

**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.

### **ELT Methods and Materials for Teaching ESL Master's Comprehensive Questions**

**Master's Students will be responsible for one of the following questions randomly chosen by the committee, based on whether they took SED 552 or EEC 522 (see EEC 522 below).**

#### **SED 552**

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. To what extent do you believe that schools in the United States reproduce the existing class and social structure- that curricula tend not to prepare students from the lower socioeconomic classes for upward social mobility. Give three examples and justify your responses?
3. What are the five dimensions of multicultural education that James Banks writes about? Explain each dimension and then identify which one resonates with you most and discuss why?
4. 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.

**Alternative Master's Students will be responsible for one of the following questions from SED 555 and EEC 522 randomly chosen by the committee.**

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. It has been said that students are more likely to learn when they feel that the learning is important or worth the time. Explain how a teacher in your subject field can make that happen, that is, students feeling that the learning is important and worth their time. Give at least three specific examples along with corresponding explanations.

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.

4. 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 (3) specific examples as to what you will include in terms of content and teaching strategies.

### **EEC 522**

Throughout your graduate program, you have been exposed to various approaches, ideas, and theories related to teaching and learning. It is hoped that participation in this program of study has increased your awareness of the vast diversity regarding pedagogy, practice, and policy related to educating today’s children and that this knowledge will positively impact the quality of learning experiences you provide your students.

In a well-developed narrative essay, describe how participation in your graduate program has influenced your philosophy of education and/or the instructional methods you employ in your classroom. Your description must include at least three (3) specific examples. Each example must come from a separate course, and the contributing course must be identified in your response. Further, each example provided must be supported with information from at least one pertinent, scholarly source, such as a professional organization, textbook, government document, or journal article, and the source must be correctly cited within the body of the text using APA guidelines. A printed list of sources may be brought with you to the exam.

**Master’s and Alternative Master’s students will be responsible for answering two of the following questions randomly chosen by the committee.**

### **ELT 530**

1. Discuss Krashen's Monitor Model and its interrelated hypotheses. What does this model mean for curriculum, methods, and assessment in the ESL classroom? Finally, what relevant factors are not addressed by Krashen?

2. Discuss the process of first and second language acquisition. What are the similarities and differences? Evaluate the relating factors that directly impact successful language development for both L1 and L2 learners. Discuss what you can do to facilitate the acquisition process in your ESL classroom.
3. Discuss why ESL/EFL and mainstream teachers should collaborate. In what ways can both of them contribute to the success of mainstreamed ESL students?
4. Consider Natural approach, Whole language approach, Total Physical Response. How can they be used most appropriately to teach various aspects of language? Discuss the possible implications of an integrated approach in your school setting.
5. Discuss the concepts of grammatical competence, communicative competence, and sociolinguistic competence in relation to Jim Cummins' model of BICS and CALP. What do the concepts and Cummins' model mean for curriculum, methods, and assessment in the ESL classroom?
6. Discuss the impact of some factors such as learners' social and economic background, learning environment, and first language, in the process of first and second language acquisition. Discuss what you can do to facilitate the acquisition process in your ESL classroom.
7. With the increased number of races and ethnicities in schools, an atmosphere of tolerance must be created, established, and maintained in our classrooms. Discuss how this can be accomplished.
8. Discuss five different approaches to address diversity and multiculturalism in the curriculum, and state goals and strategies to promote multiculturalism in a public school or an international school setting.
9. Why must students' cultural backgrounds be taken into consideration when shaping the educational system? Discuss the impact this consideration should have on curriculum, school environment, and teaching style for an ESL program in school setting.
10. What are the reasons for the shift from teaching language alone (self contained ESL classrooms) to content-based approaches? Discuss the advantages and

disadvantages of a content-based approach in the teaching and learning of English as a second language in your school.