

LDT doctoral planning sheet

Prerequisites

	Semester enrolled
LDT 415 Systematic Instructional Development	
STAT 800/EDPSY 406/LDT intro to research methods or equivalent	Y1

Doctoral core (9 credits)

	Semester enrolled
LDT 527 Designing Constructivist Learning Environments	Y1
LDT 581 Theoretical Foundations of Learning, Design, and Technology	Y1
LDT 583 Survey of Research in Learning Sciences and Technology	Y1

Core competency courses (12 credits minimum)

	Semester enrolled

Research apprenticeship (9 credits minimum)

	Semester enrolled
LDT 594	Y1
LDT 594	
LDT 594	

Research Design requirements (18 credits)

	Semester enrolled
ADTED 550 Qualitative Research in Adult Education (or equivalent)	
LDT 574 Applied Qualitative Research for Work Practice, Innovation, and Design	
LDT 575 Designing Experimental Research in Learning, Design, and Technology	
LDT 576 Design-Based Research Methods	
Advanced course 1	
Advanced course 2	

Electives or additional courses (as recommended by committee)

	Semester enrolled

(list additional courses at the back of this sheet)



THE PENNSYLVANIA STATE UNIVERSITY
Learning, Design, and Technology Program
Qualifying Exam Evaluation

Student Name: _____

Minor Field/Dual Degree Field (if applicable): _____

Area of Focus in LDT: _____ **Date of Evaluation:** _____

Core professional competencies

A. Research potential. The student can articulate:

- An area of interest within the scope of LDT
- A research question that is appropriate and justifiable for their area of interest
- An understanding of different research approaches
- Their strengths and weaknesses within their area of interest
- A plan for how they will develop expertise through courses, research experiences, or other Penn State resources

_____ (High) Demonstrates competence in most areas

_____ (Average) Demonstrates competence, but requires improvement in specific areas.

_____ (Below Average) Needs significant improvement in many key competencies

B. Disciplinary Expertise. The student demonstrates knowledge of the following areas:

- Key theoretical LDT concepts and disciplinary knowledge relevant to the exam topic (e.g. scaffolding, design, assessment, constructing knowledge, group cognition, etc.)
- Awareness of common methodological approaches or techniques associated with studying their area of expertise (design-based research, video analysis, phenomenology, etc.)
- Connections between key theoretical concepts, methodologies, and implications for design or research

_____ (High) Demonstrates competence in most areas

_____ (Average) Demonstrates competence, but requires improvement in specific areas.

_____ (Below Average) Needs significant improvement in many key competencies.

C. Quality of scholarly ideas and argument. The student can present ideas in a scholarly fashion in the following areas:

- Construct an evidence-based argument based on appropriate scholarly literature for the problem or topic explored
- Generate a coherent argument or framework, by breaking down the main argument into a series of smaller arguments, allowing the reader to follow the author's logic
- Demonstrate some level of synthesis and original thought.

_____ (High) Demonstrates competence in most areas

_____ (Average) Demonstrates competence, but requires improvement in specific areas.

_____ (Below Average) Needs significant improvement in many key competencies.

D. Quality of Scholarly Presentation. The student can present ideas in a way that demonstrates professional, scholarly competence in the following areas:

- Create a logical and organized presentation
- Use appropriate modes of representation to explain complex ideas.
- Address questions in a professional manner even when they do not know the answer
- Elaborate or explain scholarly concepts.

_____ (High) Demonstrates competence in most areas

_____ (Average) Demonstrates competence, but requires improvement in specific areas.

_____ (Below Average) Needs significant improvement in many key competencies.

E. Appraisal of student's prospects as a doctoral student.

The student demonstrates the following:

_____ High level of competence in all or most core areas.

_____ Average competence requiring substantial remediation and guidance from faculty.

_____ Below average competence in most core competencies; potential to advance as a doctoral student at this time is low.

The student:

PASSED:

- The student passed the qualifying examination (for students in dual-title programs, checking this box indicates the student has passed qualifying for both the major and dual-title fields) and should now be considered an official doctoral student.

FAILED:

- The student failed the qualifying examination, but will be given the opportunity to retake it.
- The student failed the qualifying examination, and will **NOT** be given the opportunity to retake it. The program has rejected the student from the program. A copy of the letter to the student to this effect is attached.

Comments for remediation or guidance for scholarly advancement as a doctoral student:

Signed: _____ Signed: _____

Signed: _____

(Advisor)

Assessment of English Language Competence for all PHD Students for the Research Doctorate:

Penn State Graduate Policy GCAC 605 requires graduate programs to assess English language competence of all doctoral students: <http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/gcac-605-english-competence-research-doctorate/>

According to GCAC-605, Assessments shall include:

- Original writing of a length and complexity suitable for assessing high-level English language competence.
- An oral component that assesses the student's listening, comprehension, and speaking skills.

The LDT program will assess English language competence of **writing** at the qualifying exam through evaluation of a written exam. The LDT program will assess English language competence in **listening, comprehension, and speaking** skills through evaluation of an oral presentation and oral responses to questions posed by the faculty at the qualifying exam. English Language competence is assessed separately from qualifying exam assessments of disciplinary knowledge or analytical thinking. Both the qualifying exam and the assessment of English Language Competency will be assessed by the qualifying exam committee. The committee will document the assessment of English competence when reporting the results of the qualifying examination, and the report will recommend one of the following:

Passed:

___ The student passed the assessment of English competence.

Failed:

___ The student failed the assessment of English competence, but will be given the opportunity to remediate and be reassessed prior to the scheduling of the comprehensive exam.

___ The student failed the assessment of English competence, and will **NOT** be given the opportunity to retake it. The program has rejected the student from the program.

The LDT faculty are committed to accommodating students with disabilities and to avoiding unconscious bias towards non-native English speakers for this exam. Please notify the head of faculty if you have a disability that requires an accommodation to this exam.

Report on Assessment of English Competence at Qualifying Exam

Please check the appropriate box below regarding the results of the Assessment of English Competence.

Passed:

The student passed the assessment of English competence.

Failed:

The student failed the assessment of English competence, but will be given the opportunity to remediate and be reassessed before scheduling of the comprehensive exam. A copy of the letter to the student to this effect is attached.

The student failed the assessment of English competence and will **NOT** be given the opportunity to retake it. The student must withdraw from the program. A copy of the letter to the student to this effect is attached.

Post-remediation assessment prior to scheduling the Comprehensive Exam (if applicable)

Passed:

The student passed the assessment of English competence.

Failed:

The student failed the assessment of English competence and will **NOT** be given the opportunity to retake it. The student must withdraw from the program. A copy of the letter to the student to this effect is attached.

Remediation Plan (if applicable)

Indicate R for required or O for optional. Leave blank if it does not apply. Provide student with detailed plan (e.g., recommended workshops).

<input type="checkbox"/> Enroll in ESL 116G (Composition for Academic Disciplines)	<input type="checkbox"/> Attend EPPIC's weekly speaking groups
<input type="checkbox"/> Enroll in ESL 114G (American Oral English for Academic Purposes)	<input type="checkbox"/> Schedule an individual consultation at EPPIC
<input type="checkbox"/> Attend EPPIC Advising sessions to identify language-related goals and create a personalized schedule of EPPIC services	<input type="checkbox"/> Visit the Graduate Writing Center
<input type="checkbox"/> Attend EPPIC workshops	<input type="checkbox"/> Attend a Graduate Writing Center workshop
<input type="checkbox"/> Participate in EPPIC's one-on-one tutoring for writing and speaking	<input type="checkbox"/> Participate in Global Conversation Partners (Global Connections) for everyday speaking skills & intercultural exchange
	<input type="checkbox"/> Work with a personal language tutor
	<input type="checkbox"/> Other: _____

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Rubric for Assessment of English Language Listening, Comprehension, Speaking, and Writing Skills

Language Use	Ratings		
	Unacceptable	Conditional	Acceptable
Speaking			
Speaks in phrases, not word by word			
Speaks clearly and at a reasonable rate			
Converses at length rather than answering yes/no			
Has few mistakes in grammar and punctuation			
Can elaborate or explain written work			
Listening and Comprehension			
Correctly understands questions or seeks clarification when questions are not understood.			
Gives answers to questions that are relevant to the question asked			
Writing			
Writing is concise, clear, with consistently proper grammar, spelling and paragraphing			
Clear and logical presentation and development of ideas that support paper			
Consistent and correct APA format in both text and references section			
Writing has good transitions between paragraphs, along with topic sentences			
Sentence structure is clear and expresses discernible meaning			

Additional feedback, if any:

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Dissertation proposal meeting

Student name:

Meeting date:

Dissertation Committee Members:

EVALUATION:	Below Average	Average	Excellent
1. Thesis topic: States research problem clearly, and includes a strong rationale/motivation for proposed work.			
2. Previous Work: Demonstrates a deep understanding of the literature and state of the field in the dissertation area.			
3. Research Program Design: Demonstrates ability to design methods to collect data to answer the proposed question.			
4. Impact of proposed research: Demonstrates potential value of study and contribution within the area of study.			
5. Quality of Writing: Clear, concise, organized, and uses appropriate style.			
6. Quality of Communication: Demonstrates ability to present research clearly and professionally.			
7. Compliance with ethics: IRB approval documented and ethical issues appropriately addressed.			

Committee evaluation:

- Proposal is approved and candidate may commence dissertation research
- Proposal needs minor revision by advisor prior to commencing study
- Proposal needs major revision and another committee meeting

Signature of committee members:

Advisor
