

Take Home Comprehensive Examination – Spring 2022

Examination Format

The take-home examination will comprise two parts:

- **Part A: Program Area Questions (April 1-April 22)**
- **Part B: Literature Review (April 23-May 20)**

Date/deadline	Step/Outcome
Before March 1	Student identifies and meets with their lead faculty member to decide whether to register for the on-campus or take-home comprehensive examination (see B1a below). Student registers for the examination
March 21	Student presents an APA-formatted list of 20-40 sources for their literature review to their lead faculty member (see B1b below)
April 1	Part A begins (see A1 below)
April 22	Part A ends (see A1 below)
April 23	Part B begins (see B1 below)
May 20	Part B ends (see B1 below)
June 1	Results communicated to student
July 1	Rewrite period ends

Part A: Program Area Questions (April 1-April 22)

A1: Timeline

- Student will register for the take home comprehensive examination before March 1.
- Part A of the examination will be distributed to the student on April 1. At this time, the student will sign a pledge stating that they will not:
 - collaborate with any student on the examination.
 - communicate any RMS faculty member on matters related to the examination.Failure to comply is grounds for dismissal from the program.
- Student will complete the examination and return it (Word document) to Karen LeVelle on or before April 22 (i.e., the student will have 3 weeks to complete the examination).
- On return of the student's examination, each question will be reviewed by an RMS faculty member
- After the review has been completed, the student will be informed of the results.
- In the event of a conditional pass or fail, the rewrite plan will be determined but must be completed by July 1.

A2: Structure

- The questions will be derived from the examination study guide:
<http://portfolio.du.edu/RMIS/page/63537>
- The examination will comprise three questions in total comprising one question from each of the following areas:
 - Statistics & Measurement
 - Qualitative Research
 - Program Evaluation & Mixed MethodsThe student will answer all three questions.

- c. The student will identify one question as their specialist area question and the other two questions as their general area questions.
- d. The depth and breadth of these questions will depend on the student's specialist area. (i.e., if their specialist area is qualitative research, the qualitative question would require an in-depth response and the other questions more breadth).
- e. Page limit for each question (APA format; limit excludes title page, references, and/or appendices):
 - Specialist area question: 10-15 pages
 - General area questions: 5-7 pages

A3: Grading Criteria

Criteria	Specific Comments & Feedback
<u>Directness</u> : The response is directed to the question as stated.	
<u>Completeness</u> : The response to the question is a complete discussion of it.	
<u>Accuracy</u> : The response is accurate in all respects.	
<u>Logic & Organization</u> : The response is logically organized and developed.	
<u>Quality</u> : The response reflects depth of thought consistent with doctoral-level work.	
<u>Support</u> : The response contains accurate documentation from pertinent primary sources.	
<u>Writing</u> : The response is written with correct grammar, punctuation, and spelling.	
<u>Overall Grade</u> : A. Pass B. Conditional Pass C. Fail	

Part B: Literature Review (April 23-May 20)

B1: Timeline

- a. Prior to March 1, the student will decide whether to take the on-campus or take-home format of comps after careful consultation with and approval by their lead-faculty-to-be or dissertation chair-to-be. Please note that RMS faculty are not on contract during the summer, but may decide, on an individual basis, to be available for the student to field their questions and provide consultation. At that point each faculty member can determine whether the dissertation topic the student wants to pursue is within their comfortable scope of expertise.
 - i. If the student's topic is aligned with a faculty member's scope of expertise, the student will contact this faculty member and ask them to serve as their lead faculty member.
 - ii. If the student's topic is not aligned with a faculty member's scope of expertise but the student is committed to taking the take home comprehensive examination, then they should work with the faculty member to identify a suitable area.
 - iii. If the student can't identify a suitable area, then they should register for the on-campus comprehensive examination which is particularly appropriate for students who would like a faculty member outside RMS (e.g., Communications, Business) to help steer them through the literature review and proposal. Taking the on-campus comprehensive examination allows students to complete the examination in two days and then work on all components of their dissertation proposal under their own timeline.
- b. Prior to March 21, the student will present to their lead faculty member an APA-formatted list of 20-40 literature sources that will form the basis of their literature review.
 - i. A considerable amount of work is involved in creating this list (see "structure" below).
 - ii. The student should reach out to an RMS faculty member and/or the MCE library liaison, Bridget Farrell, well in advance of the deadline regarding their process for identifying articles.
- c. Between April 23 and May 20, the student will write their literature review.
- d. On or before May 20 the student will submit their literature review to their lead faculty member.
- e. The student's literature review will be reviewed by the lead faculty member using the criteria below. The lead faculty member may also decide to consult with a second faculty member on specific aspects of the student's literature review.
- f. The student and the lead faculty member (and possibly the second faculty member) will meet to discuss the results.
- g. In the event of a conditional pass or fail, the rewrite plan will be determined but must be completed by July 1.

B2: Structure

- a. The literature review will involve the systematic and comprehensive identification, location, and analysis of journal articles, abstracts, reviews, monographs, dissertations, books, other research projects, and electronic media related to the student's research topic. The literature review will also describe the strengths and limitations of research strategies and specific data collection approaches that have been used in previous investigations of topics similar to the student's topic. In short, the review should present a synthesis of cross-study findings

and trends about both the research problem (content) and the methods that have been utilized to study the research problem (methods).

- b. The literature review will comprise an academic paper of 20-40 pages (double spaced) that demonstrates:
 - i. knowledge of the existing research and the intellectual traditions related to the dissertation topic.
 - ii. identification of gaps in the body of literature.
 - iii. rationale for how the study will contribute to the existing body of knowledge.
- c. The following content should be included in the literature review:
 - i. An overview of the topic that is the focus of the study.
 - ii. The context of the topic in the existing literature.
 - iii. Connections between existing literature to the understanding and development of the student's topic.
 - iv. How the topic will shed light on any gaps in previous research.

B3: Grading Criteria

Section	Specific Comments & Feedback
<u>Introduction describes:</u> A. The research problem and why it is important B. The content of the review C. The organization of the review D. The strategy used for searching the literature.	
<u>The review of the related literature includes:</u> A. Comparison/contrasts of different points of view of different research outcomes B. The relationship of the study to the previous empirical research.	
<u>The review includes:</u> A. Literature related to the use of differing methodologies to investigate the topic B. A summary of how the study will advance methodology for research on the topic.	
<u>The review is:</u> A. An integrated, critical essay on the most relevant and current published knowledge on the topic. B. Organized around major themes.	

<u>Overall Grade:</u> A. Pass B. Conditional Pass C. Fail	
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