



M.Ed. in Secondary Education Programs Comprehensive Exam Procedures

Scheduling the Comprehensive Exam

Candidates in the M.Ed. in Secondary Education programs must notify their advisor in writing at the start of an academic semester that they seek to complete their comprehensive exam by the end of that term. After formal notification is provided, the candidate must confer with the connected advisor about the membership of the comprehensive exam committee.

The comprehensive exam must be taken after the last required course is finished in a candidate's program of study (or when the candidate is nearing completion of the last required course). It must be completed no later than the end of the following semester after the last required course is undertaken.

Candidates also must notify the graduate office of their intent to complete the comprehensive exam by submitting the connected graduate comprehensive exam form. The completion of the comprehensive exam signifies that the candidate is nearing graduation. The deadline for an August graduation is April 15th; deadline for a December graduation is August 15th; deadline for a January graduation is October 15th; and deadline for a May graduation is January 15th. The fee for the comprehensive exam, which is established by the Graduate School, is \$225.

Membership of Comprehensive Exam Committee

The membership of each candidate's comprehensive exam committee will consist of three faculty. Two faculty members are from the respective content area. One of these committee members must be the candidate's advisor. In addition, membership will include a third member from either 1) faculty who teach the graduate education core courses or methods courses 2) faculty who teach in the University's Education Department.

Format of Comprehensive Exam

The format of the comprehensive exams will vary in connection with the content area of the M.Ed. in Secondary Education programs (Appendix A). Candidates will confer with their advisor for more specific information about the format of the comprehensive exams. There is a general rubric that is utilized for all comprehensive exams for M.Ed. programs (Appendix B).

Grading of Comprehensive Exams/Retaking Comprehensive Exams

Comprehensive exams are assessed by the committee members on a pass/fail basis. Candidates are notified within five days or less of the results of their comprehensive exam. If candidates do not pass the comprehensive exam, it must be retaken. When retaken, five members will be assigned to the comprehensive exam committee. The committee will include the original three members, the university's graduate dean (or designee), and one additional member. If a comprehensive exam needs to be retaken, it must be completed by the end of the next academic semester. The comprehensive exam may only be retaken once.

Appendix A

Comprehensive Exams Procedures

M.Ed. in Secondary Education in Art

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An oral comprehensive examination, including a written narrative and a professional portfolio, are required of all students in the M. Ed. Secondary Education in Art. This examination is taken in the last semester of the program or no later than the semester following the final semester of coursework. The examination is conducted by a three-member panel consisting of one member representing the field of education and two members from the Art & Music Department (either studio or art history). The comprehensive exam is scored on a pass/fail basis by each of the members of the panel. A majority ruling determines the result.

M.Ed. In Secondary Education in English

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Candidates who pursue the M.Ed. in Secondary Education (English) will complete a take-home comprehensive exam during their last semester of their program. Candidates will have 72 hours to complete the exam which is submitted electronically. The comprehensive exam will consist of three questions. The first question, focused on content in the discipline, will ask candidates to analyze a specific theme in three texts of their choosing. The literary texts should be selected from at least two genres and two different literary periods in order to demonstrate breadth of knowledge. The second question provides candidates with an opportunity to delve more deeply into a text they have studied in one of their graduate-level English courses. Candidates will be given a choice of texts to choose from (customized to the specific courses completed) and asked to describe how they would approach that text in their teaching. Responses should address formal elements that need foregrounding, generic conventions, and what they would consider necessary context for this particular text: biographical materials, literary history, capital "H" history, cultural history and so on. With this second discipline specific question, candidates will be asked to refer to the curriculum standards as part of their response. The third question draws from pedagogical theories studied as part of Field II and/or the practicum seminar in English, and asks candidates to assess the merits of said pedagogical theory, or navigate a specific pedagogical debate. The exam is graded on a Pass/Fail decision. A grade of 80 or above is passing. The questions are worth 40, 40 and 20 points respectively.

M.Ed. in Secondary Education in History

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The comprehensive exam will consist of a one-hour oral exam in which the three members of the candidate's panel ask questions of the candidate. The candidate will be evaluated on content knowledge as well as pedagogy. It is the candidate's responsibility to contact the members of their panel to discuss what specific content the comprehensive exam will cover. At the conclusion of the oral exam, the panel members will confer and vote on whether the candidate passes; two "pass" votes are necessary for a passing grade. In the event that a candidate must retake the comprehensive exam, the candidate has until the end of the next semester to schedule the retake.

M.Ed. in Secondary Education in Mathematics

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The comprehensive exam will consist of a one-hour oral exam in which the three members of the candidate's panel ask questions of the candidate. The candidate will be evaluated on content knowledge as well as pedagogy. It is the candidate's responsibility to contact the members of their panel to discuss what specific content the comprehensive exam will cover. At the conclusion of the oral exam, the panel members will confer and vote on whether the candidate passes; two "pass" votes are necessary for a passing grade. In the event that a candidate must retake the comprehensive exam, the candidate has until the end of the next semester to schedule the retake.

**Appendix B
Comprehensive Exam Rubric**

Name of Student: _____

Name of Graduate Program: _____

Date: _____

Graduate Comprehensive Exam Rubric

	Meets Target Area Expectations	Acceptable - Meets Sufficient Expectations of the Target Area	Approaches Minimum Expectations of the Target Area	Does Not Meet Minimum Expectations of the Target Area	Final Assessment (Please Check One)
<p>Content Knowledge</p> <p>CAEP A.1.1</p>	<p>Candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and national standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. They have developed expertise in their content area.</p>	<p>Candidates know the essential areas of the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and national standards.</p>	<p>Candidates know components of the content that they plan to teach and can explain some of the principles and concepts delineated in professional, state, and national standards. Candidates have a developing knowledge base of the content that they teach.</p>	<p>Candidates have inadequate knowledge of the content that they plan to teach and are unable to give examples of important principles and concepts delineated in professional, state, and national standards. Candidates do not have adequate knowledge of the content that they teach.</p>	<p>_____</p> <p>Meets Target Area Expectations</p> <p>_____</p> <p>Acceptable - Meets Sufficient Expectations of Target Area</p> <p>_____</p> <p>Approaches Minimum Expectations of the Target Area</p> <p>_____</p> <p>Does Not Meet Minimum Expectation of the Target Area</p>

<p>Pedagogical Content Knowledge and Skills</p> <p>CAEP A.1.1</p>	<p>Candidates demonstrate a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and national standards. They are able to describe and utilize multiple instructional strategies and technologies so that all students learn. They draw from students' cultural backgrounds to promote student learning. They understand and are able to describe student preconceptions that hinder learning. They successfully analyze data to support student learning. They are able to critique research and theories related to pedagogy and learning. They are able to successfully select and develop instructional strategies and technologies, based on research and experience that help students learn.</p>	<p>Candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and national standards. Candidates are able to describe a broad range of instructional strategies and technologies and build on students' cultural backgrounds to promote student learning. They analyze data to support student learning. They clearly explain the choices they make in their instructional strategies and pedagogical practice to promote student learning.</p>	<p>Candidates understand components of the relationship of content and content-specific pedagogy delineated in professional, state, and national standards. In a limited sense, this helps them develop learning experiences that integrate technology and build on students' cultural backgrounds so that students successfully learn. They are starting to analyze data to support student learning. Candidates are starting to select and use a range of instructional strategies that promote student learning.</p>	<p>Candidates do not demonstrate that they understand the relationship of content and content-specific pedagogy delineated in professional, state, and national standards in a way that helps them develop learning experiences that integrate technology and build on students' cultural backgrounds. They do not demonstrate that they analyze data to support student learning. Candidates are unable to explain the linkages between theory and practice. They are not able to select or use a broad range of instructional strategies that promote student learning.</p>	<p>Meets Target Area Expectations</p> <p>Acceptable - Meets Sufficient Expectations of Target Area</p> <p>Approaches Minimum Expectations of the Target Area</p> <p>Does Not Meet Minimum Expectation of the Target Area</p>

<p>Professional and Pedagogical Knowledge and Skills</p> <p>CAEP A.1.2</p>	<p>Candidates consistently reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and national standards. They are able to reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues. They know major schools of thought about schooling, teaching, and learning. Candidates develop expertise in aspects of professional and pedagogical knowledge and contribute to the dialogue based on their own research and experiences.</p>	<p>Candidates are able to apply the professional and pedagogical knowledge and skills delineated in professional, state, and national standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They know some major schools of thought about schooling, teaching, and learning. Candidates often reflect on their practice and are able to identify their strengths and areas of needed improvement. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.</p>	<p>Candidates have developed some of the professional and pedagogical knowledge and skills delineated in professional, state, and national standards. They are beginning to consider the significance of school, family, and community contexts. They are starting to develop learning experiences that draw on students' prior experience. They are starting to consider major schools of thought about schooling, teaching, and learning. Candidates are starting to consider their strengths and areas needed of improvement. They are starting to consider current research and policies on schooling, teaching, learning, and best practices.</p>	<p>Candidates have not yet demonstrated the professional and pedagogical knowledge and skills delineated in professional, state, and national standards. They lack knowledge of school, family, and community contexts and they are unable to develop learning experiences that draw on students' prior experience. They are unable to explain major schools of thought about schooling, teaching, and learning. Candidates do not demonstrate that they reflect on their practice and cannot recognize their strengths and areas of needed improvement. They do not keep abreast of current research and policies on schooling, teaching, learning, and best practices.</p>	<p>Meets Target Area Expectations</p> <hr/> <p>Acceptable - Meets Sufficient Expectations of Target Area</p> <hr/> <p>Approaches Minimum Expectations of the Target Area</p> <hr/> <p>Does Not Meet Minimum Expectation of the Target Area</p>
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