

**Secondary Education  
Comprehensive Exam Policy  
And  
Exam Study Guide**

**For All Students Completing  
Secondary Education Master's Degree  
and  
Alternative Fifth Year Certification**

2008

A comprehensive examination is required of all candidates for the master's degree and the alternative 5<sup>th</sup> year graduate students. The comprehensive examination should be completed during the last semester of coursework needed to complete the desired degree or certification, and is offered only once each semester. It is the responsibility of the student to be available for the administration of the exam.

Completing the Application for Comprehensive Exam/Graduation with the Graduate School is the beginning of the request for completing the Secondary Education Comprehensive Exam. Applications are available in the College of Graduate Studies or available on their JSU web site.

### **Master's Comprehensive Examination Procedures for Secondary Education Candidates**

1. Candidates will complete an application for graduation and the comprehensive examination through the College of Graduate Studies (application is available online or in the office of Graduate Studies).
2. The College of Graduate Studies will forward the completed applications to Dr. Wilson. Copies of all applications will be sent to Ms. Lisa Williams, Associate Dean of the College of Arts and Sciences by the College of Graduate Studies.
3. Dr. Wilson will notify each candidate via letter of the date for the Professional Studies portion of the comprehensive examination.
  - a. The Professional Studies Exam will be scheduled no sooner than the Monday following the date mid-term grades are due during fall and spring semesters.
  - b. The Professional Studies Exam will be scheduled the second Friday of July for summer applicants.
4. Ms. Williams will notify candidate via letter of the date for the Content portion of the comprehensive examination.
  - a. The Content Exam will be scheduled following the Monday following the date mid-term grades are due during fall and spring semesters.
  - b. The Content Exam will be scheduled on the third Monday of July (or there after) for summer applicants.
5. The results of the Arts & Science examination will be forwarded to Dr. Wilson through Ms. Williams.
6. Dr. Wilson will forward all results to the College of Graduate Studies.
7. Dr. Wilson will be responsible for notifying candidates of the results (for both Professional Studies and Content area examinations).
8. Candidates who do not pass the comprehensive examination will be instructed by Dr. Wilson to contact her office if he or she did not pass the Professional Studies portion of the exam. If he or she did not pass the Content portion of the exam, said candidate will be instructed to contact a designated person in Arts & Sciences for instruction. Ms. Williams will provide Dr. Wilson a list of those designated persons.
9. Those who do not pass the comprehensive examination will be informed via letter to reapply for graduation and the comprehensive examination through the College of Graduate Studies.

All courses that are required for completion of the Master's Degree in Secondary Education and the Alternative 5<sup>th</sup> Year graduate Program are topics that may appear on the comprehensive exam. The study guide posted at the following web address will address your coursework completed in the College of Education & Professional Studies; [http://www.jsu.edu/depart/edprof/2nd\\_ed/grad.html](http://www.jsu.edu/depart/edprof/2nd_ed/grad.html)

The comprehensive exam will consist of two different components. The Professional Studies component of your exam will have six (6) questions that address your completed coursework from the professional studies in the College of Education. The Content component of your exam will contain four (4) questions from your teaching field/area of certification.

The Professional Studies component of the exam is administered in Ramona Wood Building from 0830-1130. You should bring your JSU student ID card and a \$1 bill to cover the cost of the floppy disk and printing of your responses. You will not be allowed to eat during the exam or have access to any electronic devices other than the computer you are using for your examination responses. Regardless of when you arrive and start your testing sessions, the ending time is firm. You will receive a letter telling you the room in which the exam will be administered.

You will be notified via your teaching field (Biology, English Language Arts, History, etc.) when and where you need to report for completion of the teaching field component of the exam.

If you have special needs you should call your counselor at the Disability Support Services so arrangements can be made between your chairperson and the counselor to facilitate your administration of the comprehensive examination.

For more information regarding the exam questions for your teaching field contact the appropriate professors from those courses.

### **Passing or Failing the Written Comprehensive Examination**

Important concerns to address prior to taking the examination include:

1. Have I completed an application for taking the examination and graduation (available in the office of the College of Graduate Studies or on their JSU web site);
2. Am I capable of completing the written comprehensive examination this semester?
  - a. What puts me at risk to fail?
    - i. I am already teaching full time,
    - ii. I am currently taking a course,
    - iii. some of the courses I have completed were completed several years ago, I am raising children,

- iv. I commute to work/class a substantial distance, and/or
- v. I do not have time to study and prepare to pass this exam.
- b. One of the above concerns puts a candidate at risk of passing the exam.
- c. A combination of the above concerns puts the candidate at high risk of passing the exam and it is *strongly recommended that the candidate delay* addressing the written comprehensive examination.

### **Requirements for Passing the Written Comprehensive Examination**

1. Candidates for the Master's degree have two opportunities to pass the comprehensive examination.
2. It is possible to pass one component of questions and fail the other component. If a block of questions is failed, candidates must retake the failed block of questions during the next administration of the examination during the following semester.
3. Candidates *must pass each question* of both the professional studies and the teaching field testing components.

### **Helpful Hints for Preparing for Your Individualized Comprehensive Exam**

Every student enrolled in any of the available Master's degree programs at JSU will complete a curriculum that addressed their individual background and area of certification. All of the degree programs have a core curriculum in the Professional Educational Studies that are specific to the degree being obtained. All course work offered for any of the degrees in the graduate education program is represented in the following materials.

To best prepare for your written comprehensive exam:

1. Browse through your course requirement materials and identify the specific courses that you have completed for your degree.
2. Focus on only one course per study session. Begin the initial study sessions with the courses that were the most difficult for you.
3. Reflect back upon the course and identify all major exams, literature review papers completed, reports presentations, etc. completed for that class to better improve your memory of major points of emphasis addressed in that content.
4. Begin your preparation by thoroughly addressing the objectives for each course that is part of your degree. Practice producing responses, both on the keyboard for the Professional Studies component and oral responses for the Teaching Field component of the exam, for each course objective for best exam preparation.

5. ***Allow one week of specific focus for each course you are required to address.***  
Commit to multiple sessions (3-4) of 50 – 90 minutes of un-interrupted time periods throughout the week to concentrate on the one course selected. Begin by grouping or ‘clumping’ some objectives that could be thematic into one question with multiple parts. During that study time, ***practice keyboarding and/or oral recitation*** of well developed and comprehensive responses to the objectives for the course selected. Allow 30 minutes for you to complete a comprehensive content based response to the question. Complete this process several different times within one week by addressing several different ‘potential exam questions’ that you might be able to develop from the listed objectives for that course.
6. It may be helpful to consult textbook materials required in your courses; these texts should also help guide you to appropriate content that responds to the course objectives.
7. Contact class members to develop review and study sessions.
8. Schedule review and writing practice sessions that address *each course you have completed* for your graduate degree program (including 400G level courses in the teaching field but not in the professional studies with the exceptions of EPY 442G and EIM 410G for candidates addressing the ‘old’ program requirements.)
9. Pace your writing time. For each of the two blocks of questions you will have approximately 30 to answer each questions presented.
10. Arrive in the exam classroom at least 15 minutes early so you will have time to settle down and feel comfortable.
11. Your more specific information regarding the courses completed in your teaching field, contact your course instructor of the course.
12. It is very important that you answer each question with academic content that responds comprehensively to the question/s presented at the graduate level being tested.

If you have additional concerns or questions regarding your written comprehensive exam preparation contact Dr. Jan Wilson at the following email address: [jwilson@jsu.edu](mailto:jwilson@jsu.edu)

## **Course Objective for Professional Studies**

### **EFD 500 Research In Education**

#### *Course Objectives*

- Prepare a research paper which synthesizes major descriptive and/or experimental research reports on a topic of educational/research significance.

- Explore the techniques, strengths, and weaknesses of the historic, qualitative, descriptive, and experimental methods of research through readings and class discussion, and demonstrate an understanding of these methods through a Literature Review.
- Demonstrate the ability to organize research and follow a logical pattern and sequence in conducting library research as evidenced by the ability to select and narrow a research topic, and ability to organize research materials.
- Develop, as a consumer, an understanding of statistical terminology, research designs, and the concepts necessary to read with understanding some of the professional literature in educational research.
- Demonstrate an understanding of the ethical and legal implications of research using human subjects, particularly in psychological experimentation.

*Review the following terms, concepts and procedures for conducting research in education:*

- Descriptive data analysis
- Historical research
- Descriptive research
- Experimental research
- Qualitative research
- Methods and tools of research
- Selecting a problem/preparing an integrative review
- Conducting a review of professional literature

### **EFD 501      Test and Measurements**

*Course Objectives:*

- State the primary role of measurement in society and educational institutions.
- Distinguish between various tests and measurement instruments as appropriate sources of information for the decision making process.
- Differentiate the essential steps involved in measurements.
- Identify and discuss the advantages and disadvantages of objective and subjective testing.

- Differentiate norm-referenced and criterion-referenced testing and discuss the usefulness of both.
- Distinguish between various types of scores, standardized test scores, the usefulness of score bands and percentile bands.
- Demonstrate important guidelines that need to be followed in constructing and interpreting testing profiles.
- Discuss the difference between validity and reliability; and the value and importance of each in relationship to tests.

*Additional course concepts to review:*

- Indicate various reasons why a background in statistics is important.
- Identify various symbols representing various statistical concepts.
- Demonstrate essential steps involved in randomization.
- Differentiate various measures of central tendency from various measures of dispersion.
- Distinguish between various types of distributions.
- Interpret correlation coefficient values.
- Primary characteristics of any measurement procedures; validity, reliability, practicality, and objectivity.
- Distinguish between the various procedures used in establishing different types of validities.
- Distinguish between the various procedures used in establishing different types of reliabilities.
- Indicate various practical considerations involved in the selection of a measurement device.
- Indicate important considerations for planning a test.
- Distinguish between the guidelines regarding the writing of objective and subjective items.
- Indicate the guidelines involved in preparing, scoring and analyzing tests.

## **EFD 502      Curriculum Development**

*Course Objectives:*

- Define curriculum.
- Demonstrate knowledge of the philosophical, psychological, historical, and social forces related to curriculum decision making.
- Describe how curriculum decisions are traditionally formulated.
- Provide a literature-based response to the question, “Who should make curriculum decisions and why?”

- Demonstrate mastery of the skills and expertise needed to make curriculum decisions.
- Participate in curriculum change and the curriculum decision-making process at the school and district level.
- Provide an understanding of the interrelationships among school restructuring, curriculum change, teaching pedagogy, and teacher professionalism.
- Design, develop, implement, and evaluate curriculum that lessens the potential for the notion of failure.
- Delineate the roles and relationships among content professionals, the community, the organization of the school, the principal, the teacher, and the student as they interact with the curriculum.
- Support from knowledge of self and professional literature a response to the question, “What does learning have to do with schooling and education?”

*Additional concepts:*

- Be able to identify authors of professional literature with appropriate theory and practice in educational curricula processes.

**EFD 515      Seminars in Schools and Learning**  
(Only for Alternative Certification students)

*Course Objectives:*

- Have knowledge of the historical background of the American school system.
- Identify and analyze psychological, sociological, and philosophical factors that affect current trends and historic issues in American education.
- Analyze the complexity of the public education system in America.
- Identify, compare, and evaluate the impact of laws in education and their affect on American classrooms.
- Identify and discuss knowledgably current trends and issues in American education (cite authors from professional literature).
- Describe the way schools work within the larger community of society.

*Additional Concepts:*

- Articulate personal beliefs about the purpose of education.

- Present information concerning current trends and issues in a variety of educational arenas as a result of researching professional literature (cite sources from professional literature).
- Describe a personal philosophy about educational practices as they would be observed in your classroom.

### **EFD 532      Social Foundations of Education**

*Course Objectives:*

- Express their knowledge of the historical influences in the American educational system through oral and written communication.
- Identify current trends and issues that influence the decision making process in the educational system at the national, state, and local levels.
- Identify the nature and sources of philosophical positions of various participants in the educational system.
- Recognize the role of schools in the United States.
- Recognize the role of individual teachers in the educational system.

*Additional concepts to review:*

Be able to discuss, process, and write about the following citing sources from professional literature:

- Educational theory and its influences on the purposes of schooling;
- The social organization of schooling;
- The labor force in education: teachers, counselors, administrators, and ancillary staff;
- Social class and its relationship to education;
- What is taught in schools: curriculum and the stratification of knowledge;
- Educational reform;
- Ethnic minorities: equality of educational opportunity;
- Gender equity in schooling;

## **EFD 560      Psychological Principles of Learning**

### *Course Objectives:*

- Investigate and analyze a variety of theories of learning;
- Report on a variety of theorists and their contributions to classroom teaching practices;
- Review professional literature and critique important findings on assigned topics;
- Investigate and synthesize the relationships among memory, motivation, intelligence, creativity, learning, and other psychological principles of learning.
- Analyze the uses of, advantages, disadvantages, strengths and limitations of different teaching strategies that include/address different psychological principles of learning.
- Describe the three following models of instruction; direct instruction, discovery/inquiry learning, and cooperative learning in terms of addressing the needs of diverse learners.

### *Additional concepts:*

- Identify a variety of psychological principles and analyze how they influence classroom learning.
- Compare and contrast the advantages and disadvantages of different modes of instruction.

## **EFD 594      Contemporary Education**

### *Course Objectives:*

- Identify major trends and issues in cotemporary education.
- Research professional literature for historic developments leading to and contributing to contemporary education.
- Identify sources in the professional literature that describe contemporary education concerns and patterns.
- Evaluate historic and current patterns in educational practices and evaluate potential future trends.

**EPY 442G Educational Measurement**  
(For Alternative Certification students only)

*Course Objectives:*

- Understand the role of measurement and assessment in the instructional process.
- Define instructional goals and objectives in ways that facilitate the construction of appropriate tests and assessments.
- Understand the concepts of validity and reliability and their role in the construction, selection, interpretation, and use of tests and assessments.
- Administer tests and assessments properly and to use their results effectively.
- Interpret test and assessment results properly.
- Understand the advantages and limitations of the various test and assessments used in schools.
- Understand how tests and assessments can contribute to effective reporting systems and to improved instructional decisions.
- Interpret and use the results of published tests properly.
- Understand and discuss the trends and issues in the use of externally mandated tests and assessments.

**ESE 567 Improvement of Reading in Secondary**

*Course Objectives;*

- Administer, score, and interpret the QRI (an informal reading inventory).
- Design, administer, score, and interpret a Cloze Test.
- Determine the readability of a content textbook.
- Determine readability factors.
- Match learning styles with reading styles and design classroom activities to accommodate these styles.

- Select a variety of vocabulary, comprehension, and study skills activities that can be used with students of different reading levels and learning styles (from books in Cole Library (5<sup>th</sup> floor), and MarcoPolo: [www.mped.org](http://www.mped.org) and ALEX: <http://alex.state.al.us/>)
- Prepare activities for BEFORE/DURING/AFTER reading.
- Gain facility with strategic reading activities (BEFORE/DURING/AFTER) by inserting strategic reading activities into a content area unit plan.
- Design ways to enhance amount of reading in the content areas.
- Design ways to incorporate vocabulary development.
- Incorporate the *Reading/Writing Connection* in the content area unit plan.
- Recognize symptoms of learning disabilities and use modification/accommodation activities for learning content, as suggested by the special education teacher.

## **ESE 582      Methods of Teaching in Secondary Schools**

### *Course Objectives:*

- Identify and discuss theory, research, and application of various models of teaching/learning (cite sources from professional literature).
- Demonstrate an understanding of various teaching models.
- Plan units and lessons in the major subject area that reflect multiple-models of teaching/learning that incorporate a variety of materials and teaching strategies.
- Have knowledge of appropriately integrate the use of technology in the teaching/learning process.
- Conduct research to improve his or her instructional practices.

### *Additional concepts:*

- Report effective instructional practices in your area of certification (cite sources from professional literature).
- Develop appropriate integration of computer technology into your area of certification.

- Discuss advantages and disadvantages of different teaching models in your area of certification.

### **SPE 500      Survey Course in Special Education**

*Course Objectives:*

- Identify and describe various areas of exceptionality including EMR and TMR, behavior disorders, learning disabled, handicapped, and gifted students.
- Describe various cognitive impairments.
- Discuss early education for the handicapped.
- Identify and discuss educational laws that specifically address special education.

### **EIM 410G      The Information Age Classroom**

(Alternative Certification students only)

*Course Objectives:*

- Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
- Students will design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- Students will apply current research on teaching and learning with technology when planning learning environments and experiences.
- Students will identify and locate technology resources and evaluate them for accuracy and suitability.

Students will plan for the management of technology resources within the context of learning activities.

- Students will plan strategies to manage student learning in a technology-enhanced environment.
- Students will facilitate technology-enhanced experiences that address content standards and student technology standards.
- Students will use technology to support learner-centered strategies that address

the diverse needs of students.

- Students will apply technology to develop students' higher order skills and creativity.
- Students will manage student learning activities in a technology-enhanced environment.
- Students will apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- Students will use technology resources to collect and analyze data, interpret results and communicate findings to improve instructional practice and maximize student learning.
- Students will apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication and productivity.
- Students will use technology resources to engage in ongoing professional development and lifelong learning.
- Students will continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- Students will apply technology to increase productivity.
- Students will use technology to communicate and collaborate with peers, parents and the larger community in order to nurture student learning.
- Students will model and teach legal and ethical practice related to technology use.
- Students will apply technology resources to enable and empower learners with diverse backgrounds, characteristics and abilities.
- Students will identify and use technology resources that affirm diversity.
- Students will promote safe and healthy use of technology resources.
- Students will facilitate equitable access to technology resources for all students.

### **EIM 503      Computer Based Instructional Technologies**

- *Course Objectives:*
- Students will demonstrate introductory knowledge, skills and understanding of concepts related to technology.
- Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
- Students will design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of

learners.

- Students will apply current research on teaching and learning with technology when planning learning environments and experiences.
- Students will identify and locate technology resources and evaluate them for accuracy and suitability.
- Students will plan for the management of technology resources within the context of learning activities.
- Students will plan strategies to manage student learning in a technology-enhanced environment.
- Students will facilitate technology-enhanced experiences that address content standards and student technology standards.

Students will use technology to support learner-centered strategies that address the diverse needs of students.

- Students will apply technology to develop students' higher order skills and creativity.
- Students will manage student learning activities in a technology-enhanced environment.
- Students will apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- Students will use technology resources to collect and analyze data, interpret results and communicate findings to improve instructional practice and maximize student learning.
- Students will apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication and productivity.
- Students will use technology resources to engage in ongoing professional development and lifelong learning.
- Students will continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- Students will apply technology to increase productivity.

- Students will use technology to communicate and collaborate with peers, parents and the larger community in order to nurture student learning.
- Students will model and teach legal and ethical practice related to technology use.
- Students will apply technology resources to enable and empower learners with diverse backgrounds, characteristics and abilities.
- Students will identify and use technology resources that affirm diversity.
- Students will promote safe and healthy use of technology resources.
- Students will facilitate equitable access to technology resources for all students.

### **EIM 504      Current and Emerging Instructional Technologies**

#### *Course Objectives:*

- Students will demonstrate intermediate knowledge, skills and understanding of concepts related to technology.
- Students will demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
- Students will design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- Students will apply current research on teaching and learning with technology when planning learning environments and experiences.
- Students will identify and locate technology resources and evaluate them for accuracy and suitability.
- Students will plan for the management of technology resources within the context of learning activities.
- Students will plan strategies to manage student learning in a technology-enhanced environment.
- Students will facilitate technology-enhanced experiences that address content standards and student technology standards.
- Students will use technology to support learner-centered strategies that address the diverse needs of students.
- Students will apply technology to develop students' higher order skills and creativity.

- Students will manage student learning activities in a technology-enhanced environment.
- Students will apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- Students will use technology resources to engage in ongoing professional development and lifelong learning.
- Students will continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- Students will apply technology to increase productivity.
- Students will use technology to communicate and collaborate with peers, parents and the larger community in order to nurture student learning.
- Students will model and teach legal and ethical practice related to technology use.
- Students will apply technology resources to enable and empower learners with diverse backgrounds, characteristics and abilities.
- Students will identify and use technology resources that affirm diversity.
- Students will promote safe and healthy use of technology resources.
- Students will facilitate equitable access to technology resources for all students.

### **EIM 505      Curriculum Integration of Technology**

#### *Course Objectives:*

- Define the Internet and the Web and explain the difference between the two entities.
- Identify a number of ways to apply the Web to the teaching and learning process.
- List reasons why educators should use the Web for instructional purposes.
- Define basic Web terminology (Web site, HTML, home page, bookmark, URL, e-mail, etc.)
- Demonstrate how to effectively navigate the Web using browser software.
- Identify the basic components of a browser window.
- Identify parts of a URL.
- Identify and explain common Web browser error messages.
- Identify organization types based on their Web address.
- Compare, evaluate, and select the most appropriate search engines and directories for locating specific resources on the Web.
- Construct effective searching strategies using keywords, phrases, Boolean logic and limiters.
- Conduct a successful search on a specific topic.
- View, print, save and open a document from the Web.
- Use, set, organize, and delete bookmarks on the Web.
- Evaluate the content of a Web site to determine its credibility.
- Demonstrate use of the Web consistent with the school's Acceptable Use Policy (AUP).

- Identify safety tips that should be employed by students using the Web.
- Specify how to cite information and resources gathered from the Web.
- Identify the “Building Blocks” for teaching with the Web.
- Demonstrate how to effectively use the Web for whole group, small group, and individual instruction.
- Demonstrate a number of ways to effectively manage student research on the Web.