



The (ED-D 598) and the (ED-D 597) represent the culmination of the M.Ed. candidate's graduate education in the Learning and Development (LDIS) or Special Education (SPED) focus areas of Educational Psychology. Although these courses fall under separate course numbers, they are best understood as a single process. The goal of this process is to give students a final opportunity to demonstrate their knowledge and skill as critical consumers of research and literature in either of the focus areas.

In order to complete this process, M.Ed. candidates will be given two weeks (14 days)

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a)

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- Ability to evaluate the importance and generalizability of authors' findings and conclusions
- Ability to identify potential applications to practice, policy, and future research.

b)

- Each examining committee member will use the above evaluation criteria to evaluate the quality of the critiques. Each criterion will be judged as either _____ or _____.
- Committee members will share their evaluations, seeking consensus through discussion. If a majority view cannot be achieved, an additional faculty member will be asked to evaluate the critiques and cast the deciding vote.
- Committee members will come to a consensus as to whether the student's comprehensive project (critiques) pass and can proceed to the oral defense.

c) _____ If the critiques are deemed defensible, the supervisor will notify the student and ask the EPLS graduate program assistant to arrange an oral defense date.

d) _____ Formative feedback from the committee will be provided only _____ the papers have been officially recorded as "Not Passed." Only one additional project attempt will be permitted and scheduled in consultation with the student, and supervisory committee. The second project attempt will include a new selection of 5 articles and 3 new critiques will be written.

e) _____ The student will be asked to withdraw from the program with unsatisfactory progress of the degree requirements. The degree will not be granted.

1. _____ The goal of the M.Ed. Comprehensive oral exam is to allow students to demonstrate the research-informed understanding of human development and learning, or special education

6.

The structure of the oral defense is as follows:

- a) A brief (15-20 min) summary by the student of the project papers and the written critiques.
- b) An oral examination by committee members of the student's critiques, paying special attention to issues missed or poorly communicated in the written critiques.
- c)

