

APPENDIX B: QUALIFYING EXAM PROCEDURE

The Ph.D. Program in Education requires doctoral students to pass three qualifying exams prior to taking the EDUC 764: Dissertation Planning course. The qualifying examination policy involves two types of activities: (1) scholarly engagement, that help to build a student's curriculum vita, and (2) completion of capstone written exams. A student may elect to meet the qualifying exam requirement by either completing the scholarly engagement and two written qualifying exams, or by completing three written qualifying exams. These are described below.

Scholarly Engagement

Scholarly engagement is defined broadly as an activity that contributes to the growth of new knowledge or the dissemination of knowledge. While reading and contemplation or reflection are forms of scholarly engagement, in this portion of the qualifying exam the emphasis is placed on scholarly engagement as the dissemination of knowledge. The student will provide evidence of scholarly engagement with artifacts that represent different forms of engagement. The experiences in this part of the qualifying exams have been designed to help prepare graduates for academia. Students must complete 6 different types of scholarly engagement and may do more if they so choose. It is possible that the qualification exam committee will be consulted in this case. *Scholarly engagements may be done **collaboratively** with a faculty member and/or another student(s).* A single experience (e.g., participating in a faculty member's research) could provide opportunities for completing one or more types of scholarly engagement. Examples follow but may vary pending approval by the student's Advisor and the Qualifying Exam Committee.

Artifacts will be submitted to the **student's Advisor** (using the Qualifying Examination Form) who reviews and documents completion. The Advisor may consult with the Qualification Exam Committee when reviewing the artifacts. Scholarly engagement activities may be submitted any time after the first semester in the program and should be completed by the time the student has completed 42 semester units and the student has no outstanding incompletes. Following are some of the options for scholarly engagement:

1. Submit a conference proposal.
2. Present at a conference.
3. Submit an article for publication.
4. Submit a grant proposal.
5. In collaboration with a faculty member(s), review a series of articles and/or reports that have been submitted for publication. The number of articles/reports will be mutually agreed upon by the student and faculty member.
6. Participate as a research apprentice with a faculty member and/or other students and produce a report (e.g., a literature review or white paper, article for publication and/or conference proposal).
7. Create a syllabus for a university course and teach or co-teach the course.

Capstone Qualifying Exam

The qualifying exam questions are a step in the growth and original contribution/expression of students as scholars/stewards of the discipline. This experience is designed to allow the student to demonstrate preparation for independent dissertation research in content of the emphasis area (breadth), content of the proposed dissertation topic (depth) and research methodology. This exam will consist of two or three substantial questions, each to be completed in two weeks. Whether all questions are addressed at once or one at a time is the decision the student and the Qualification Exam Committee, but in any case, each question should be given a two-week time frame. The decision to require two or three questions will be made by the Qualifying Exam Committee, and will, in part, depend on the number and quality of the scholarly engagements completed.

1. Identify a Qualifying Exam Committee Chair. This person must be a CES full time faculty member.
2. Identify a Qualifying Exam Committee composed of two additional faculty members to assist you in preparing the qualifying exam questions. It is wise to discuss committee composition with your Chair. **These faculty members may or may not also be part of your later dissertation committee.** You should select people based on their interest and expertise in methodology and/or content that is relevant to your work.
3. Meet with the Qualifying Exam Committee to discuss expectations for the qualifying exam questions. The expectation is that the student and faculty committee will develop the questions collaboratively. This will help to guide your preparation.
4. Select a 2-week period when you will answer the question. If answering all 3 questions at the same time, select a 6-week time frame. ***This is not a collaborative task and you are expected to write independently.*** You will submit responses to your Qualifying Exam Committee at the end of the writing period. You should respond to the questions in conventional text, they should be word-processed, spelling and grammar checked, and include references. The maximum length for written responses to each question is 20 pages double-spaced, including references. You may consider thinking of innovative and creative ways to respond to *one* of the questions instead of using conventional text. Please work with your Qualifying Exam Committee to consider all options for submitting your responses.
5. After reviewing your responses, your Qualifying Exam Committee will invite you to a meeting to discuss your response and report their scoring. *Note: Students will be given two tries to successfully complete the exam questions. If a third attempt is needed, the Committee and the Director of the Ph.D. Program will discuss the Education Specialist option with the student. If the student elects to continue to pursue the Ph.D. new questions will be co-constructed by the student and the Qualifying Exam Committee. If the three set of questions are not passed the student will be dismissed from the program.*

6. Results should be recorded on the Qualifying Examination Form and sent to the Ph.D. Program Director. Students should be sure to make a copy of the form for their files.