From: EAPS Curriculum Committee (Chair: HDM)
To: EAPS doctoral students
CC: EAPS faculty
Re: Policies and Guidelines for Comprehensive Doctoral Exam
Updated: January 2012

#1: Directions For Writing Exam Essays
#2: Suny Academic Integrity Statement
#3: Suny Writing Assessment: Basic Outcomes
#4: Eaps Doctoral Exam Policy And Guidelines

#1: Directions for Writing Exam Essays:
Answer two exam questions from the list provided. Devote about equal time and space to each of the two essays. Do not repeat in your second essay content and analysis already provided in the first essay. Take care to address each component of the exam question. Draw appropriately from the scholarly literature. Make sure to provide references to original sources (e.g., book, chapter, or journal article) for any statement that refers to ideas, words, or research findings of another person. Use appropriate headings and subheadings throughout the paper. Write clear and grammatically correct sentences, and logical paragraphs.

Formatting
Each essay should be between 2,000 and 2,500 words. Do not exceed 2,500 words per essay.
Provide a bibliography of works cited.
Essay word count does NOT include the bibliography.
Use a standard 12-point font, double-spaced, numbered pages.
Final submission must be spell-checked.

Submitting your Essays
1. Submit your essays no later than Monday, 1pm
2. On a separate sheet, add the Honor Code Statement below followed by your name and date.

"The two comprehensive exam essays I submit are original, new work that I alone have authored. In writing these essays I have not consulted with or received help from others. I have taken care to provide proper citations for all ideas, statements, quotations, and facts presented that are not my own. I also have read the university's 'Standards of Academic Integrity' and confirm that I have adhered to them."

<Name>, <Date>

3. When submitting the hardcopy of your exam, add the Honor Code Statement along with your signature.
#2:
University at Albany Graduate Bulletin
Standards of Academic Integrity
http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity

(see the above URL for full text)

#3
SUNY Writing Assessment: Basic Outcomes

Students will demonstrate their abilities to produce coherent texts within common college level forms

Exceeding:
Writer presents an easily identifiable, focused, original, and thought provoking controlling purpose or thesis. The paper moves coherently, logically, and even creatively from an engaging introduction to a well-demonstrated conclusion. Paragraphs fit within this structure coherently and present pertinent examples and evidence to support central and subsidiary ideas. Sentence structure displays sophistication and variety; transitions add to the logical development of the topic. The essay exhibits a solid command of word variety and a tone and diction appropriate for the subject and its implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) are nearly flawless.

Meeting:
Writer presents an identifiable and focused controlling purpose or thesis. The paper moves coherently and logically from a satisfying introduction to a solid conclusion. Paragraphs fit within this structure and present examples and evidence to support the ideas presented and paragraph transitions are sound, but the sequence of ideas may occasionally be awkward. For the most part, sentences are well constructed and transitions are sound—though the sequence of ideas may occasionally be awkward. The essay exhibits some degree of control over the tone and diction appropriate for the subject and its implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) are mostly accurate.

Approaching:
Writer presents a wandering, vague, or unfocused controlling purpose or thesis. The paper moves awkwardly from a weak introduction to a conclusion that does not adequately represent the body of the paper. Basic parapraghing exists, but often fails to support or even recognize a central idea, and the use of evidence and examples is inadequate. Sentence and paragraph transitions are often unclear, awkward, indirect, and/or illogical. Tone and diction are often inconsistent and/or inappropriate for the subject and its implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) are not well executed and may, at times, obscure meaning.

Not Meeting:
Writer fails to present a controlling purpose or thesis; consequently it is difficult to identify exactly what the thesis is. The essay moves from an unsatisfactory introductory paragraph to an ending that does not serve as a conclusion, thus conveying the sense that much of what has been presented is unresolved. Sentence structure is often awkward and transitions are ineffectual and/or abrupt or simply missing. Diction, tone, and word choice are not appropriate for the subject or for the implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) disrupt reading and often obscure meaning.

#4:
EAPS DOCTORAL EXAM POLICY AND GUIDELINES
Revised March 18, 2010
Revised November 11, 2010
Revised April 13, 2011

1. Normally, students should sit for the exam after no more than two years of full-time OR three years of part-time study. When requesting to take the exam, students must have
completed (or be in the process of completing) a minimum of 18 credits, maintained a 3.3 GPA, and have no incompletes. They should have completed (or received waivers for) Eaps 600, 601, 614 and at least one core course (either Eaps 700 or 701).

2. The examination will allow the student to select two questions to answer from a list of questions provided by the faculty. Questions on the exam:
   • Will require students to draw on literature from a range of fields and disciplines in EAPS.
   • Will require the student to demonstrate independent thinking and analysis.
   • Will require the student to develop responses that emphasize a combination of any two or more of the following contexts: U.S., comparative, higher education and P-12.
   • May ask students to address practical implications for policy and/or administration.
   • May ask students to provide a methodological critique of the research literature.

3. The exam will include an honor code statement that students must return with the completed exam. It will say that the work represents the student’s original work, and that no one else was consulted in writing the response.

4. A designated faculty member will be available during the exam period for students to notify in case of unforeseen problems.

5. The exam and honor code statement must be completed and returned to the department by noon on Monday. The department will confirm receipt of the examination.

6. A hard copy of the exam and the signed and dated honor code statement should be received by the department secretary or mailed and postmarked no later than one day after the end of the exam.

7. The responses to both questions combined should be approximately 4,000 to 5,000 words, not including references, charts, tables, etc.

8. Each examination will be read by three faculty members who will provide a qualitative assessment of each question, and a summative evaluation that assesses whether the student passed or failed.

9. All students will receive feedback on the exam from the faculty evaluators.

10. Students who are unsuccessful on their first sitting of the exam have the right to one retake. Students must consult with their advisor in order to exercise this right.

11. Each exam will be reviewed by THREE faculty members. In the event of a non-unanimous ruling, the three judges are requested to collectively review their judgments, before forwarding a pass/fail recommendation to the department. [Note: as a result of their collective review the judges may either change or confirm their initial judgment.]

12. We will make samples of previous exams available on the department website or in another suitable manner.