

**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 Alternative Master's of Education – P-12 Art Education**

Alternative Master's: Art Education. Three (3) essay questions will be included on the examination, one from each of the core Leadership and Teacher Education courses (SED 555, SED 559, and RED 541 – (Students may choose one between the questions from SED 555 and SED 559) and one from AED 540.

### **SED 555, Curriculum and Teaching in the Secondary School**

1. Explain three reasons why a beginning teacher needs to prepare detailed lesson plans even when the textbook program you are using provides them.
2. Teachers are being told that they are to "Leave No Child Behind." How can we attempt to reach all students in our classrooms, regardless of their learning styles, disabilities, or academic abilities? Give at least three specific examples as to what you will include in terms of content and teaching strategies.
3. Explain why it is important to prevent behavior problems before they occur. Describe at least three preventive steps you will take to minimize your classroom management problems.

### **SED 559 Advanced Instructional Techniques**

1. Contrast the characteristics of a Middle School and its predecessor, the Junior High School. Include an explanation for at least six (6) characteristics.
2. Explain two changes taking place in young adolescents in each of the following areas: Physical Changes, Emotional Changes, Social Changes, and Intellectual Changes. For each of the changes, describe what middle school educators can do to meet the needs of the young adolescents in these four areas.
3. Young adolescents need experiences in the related curriculum domains of: Art, Music, physical Education, Career Education, and Information Literacy, Describe two (2) rationales for each of the related domains to be part of the middle school curriculum.

### **RED 541, Literacy Instruction in the Content Areas**

1. As a teacher, you will often be asked by parents, "How do I get my teen to read more?" Discuss three, concrete strategies parents and teachers can implement to encourage reluctant readers.
2. As are most things in life, television and technology are double-edged swords. They have the dual capacity to positively and negatively influence children and adults. What are three ways television fails to positively educate children? Discuss the recommended number of hours of television and technology use per week and the implications of going over this number? What should a teacher remember when using videos or other technology for instructional purposes?
3. Please explain the following quote and discuss its implications for literacy-based instruction in the content area classroom in terms of how and what we teach: "What we teach children to love and desire will always outweigh what we teach them to do," (Trelease, 2001).

### **AED 540 Art in the P-12 Program**

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.