

**University of South Alabama**  
**College of Education**  
**Department of Leadership and Teacher Education**  
**Comprehensive Examination Information**  
**General Information**

Graduate students enrolled in the Department of Leadership and Teacher Education at the University of South Alabama are required to take a comprehensive examination prior to graduation. The examination is offered once each semester, usually near mid-term. Students who plan to “sit” for the exam must apply in the Office of Student Services OR the Department of Leadership and Teacher Education two weeks before the conclusion of the semester preceding the one in which they want to take the test. Students may also apply for the exam during the first week of the semester in which the test is administered. Students must attach a copy of the Graduation Check Sheet to the application for advisor approval.

□ Students taking either the Master’s or Alternative Master’s Comprehensive Examination have three hours for completion. With the exception of Educational Leadership, students need to arrive by 8:45 am. The exam begins at 9:00 am and ends promptly at 12:00 pm. Educational Leadership times to be assigned. Students should bring a picture ID to the exam. The examination takes place in a computer lab so that responses to questions are typed and printed in the lab. The room number will be posted on exam day.

Students may receive an identification number the morning of the exam. This identification number should be included on all pages of the exam and reference list. If unforeseen events arise during the examination, the student should notify the exam proctor immediately.

Students are allowed to bring a list of references for the exam. The reference list must be turned in with the exam. Nothing else is permitted in the exam room.

Three questions must be answered on the exam (Special Education and Gifted/ Talented answer two questions). Each question should be retyped at the top of the page(s). Begin each new question on a separate page. Print each question as it is completed and double-space all work.

Student responses to their examination questions must be satisfactory to their evaluation committees. The Director of Graduate Studies will notify the student of results through written correspondence before the end of the semester. Do not call for results.

The exam may be taken only once during a term. Students who fail in their first attempt may take the exam two additional times. Anyone who fails three times will be dismissed from the program.

## **Program Specifics Master Education – P-12 Art Education**

### **Masters: Art Education**

There will be three (3) essay questions included on the examination, one from each of the core Leadership and Teacher Education courses (SED 552 and SED 560) and one from AED 501. All three questions must be answered.

### **SED 552, The High School Curriculum**

1. How reasonable is it to judge the quality of individual schools based on how well their students do on standardized tests? What are some arguments used to support and oppose this practice?
2. Consider the history of the modern American curriculum that we discussed in class. Discuss two or three of the salient ideas, events, or trends that seem to you to have the most potential impact on curriculum decision making today.
3. Select three of the following educator/theorists and discuss his/her contributions to the ideas of curriculum/education/learning: John Dewey, Lawrence Kohlberg, Nel Noddings, Howard Gardner, Jerome Bruner.

### **SED 560, Graduate Research Seminar**

1. How would you describe the purpose(s) of action research? How does action research differ from other, more traditional methods of research in both method and purpose? Why do some researchers assert that they feel more ownership of action research rather than other methods of research?
2. Describe the different steps involved in developing and carrying out action research. Why is the process cyclical in nature?

### **AED 501 Trends & Practices in Teaching Art**

1. Artistic Development. Discuss Viktor Lowenfeld's stages of artistic development from scribbling to pseudo naturalistic. Describe the artistic stages learners go through and how these stages influence the artistic behaviors of the student, his/her responses to art lessons, and appropriate feedback from the art teacher.
2. Visual Art Integration. Discuss art integration across the curriculum. Why should teachers integrate art? What are the effects of integrating art on learning and motivation? What do teachers need to know and teach to integrate art? Provide an example of an activity integrating visual arts with another content area.
3. Visual Arts Advocacy. Discuss the importance of visual arts education for the development of students. How does engagement in a quality visual arts program facilitate higher order thinking? Select one of the following educators/theorists and discuss his /her contributions to the ideas of art education: Elliot Eisner, Howard Gardner, Viktor Lowenfeld, John Dewey.