

MEMORANDUM

DATE: December 14, 2007
TO: EDAD Students Preparing for the Master's Comprehensive Exams
FROM: Casey G. Brown, Ph.D., Master's Degree Program Coordinator
David Stanfield, Ed.D. and Anita Johnston, Ed.D. Comps Coordinators
SUBJECT: Spring 2008 Master's Comp Study Guide

The master's degree comprehensive exams will be administered on **Monday, February 25, 2008**, from 8:00 a.m.-12:00 p.m. and from 12:15 p.m.-4:15 p.m. in Education South 122. Students must sign up for a time slot by calling Martha Moore at 903-886-5520, or emailing Martha_Moore@tamu-commerce.edu. The faculty members of the program area of educational administration have prepared the following study guide to assist you in your preparation. The study guide should not be used to limit your preparation, but rather to guide it. In studying and writing, pay particular attention and be prepared to cite relevant names, concepts, and theories which will indicate your knowledge of the subject matter. The application of your knowledge will be directed toward the practice of school administration. A major caution: when writing answers to the comprehensive questions, be sure to answer the question. Telling the reader all you know about a subject (shot-gun approach) and not answering the question directly and concisely is not a successful strategy. Successful students frequently outline their answers prior to writing the narrative in order to better organize and to ensure they cover all aspects of the question. Students must write on **all 5 questions** in order for the test to be graded.

If you do not feel capable of completing the exam on the date scheduled, please call the office and reschedule the exam for the next semester. This would include things such as a death in your family, illness, or other psychological trauma that would impede your performance. Note that you cannot graduate without successfully completing the comprehensive exam.

Test Format

The exam will be taken on computers, with DOS platforms, in MS Word, unless you prefer cursive handwriting. At no time may you access the Internet. Doing so will automatically result in failure. The master's comprehensive exam in educational administration is a narrative type exam that requires you to analyze each question and prepare written responses. **There will be 5 questions asked. You must respond to all 5 questions.** Responses are graded in a juried or blind fashion (not knowing who the respondent is). A total of four hours is allocated for exam instructions and to respond to the 5 questions. **Students must satisfactorily answer each of the 5 questions.** If you

encounter problems with the computer, you should notify the proctor immediately so the issue can be resolved. Do not come back after you have a test failure and try to deal with this issue. Before you leave the test site, your answers should be printed out to ensure they are as intended.

Study Group Information

If you would like your name included on a list of students who are interested in forming study groups for the examination, please email Martha Moore in the Department of Educational Leadership by January 20, 2008. By asking to be included in a study group, you give us your consent to place your name, city of residence, telephone number, and e-mail address on a list that will be circulated to all students interested in forming study groups. Oftentimes the study group meets and shares research materials study group members have developed to assist in preparing for the question areas listed below. This helps students to focus their study, review a volume of material, and get a perspective that they may have missed in some areas.

Graduation Information

Apply for graduation (see the information link on the University webpage). The deadline to submit a graduation application for Spring 2008 is January 25, 2008. Contact the Records and Reports Office at (903) 886-5069 for further information. Do not wait until you have received the results of the comprehensive examination because you will not get the results until after the deadline, thus delaying your graduation; apply today. You may elect to receive a Master of Education (M.Ed.) or a Master of Science (M.S.) degree. The M.S. degree is often considered to be a research degree while the M.Ed. is considered a professional degree (practitioner's degree—similar to a practicing physician or lawyer). Both degrees require 36 specified hours of graduate course work. You must inform the Graduate School which degree you wish to pursue before completing the requirements so that your diploma will correctly reflect the degree you have chosen. If you have not selected a degree, call the Graduate School at (903) 886-5163 and make your selection today so that you can record this properly on the test report at the exam time.

Master's Orientation Requirement

All students beginning programs after September 1, 2001, must have completed the master's orientation in order to graduate. This is normally done while in the first 12 hours of coursework. Orientation is a graduation requirement.

Parking on Campus

If you do not have a parking permit to park on campus the day of the exam, you should get a temporary permit at the University Police Office located at Monroe and Lee Streets in Henderson Hall, at the northeast corner of the campus. Parking citations are \$30.00, and we cannot get them waived.

Masters Comprehensive Exam Study Guide

EdAd 554 (*listed in italics are hints on what to develop*)

1. Site-based decision-making

What is the purpose of site-based decision making?

How can the principal help accomplish implementation of a site-based team?

How does the school benefit from site-based decision teams?

2. The Instructional leadership role

What are six areas that the principal should give leadership to in making the instructional role significant?

Be able to define the components of each of the six following areas.

Vision and Community Inspiration

Instructional Organization

Instructional Climate

Staff Development

Curriculum Development

Program assessment

3. Improving the instructional program

Describe the planning process that the principal and teachers can use to solve instructional program problems, which they must identify and provide solutions for.

Be able to define the components needed in each area of the process.

Develop a profile of the school

Defining the instructional beliefs and mission

Defining the curriculum goals that need attention

Defining the instructional and organizational needs of the program

Developing an action plan

Implementing the plan

4. School Culture and Climate

Discuss the differences in school culture and school climate.

What are the components that help to make up each of these concepts?

How do these two concepts inter-relate to each other?

EdAd 615

1. Be prepared to describe the components and operational dynamics of the two major categories of organizational structure models—bureaucratic and participatory.
2. Be familiar with a variety of leadership theories and concepts. Be prepared to apply these theories and concepts to school situations.
3. Be familiar with the issues involved in and models developed for decision making.
4. Be prepared to define, discuss, and apply the concepts of leadership, influence (power), and leader traits and skills.

EdAd 626

Be prepared to respond to questions in the following areas of educational law. Your responses should include federal/state court cases and/or statutes, amendments, and laws which pertain to the topic(s) and should include definitions and explanations of fundamental concepts relative to each of the following areas of law. In addition, you should have an understanding and be able to demonstrate that understanding of the court decisions pertinent to each of these areas of school law.

U.S. Constitution Amendments pertaining to education

Search & Seizure Procedures

Pertinent Constitutional Amendment(s)

Reasoning Behind Reasonable Suspicion and Probable Cause in

The School Setting

Relevance of the Exclusionary Rule of 1914, Justified at Inception, and

Reasonable in Scope to the Process of Conducting a School Search

Expectations of Privacy

Procedures and when can we search

Due Process Procedures

Substantial due process

Procedural due process

Procedures for school employees

Procedures for students

Student Rights

Religion in Education

Pertinent Constitutional Amendment(s) List and understand relevance

The Establishment and Free Exercise Clauses

The Wall of Separation

Various tests used by the Supreme Court since 1947 to make decisions in cases involving religion including the Lemon Test

Curriculum & Instruction Issues

In Schools

For students

Torts

Definition and examples of a Tort

Grounds for Action in Tort

Elements of Negligence

Defenses for Negligence

Texas Educational Code § relating to Torts

Teacher Rights/Hiring, Firing & Certification of Teachers

Pertinent Constitutional Amendment(s)

Types of Due Process: Procedural and Substantive—definitions

Academic Freedom

Grounds for Teacher Termination

Ground for loss of certification

Government Immunity Issues

Ed Ad 508

1. The special programs students should have knowledge of are:
 - Special Education Vocational-Technical and Career Education
 - Title One Bilingual and ESL
 - Migrant Education Gifted and Talented
 - Upward Bound 504
1. In regard to these programs, students should know the following:
 - How students are identified
 - How students are served
 - How students are dismissed from the program
 - The major components of the program
 - The historical background
 - How the program is funded
 - Two or three major legal cases that impacted the formation of the program
 - The principal's role in the program
2. Students should be able to compare and contrast the various special programs so they can list the similarities and differences between and among them.
3. In regard to special education, students should be able to identify the steps required to refer, place, keep in the program, and dismiss from the program a student who qualifies for placement in the program.

EdAd 595

Questions should be answered in a narrative format as opposed to an outline, utilizing key concepts, vocabulary and appropriate examples.

1. Explain each step of the research process. Discuss identifying a problem to guide research and the forming of a research question (s) or hypothesis. Define and explain the purpose of the literature review process. What are methodology issues to consider when designing a study? How is research reported and shared with the field?
2. Compare and contrast qualitative and quantitative research as methodologies. What is the purpose of each? List strengths and weaknesses. Compare and contrast the sampling procedures, the research design and/or data collection procedures, instruments used, reliability and validity issues and the data analysis for each. Demonstrate your understanding of each concept with key vocabulary and examples.
3. Identify and compare various designs including experimental, survey, correlational, ethnographic, and narrative research.

(This chart is not complete, but is intended as a study guide in this format. You should be able to elaborate on this information with greater detail in essay format.)

Experimental designs	Survey designs		Ethnographic & Narrative designs
Purpose	Determine cause-effect relationship	Describe perceptions	Deeper Understanding about single or multi-case
Define design Strengths & weaknesses	Generalizability	Cost effective	Develops rich descriptions
Sampling procedures	Random assignment (define techniques)	Large number, Random selection (define techniques)	Purposeful sampling (define, list techniques)
Data collection procedures	Control & treatment group, Threats to design, such as history, maturation	Response rate Assumptions	Emergent design, central phenomenon
Instruments used & Reliability & Validity issues	Tests- norm referenced or criterion Validity (content, construct, criterion) Reliability- test/retest, parallel forms consistency split-half, cronbach alpha, etc.	Questionnaires Validity & Reliability issues Pilot tests	Interviews, observation Interrater reliability, Trustworthiness, triangulation
Data Analysis procedures	Descriptive & inferential statistics (discuss) t tests, ANOVA, tests of significance	Descriptive & inferential statistics (discuss) chi square, tests of practical significance	Coding, categorizing, themes

4. Describe ethical concerns in educational research including human subjects protection and other important points of issue. Give an example illustrating the importance of subject protection. What is the IRB and what is its purpose?

5. Mixed Methods: What is mixed methods research? What are the strengths and weaknesses of this methodology? What is the role of triangulation in mixed methods?