

Chicago State University

College of Education

Department of Doctoral Studies

Doctor of Education (Ed.D.) in Educational Leadership

Qualifying Examination Process



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Qualifying Examination Process

Ed.D. in Educational Leadership

Introduction and Purpose

The policies and procedures described below apply to all students applying to take the Ed.D. in Educational Leadership Qualifying Examination.

The principal purpose of the qualifying examination is to determine the student's eligibility for admission to candidacy. The examination is a test of the student's comprehension of doctoral core course content, capacity to undertake independent research, and ability to think and express ideas clearly. The examination is designed to provide an opportunity for students to integrate and apply knowledge in problem-solving and policy analysis contexts.

Eligibility Requirements

To be eligible to take the qualifying examination, students must have (a) completed all core courses in the Ed.D. in Educational Leadership Program with a GPA of 3.5 or higher, (b) remove any grade of "C", and (c) remove any "Incomplete" on their record.

Application for Qualifying Exam

Students must return a completed ***Application Form for the Qualifying Examination*** (see Appendix A) to the Department of Doctoral Studies by the last official day of the summer semester prior to the fall semester in which they plan to take the qualifying examination.

Upon determination of eligibility, the department chair will notify the student's status by mail. This official letter will serve as their admission to the examination. The letter will contain specific information for the examination.

The Qualifying Examination Process

The qualifying examination is scheduled on two consecutive week-ends during Semester VII. On the first weekend, students write on two sections; and on the following weekend, the remaining two sections (see below). Examination copies will be anonymously graded the following 3-5 weeks.

The exam questions are written by the instructor of the course, and the same instructor or a member of the doctoral faculty may serve as the examination evaluator. If the instructor gives a grade of “no pass,” then an additional instructor from the doctoral faculty will reread and score the question. If both instructors recommend a grade of “no pass,” then the student will retake the identified section of the qualifying examination next year, as outlined in this handbook.

If the second reader recommends a grade of “pass” then a third reader from the doctoral faculty will read and grade the answer. The recommendation of the third reader will determine a score of “pass” or “fail”. All responses are read and scored anonymously.

Students will respond to a total of four (4) questions, one each from Sections A, B, C and D (see sample questions below). On the first weekend, students answer one question from Section A from 9:00AM to 11:30AM. Students take a 30 minute break, then answer one question from Section B from 12:00Noon to 2:30PM. On the second weekend, the students follow the same format answering one question from Section C from 9:00AM to 11:30AM and one question from Section D from 12:00PM to 2:30PM. In each section of the examination, students have between 2-3 questions from which to choose. Typically, students should expect to answer each question thoroughly (including all sub-questions, if applicable) in 150 minutes. The responses to each question must be written in a separate blue book.

(See Appendix D for Course Correlation Chart).

Qualifying Examination

For each question, state in narrative a central idea and develop it with supportive data. Questions often have multiple parts; be sure to answer each part of the question. Schedule time carefully during the examination so that you can respond fully and adequately to each question. **Support your answers with contextualized examples, current research, theorists and theories** learned during the core coursework and beyond. Illustrators and/or charts may be used to enhance the narrative. Of greater importance is your ability to identify, analyze, compare, and evaluate the competing concepts and principles related to educational leadership.

Examination Protocols

The qualifying exam will be held on campus at a location specified in the acceptance letter. A *Qualifying Examination Review* will be available to students at the beginning of Semester VII. Attendance is voluntary but recommended.

The qualifying exam will be administered during Semester VII on two consecutive Saturdays from 9:00am-2:30pm with a 30 minute break from 11:30am-12:00pm.

Students are to arrive by 8:30am to register and sign-in. **No one will be admitted into the examination room once the exam has begun.**

Students will need to present the following to be admitted into the examination room:

- Letter of acceptance
- Picture ID (driver's license, CSU ID card).

Students are to bring pens or pencils to record their answers. Examination books will be provided. Books, briefcases, large handbags, notes, notebooks, dictionaries or material of any kind are not allowed in the examination room. Bottled water is permitted during the examination. All students must adhere to all academic policies set forth by the university.

Sample Qualifying Examination Questions

Section A: Governance of Public Schools (EDDL 6150, 6200, and 6300)

1. The analysis of an education policy is guided by four basic values: quality, efficiency, equity, and choice. Basing your reflection on a current policy at the local, state, national, or international level,
 - a. State the policy, and describe its context.
 - b. Apply each of the four basic values to the policy, and propose whether the policy is living up to its purpose.
 - c. To what extent do you believe that your presentation of the resulting conclusions (advice) would be favorably or unfavorably accepted by the administrative leadership or the public?

Section B: Management of Public Schools (EDDL 6010, 6400 and 6550)

1. *The Society of Human Resources Management** defines human resources administration as the “formal structure within the organization responsible for all the decisions, strategies, factors, principles, operations, practices, functions, activities, and methods related to the management of people”. Select one of the following areas: (a) organizational climate and culture, (b) selection and placement of staff, or (c) staff development. Develop a plan of action (process) for one of these areas describing how the Department of human resources would organize and implement a comprehensive program.

*<http://www.shrm.org/TemplatesTools/Glossaries/HRTerms/Pages/h.aspx>

Section C: Educational Planning (EDDL 6100, 6450, and 6500)

1. In educational change “solutions must come through the development of *shared meaning*. The interface between individual and collective meaning and action in everyday situations is where change stands or falls” (Fullan, 2007, p. 9). Explain the following in relation to the meaning of educational change:

- a. Making sense of confusion and complexity of the subjective realities of educational change
- b. Moral and intellectual dimensions of the meaning of educational change
- c. Leaders’ conceptual skills and initiating meaningful educational change.

Section D: Research Methodology (EDDL 6050, 6250 and 6350)

1. Define and state the purpose for the use of mixed methods research. Describe the different types of mixed methods research, characteristics and evaluation techniques. Also describe strategies for developing mixed methods design and data analysis.

Qualifying Exam Results

Students will receive a letter approximately three (3) to five (5) weeks after completion, indicating the results of the exam. When all four questions receive a grade of “pass” by a majority of the evaluators on the *Qualifying Examination Scoring Guide* (see Appendix C), the qualifying examination is considered a “pass.” Successful completion of the qualifying examination constitutes one of the criteria for admission to candidacy status (see below). In the case of a “no-pass,” all or part of the examination may be re-taken as follows:

1. Any student failing one or more questions will be required to retake only that part of the exam that was not passed. Different questions will be provided on the retake examination.
2. A student may not retake the examination until the following fall semester. The date for the retake will be provided.
3. Students have only one chance to retake any part of the exam. A second grade of “no pass” results in dismissal from the program. Students failing the qualifying examination should plan to review their academic options with the department chair, advisor or faculty. Assistance is available for students retaking the exam. The following services are available to students: program faculty tutoring and mentoring, College of Education Support Services/Resource Center and the University Counseling Center.

4. Exceptions to the retake policy may be granted by the department chair in consultation with the doctoral faculty. Requests for exceptions to policy statements noted above will be considered if they are accompanied by an exceptionally strong justification. Requests (including a statement of justification must be made in writing to the department chair by the student. The department chair must endorse the request, certifying the need for additional consideration. The request must include a sound justification and specify the assistance and/or consideration for which approval is sought.

Other Resources

Assistance from cohort colleagues or other professionals is not permitted. In no case should the work of the qualifying examination be done by persons other than the student. The student is referred to the CSU Code of Excellence related to academic honesty (CSU Code of Excellence, Graduate Catalog, 2008-2010, p. ii).

Candidacy and Course Loads

Upon successful completion of the qualifying examination, the student must submit the Ed.D. ***Application for Candidacy*** (see Appendix B) to the Department of Doctoral Studies. The Application (see Appendix B) will confirm (a) that the Qualifying Examination has been completed successfully, and (b) that other candidacy related documents are on file. Once the "Admission to Doctoral Candidacy," has been conferred, the student must remain enrolled continuously in EDDL 6990 (Dissertation) for a minimum of 3 credits per semester (fall and spring) until the dissertation is completed. Further, all students must (a) complete a minimum of 12 credit hours of EDDL 6990, and (b) be enrolled in 3 credit hours of EDDL 6990 during the semester of dissertation completion and sign-off.

Preparing for the Examination

Students are encouraged to begin preparing as early as possible.

Recommendations for study advice include the following:

- Review sample questions and qualifying examination scoring guide.
- Develop a study schedule to ensure that you are aware of the material to be covered in the exam.
- Be sure to clear your calendar of any other responsibilities for the examination test dates.

Suggestions for Taking an Essay Exam*
--

1. Set up a time schedule to answer each question and to review/edit all questions.

2. Read through the questions once and note if you have any choice in answering questions.

- Pay attention to how the question is phrased, or to the "directives", or words such as "compare", "contrast", "criticize", etc. Answers will come to mind immediately for some questions.

Write down their key words, listings, etc, as they are fresh in your mind. Otherwise, these ideas may be blocked (or be unavailable) when the time comes to write the later questions. This will reduce "clutching" or panic (anxiety, actually fear which disrupts thoughts).

3. Before attempting to answer a question, put the question in your own words.

- Now, compare your version with the original. Do they mean the same thing? If they don't, you've misread the question.

4. Think before you write.

Make a brief outline for each question.

Number the items in the order you will discuss them.

- **Get right to the point.**
State your main point in the first sentence
Use your first paragraph to provide an overview of your essay.
Use the rest of your essay to discuss these points in more detail.
Back up your points with specific information, examples, or quotations from your readings and notes
- Organize your answer for compactness, completeness and clarity.

5. Writing & Answering

Begin with a strong first sentence that states the main idea of your essay. Continue this first paragraph by presenting key points.

Develop your argument.

- **Begin each paragraph** with a key point from the introduction.
- **Develop each point** in a complete paragraph.
- **Use transitions,** or enumerate, to connect your points.
- **Hold to your time** allocation and organization.

6. Summarize in your last paragraph.

Restate your central idea and indicate why it is important.

7. Review

Complete any incomplete answers, but allow time to review all questions.
Review, edit, and correct your work.

Common Directives

"Directives" ask you to answer, or present information, in a particular way. Review these, and most of all note that there are different ways of answering a question.

Compare:

Examine qualities, or characteristics, to discover resemblances. "Compare" is usually stated as "compare with"; you are to emphasize similarities, although differences may be mentioned.

Contrast:

Stress dissimilarities, differences, or unlikeness of things, qualities, events, or problems.

Criticize:

Express your judgment or correctness or merit. Discuss the limitations and salient points or contributions of the plan or work in question.

Define:

Definitions call for concise, clear, authoritative meanings. Details are not required, but limitations of the definition should be briefly cited. You must keep in mind the class to which a concept belongs and whatever differentiates the particular idea from all others in the class.

Describe:

In a descriptive answer you should recount, characterize, sketch or relate in narrative form.

Diagram:

For a question which specifies a diagram, you should present a drawing, chart, plan, or graphic representation in your answer. Generally, you are expected to label the diagram, and in some cases, add a brief explanation or description.

Discuss:

The term discuss, which appears often in essay questions, directs you to examine, analyze carefully, and present considerations pro and con regarding the problems or items involved. This type of question calls for a complete and detailed answer.

Enumerate:

The word enumerate specifies a list or outline form of reply. In such questions, you should recount, one by one, in concise form, the points required.

Evaluate:

In an evaluation question, you are expected to present a careful appraisal of the problem stressing both advantages and limitations. Evaluation implies authoritative and, to a lesser degree, personal appraisal of both contributions and limitations.

Explain:

In explanatory answers, it is imperative that you clarify and interpret the material you present. In such an answer, it is best to state the "how or why," reconcile any differences in opinion or experimental results, and, where possible, state causes. The aim is to make plain the conditions which give rise to whatever you are examining.

Illustrate:

A question which asks you to illustrate usually requires you to explain or clarify your answer to the problem by presenting a figure, picture, diagram, or concrete example.

Interpret:

An interpretation question is similar to one requiring explanation. You are expected to translate, exemplify, solve, or comment upon the subject and usually to give your judgment or reaction to the problem.

Justify:

When you are instructed to justify your answer, you must prove or show grounds for decisions. In such an answer, evidence should be presented in convincing form.

List:

Listing is similar to enumeration. You are expected in such questions to present an itemized series or tabulation. Such answers should always be given in concise

form.

Outline:

An outline answer is an organized description. You should give main points and essential supplementary materials, omitting minor details, and present the information in a systematic arrangement or classification.

Prove:

A question which requires proof is one which demands confirmation or verification. In such discussions, you should establish something with certainty by evaluating and citing experimental evidence or by logical reasoning.

Relate:

In a question which asks you to show the relationship or to relate, your answer should emphasize connections and associations in descriptive form.

Review:

A review specifies a critical examination. You should analyze and comment briefly in organized sequence upon the major points of the problem.

State:

In questions which direct you to specify, give, state, or present, you are called upon to express the high points in brief, clear narrative form. Details, and usually illustrations or examples, may be omitted.

Summarize:

When you are asked to summarize or present a summarization, you should give in condensed form the main points or facts. All details, illustrations and elaboration are to be omitted.

Trace:

When a question asks you to trace a course of events, you are to give a description of progress, historical sequence, or development from the point of origin. Such narratives may call for probing or for deduction

Modified and adapted from: **Communication Skills Development Center, Division of Student Affair, University of South Carolina as found at <http://www.history.ohio-state.edu/essayexm.htm> January 2002*

Registration for Semester VIII

The department chair will do everything to ensure that results are communicated to students before the following spring semester (Semester VIII) begins. In the event that the results are not available, all students certified who will have taken the qualifying examination must register for EDDL 6990 (Dissertation) for Semester VIII. Should a re-take of the examination be necessary, the affected

student(s) will be withdrawn administratively from EDDL 6990 and scheduled to meet with the department chair to review the retake options detailed above.

Qualifying Examination Instructions

Purpose

The principal purpose of the qualifying examination is to determine the student's eligibility for admission to doctoral candidacy. The examination is a test of the student's comprehension of doctoral core course content, capacity to undertake independent research, and ability to think and express ideas clearly. The examination is designed to provide an opportunity for students to integrate and apply knowledge in problem-solving and policy analysis contexts. The qualifying examination is subdivided into four core content sections: A, B, C and D.

Instructions

1. Students will respond to a total of four (4) questions, one each from Sections A, B, C and D.
 - a. Students answer two questions per examination session.
 - b. Students will sign in at least 15 minutes before the start of the exam.
2. Each student will receive a program envelope. In the upper left hand corner of the envelope, check the following:
 - a. Name
 - b. UID#
3. Each student will answer only one question from each of the sections.
 - a. Answers can be written in pen or pencil.
 - b. Write the answer to each question in a separate blue book. If a second blue book is needed to complete the question, you must clip the two books together after finishing.
 - c. Put your UID# in the upper left hand corner of each blue book.
 - d. Do not write your name on the blue examination books.
 - e. Place the number of the question answered under your UID #.
 - f. Only answer **one** question from each section.
4. When you have completed the examination, check for the following:
 - a. UID # on each blue book.
 - b. Question # on each blue book.
5. After completing the examination, do the following:
 - a. Place the blue book containing your answers in the program envelope.
 - b. Place all question sheets in the program envelope.

- c. Leave the program envelope with an examination proctor.
- 6. If you have any questions before, during, or after the examination, please raise your hand.
- 7. You will be informed of the examination outcome by mail within 3-5 weeks.

APPENDIX

Appendix A

Application Form for the Qualifying Examination

Directions: Please complete this form the semester prior to the term in which the examination will be taken and forward the completed form to the Department of the Director of the Ed.D. in Educational Leadership Program. Upon determination of eligibility, the program Department will then provide the exact process to be followed to complete the examination.

Part 1: Student Information

_____ Last Name	_____ First Name	_____ M.	_____ CSU PIN #
_____ Home Telephone #	_____ Department Telephone #	_____ Cell Telephone #	
_____ Email address			

Part 2: Core Course Information

<i>Courses</i>	<i>Credit</i>	<i>Grade</i>	<i>Semester/Year</i>
EDDL 6010 – Org. Theory and Educational Leadership	3		
EDDL 6050 – Research and Statistics I	3		
EDDL 6100 – Curriculum and Instructional Leadership	3		
EDDL 6250 – Research and Statistics II	3		
EDDL 6150 – Philosophical Foundations of Education	3		
EDDL 6200 – Administrative Law	3		
EDDL 6350 – Qualitative Research	3		
EDDL 6450 – Financial Administration	3		
EDDL 6300 – Public Policy and Politics of Education	3		
EDDL 6400 – Personnel Administration	3		
EDDL 6500 – Educational Change and School Improvement	3		
EDDL 6550 – Educational Assessment and Evaluation	3		
EDDL 6600 – Critical Issues in Urban Educational Leadership	3		
EDDL 6650 – Seminar in Research and Dissertation Development	3		

Part 3. Policy Requirements for Eligibility for the Qualifying Examination

1. Core Course GPA must be 3.5 or higher _____
2. All grades of C or Incomplete must be removed _____

Signature of Student (date)

Signature of Department chair (date)

Appendix B

Application for Admission to Doctoral Candidacy

Part 1. Student Information

Last Name	First Name	M.	CSU ID
Home Telephone #	Department Telephone #	Cell Telephone #	
E-mail address			
Signature of Student		Date	

Part 2. Policy Requirements for Admission to Doctoral Candidacy

<u>For Ed.D. Program Staff Only:</u>	
Qualifying Examination Completed	<input type="checkbox"/>
EDDL Dispositions Evaluation(s) on File	<input type="checkbox"/>

Part 3. Approvals

Department Chair	Date
Dean, College of Education	Date

Appendix C

Ed.D. in Educational Leadership Program

Qualifying Examination Scoring Guide

Student ID#: _____ Reviewer: _____

Semester: Fall Year: _____ Section: (circle one) A B C D Question #: _____

Component	Unacceptable		Acceptable		Target		Score
2.1 Knowledge of major concepts, assumptions, debates, principles, and theories that is central to the question. ELCC Standards 2.3a,d	Lacks knowledge or displays misunderstandings of major concepts, assumptions, debates, principles, and/or theories central to the question.	1	Demonstrates an understanding of major concepts, assumptions, debates, principles, and/or theories central to some parts of the question.	2	Displays a deep understanding of major concepts, assumptions, debates, principles, and/or theories central to the question. Refutes, applies or combines them in new ways.	3	
2.2 Knowledge and usage of processes of inquiry central to the question. ELCC Standard 3.2b	Lacks or misuses the processes of inquiry central to educational leadership. Does not analyze major issues raised by the question.	1	Uses processes of inquiry central to educational leadership to address the question. Provides an adequate, but not fully developed, analysis of major issues raised by the question	2	Uses a process of inquiry central to educational leadership to address the question. Evaluates and applies content knowledge to frame the response. Provides an insightful, in-depth analysis of major issues raised by the question.	3	
2.3 Knowledge of the relationship of content areas to other content and real life applications. ELCC Standard 6.1a	Does not connect educational leadership to other content areas and real life applications. Does not provide a synthesis of concepts and/or their application to theory and practice.	1	Connects educational leadership to other content areas and real life applications. Provides an adequate, but not fully developed, synthesis of concepts and their application to theory and practice.	2	Clearly and insightfully connects educational leadership to other content areas and real life applications. Provides a highly developed synthesis of concepts and their application to theory and practice.	3	
2.4 Knowledge of the content as it relates to diverse populations and contexts. ELCC Standard 5.3a	Presents educational leadership as a one-dimensional object and people as holding one perspective.	1	Relates educational leadership to people with diverse perspectives, backgrounds, contextualized needs, and assets.	2	Relates educational leadership to diverse cultural and socio-economic backgrounds, perspectives, life experiences, contextualized needs, and assets.	3	
2.5 Knowledge of how specific researchers' work, resources and materials are selected for their accuracy, comprehensiveness, and usefulness for representing ideas.	Selected researchers, resources or materials within the response are inaccurate, insufficient, or not useful in demonstrating content knowledge, skills and dispositions.	1	Selected researchers, resources or materials within the candidate's response are accurate; represent the field of knowledge, and useful in demonstrating content, knowledge, skills, and	2	Selected researchers, resources or materials within the candidate's response are accurate, comprehensive, and useful in demonstrating content knowledge, skills, and dispositions.	3	

ELCC Standard 4.1b			dispositions.			
2.6 Knowledge of content specialized vocabulary and communicating the theories and ideas using standard written English and employing APA format skills. ELCC Standards 1.1b, 1.2b, 1.3b, 1.4b	Improper or lack of content specific vocabulary and/or standard written English and/or APA standards severely interferes with the student's ability to demonstrate content knowledge, skills, or dispositions.	1	The student uses content specific vocabulary, standard written English, and APA formatting to demonstrate content knowledge, skills, and dispositions.	2	The skillful use of content specific vocabulary, standard written English, and APA skills enhances the candidate's demonstration of content knowledge, skills, and dispositions.	3

Unacceptable (no pass): 0-11 points

Acceptable (pass): 12-15 points

Target (pass): 16-18 points

Comments:

Appendix D

Qualifying Examination Correlation Chart

Section A: Governance of Public Schools
Section B: Management of Public Schools
Section C: Educational Planning
Section D: Research Methodology

EDDL Course	Course Title	Qualifying Exam Section
6150	Philosophical Foundations of Education	Section A
6200	Administrative Law	Section A
6300	Public Policy and Politics of Education	Section A
6010	Organizational Theory and Educational Leadership	Section B
6400	Personnel Administration	Section B
6550	Educational Assessment and Evaluation	Section B
6100	Curriculum and Instructional Leadership	Section C
6450	Financial Administration	Section C
6500	Educational Change and School Improvement	Section C
6050	Research and Statistics I	Section D
6250	Research and Statistics II	Section D
6350	Qualitative Research	Section D
Rev. July, 2010		