

**Troy University**  
**Master of Science in Post-Secondary Education**  
**Comprehensive Exam Study Guide**

**Administrative Remarks:**

1. Each student usually completes a Comprehensive Examination during the term in which s/he plans to graduate. The exam is designed to aid the student in synthesizing what s/he has learned. Specific knowledge expectations will come from the required courses in the major.
2. The **dates** for the comprehensive exam are identified on eCampus long term calendar. Complete information about the test may be obtained from Zhanna Carolipio at [zhanna@troy.edu](mailto:zhanna@troy.edu)
3. Students **must register** to take the exam by submitting a Comprehensive Exam Proctor form **one term ahead**. Deadline for registering is indicated on a long term calendar.
4. Students will answer four questions. Two of the questions will be from the College of Education, and will require students to apply their concentration area knowledge to educational topics. The remaining questions will be from the student's concentration area and will evaluate the students' understanding of their concentration area.
5. Students will be given four (4) hours to complete the entire Comprehensive Examination. Students may answer the questions in any order that they choose, and may spend as much time as they wish on any individual question, as long as the four hour total time period is not exceeded.
6. Each site will determine whether the students will hand-write or type the answers to the exam. Computers are preferred and should be used whenever possible. If handwriting is necessary, it should be double-spaced on lined paper, and must be legible. Individual proctors are responsible for ensuring that students do not have access to ANY books, notes, Web sites, or other materials during the exam.
7. It normally takes 4-6 weeks for evaluation of the exam. The faculty reads each exam anonymously, and results will be sent via e-mail to each student.

In the event that a student does not pass the written examination, his/her advisor and other members of the faculty will make recommendations for subsequent examinations or course work. If all parts are failed, the student may not retest until the next scheduled exam date.

8. Areas tested on respective examinations are as follows:

PSE 6660 Trends and Issues in Adult Education

PSE 6691 Research Methodology

PSE 6670 Psychological Foundations of the Adult Learner

PSE 6608 OR 6680 Curriculum Integration of Technology OR Curriculum Development in Adult Education

9. You will also be tested on knowledge from Concentration area of your program.

**Preparation Specifics:** To adequately answer the Comprehensive Exam questions, students should be familiar with the literature and materials discussed in their core courses as follows:

PSE 6660 -Trends& Issues:

Be able to:

- Evaluate the impact of identified trends on educational policy, procedure, and outcomes.
- Analyze pros and cons of identified trends.
- Synthesize a position in regard to the trend, and defend it in terms of educational outcomes.
- Analyze relationships concerning identified trends and social, economic, political and philosophical factors.
- Propose procedures for initiating and/or directing change relative to identified trends.
- Evaluate the implications of current research for the classroom setting.

PSE 6691- Research Methodology:

Be able to:

- Describe in general terms the steps to perform in any research study .i.e., the research process.
- Describe a quantitative research study, describing what characteristics make it a quantitative study. Discuss the question you intend to study, how you will gather data, analyze it, and report findings.
- Describe a qualitative research study, describing what characteristics make it a qualitative study, and how the approach differs from a quantitative study. Discuss the question you intend to study, how you will gather data, analyze it, and report findings.

- Discuss the variables to be considered in a study, how the study sample is to be determined, how one deals with potential bias in a study, and how internal and external reliability and validity would be determined.

PSE 6670 Psychological Foundations:

Be able to discuss and analyze concepts in the following areas:

- theoretical perspectives of educational psychology and adult learning models
- human development stages and age-level characteristics, with emphasis on adult populations
- psychological implications of family and societal interactions as related to schooling and education
- classroom management techniques
- measurement & evaluation of learning
- implications of cultural diversity

PSE 6680/6608 -Curriculum Development/Curriculum Integration of Technology:

For PSE 6680, be able to discuss or describe the following:

- Development of the rationale for a new curriculum
- Development of aim, goal, and objective statements for a given curriculum
- Development of valid and reliable curriculum assessment instruments.
- Development of learning experiences to achieve the stated curriculum goals and objectives.
- Evaluation of curricula for adherence to recognized curriculum development procedures.
- Design of instructional plans
- Development of transfer-of-learning plans
- Preparation of budgeting and marketing plans

Or,

For PSE 6608, be able to:

- Demonstrate familiarity with instructional technology terminology and computer concepts.
- Demonstrate an understanding of the impact of computers on classroom instruction.
- Develop a theoretical rationale for the use of computers in education.
- Demonstrate an understanding of the primary application of computers in education.
- Discuss examples of designing IT and using computers in the classroom.
- Evaluate software for educational application.

- Demonstrate the ability to integrate computer applications into specific content areas.