

M.Ed. in Higher Education Leadership Comprehensive Oral Examination Instructions

Throughout your graduate program, you have explored and studied various aspects of higher education administration through the following courses:

- the community college (EDL 512)
- leadership theory (EDL 550)
- organization and administration of higher education (EDL 575)
- history of American higher education (EDL 561)
- the student in higher education (EDL 562), and
- law and higher education (EDL 578)

Your exposure to these areas of higher education is meant to influence your philosophy and actions as a leader in higher education.

In a thoughtfully developed oral narrative presentation*, describe how participation in this graduate program has impacted your thinking about higher education. Discuss the ways in which the ideals or values you held regarding higher education, both prior to your entry into the program and now near completion of the program, have changed.

Your oral narrative presentation must include at least three (3) specific examples. Each example must be related to one of your major courses (as noted above) and you should clearly indicate which course each of your examples is derived from. Additionally, each example must be supported by at least one valid, appropriate scholarly source (for example, a scholarly journal article, book, document/report from a governmental or professional organization). You should refer to the scholarly source during your narrative to support your statements. [For example, “As Thelin noted in his 2014 text *The History of American Higher Education*, the GI Bill was instrumental in the development of the field of student affairs.”] You may have a printed list of scholarly sources in APA format which you have compiled available for you to refer to during your oral comprehensive exam. You must provide a pdf copy of the list of scholarly sources in APA format to your examiners prior to the start of your exam.

Be prepared to give specific examples of how your thinking and/or practice have been shaped by what you learned in the program. As an example, if you are speaking about the leadership course, you might explain which leadership theories/styles resonated with you and how you employed one or more of them in the course of your work. Or, if you are speaking about the student development course, you might focus on one of the student development theories and how it helped you put your own college experience in perspective, as well as how your knowledge of the theory helped you in your work with a particular student.

Your oral narrative presentation will be attended by two to three (2-3) Educational Leadership faculty examiners who will be evaluating your presentation using the attached rubric. At the conclusion of your oral narrative presentation you will be asked questions by the faculty examiners.

A majority of the three examiners must agree that you have satisfactorily met the requirements, as described above, in terms of overall narrative quality and quality of responses in order for you to successfully pass your comprehensive exam. The exam is recorded on Zoom so that if there are only two faculty examiners and there is a split decision, the recording may be viewed by a third Educational Leadership faculty member to decide whether you have met the requirements of the comps exam.

*An oral narrative presentation consists solely of student discussion and demonstration of knowledge of subject matter. There is no need for the student to provide audiovisual material (such as Power Point slides, charts, etc.).

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