core competencies to include the ability to 1) design research intelligently, 2) create a rationale based on current teaching and learning theory and research, 3) discuss one's area of emphasis in an expert manner, and 4) critically evaluate realistic educational problems. The student's advisor should provide oral and written guidance on how to prepare for the examination.
  
5. Exam Evaluation: The exam evaluation shall be critically evaluated by committee members. A majority of the committee must give a "Pass" on all portions of the examination. If not, the student will be re-examined on the parts missed, or on all parts, based upon the decision of the committee chair and other committee members. Evaluation of the exam will be based on the following criteria.
  - a. Did the student respond to all the issues and problems presented and implied by the question?
  - b. Are the responses accurate, concise, clear, well-organized and conceptualized?
  - c. Does the response reflect an in-depth understanding of the issues and problems presented in the questions?
  - d. Are the responses based on well-established research and theory, and did the student reference appropriate research and theory in the response?

Criterion (d.) would not necessarily apply to Part 1 questions.

Committee members are advised to design a rating form based on the above criteria.