



THE PENNSYLVANIA STATE UNIVERSITY
Learning, Design, and Technology Program
Candidacy Evaluation

Student Name: _____ PSU ID #: _____

Email Address: _____

Minor Field: _____

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 of these areas and should be able to develop additional competence without guidance.

_____ (Average) Demonstrates competence in at least two areas, but requires guidance to develop competence in other areas.

_____ (Below Average) Needs significant guidance to develop competence in most or all of these areas.

Supporting Evidence:

B. Discipline Expertise. The student demonstrates a high level of knowledge of and can provide concrete examples, a rationale for, and problems or issues related to each of the following:

- Key theoretical LDT concepts relevant to their area (e.g. scaffolding, design, assessment, constructing knowledge, group cognition, etc.)
- Common methodological approaches or techniques associated with their area of expertise (design-based research, video analysis, phenomenology, etc.)

- How these key theoretical concepts and/or methodological techniques inform their plan of study

_____ (High) Demonstrates competence in most of these areas and should be able to develop additional competence without guidance.

_____ (Average) Demonstrates competence in at least two areas, but requires guidance to develop competence in other areas.

_____ (Below Average) Needs significant guidance to develop competence in most or all of these areas.

Supporting Evidence:

C. **Fluency With Written Expression.** The student can present ideas, through writing, in a way that demonstrates the type of competence necessary to complete dissertation work by meeting each of the following objectives:

- Constructs an argument that addresses the questions posed by the committee.
- Generates a coherent paper, by breaking down the main argument into a series of smaller arguments, allowing the reader to follow the author's logic
- Demonstrates some level of synthesis and original thought.
- Articulates ideas clearly and concisely.
- Applies proper APA format

_____ (High) Demonstrates competence in most of these areas and should be able to develop additional competence without guidance.

_____ (Average) Demonstrates competence in at least two areas, but requires guidance to develop competence in other areas.

_____ (Below Average) Needs significant guidance to develop competence in most or all of these areas.

Supporting Evidence:

D. **Fluency With Oral Expression.** The student can present ideas, verbally, in a way that demonstrates the type of professional competence necessary to perform well at professional conferences and meetings by demonstrating the following:

- Confidence when speaking and answering questions

- An ability to create a well structured talk
- An ability to use visual representations to explain complex ideas.
- The ability to address questions in a professional manner even when they do not know the answer
- The ability to use their verbal skills to elaborate or explain concepts in their writing.

_____ (High) Demonstrates competence in most of these areas and should be able to develop additional competence without guidance.

_____ (Average) Demonstrates competence in at least two areas, but requires guidance to develop competence in other areas.

_____ (Below Average) Needs significant guidance to develop competence in most or all of these areas.

Supporting Evidence:

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

The student demonstrates the following:

_____ High level of competence in all core areas. (Accept) HHHH

_____ High level of competence in two or more core areas and with no more than one area below average (Accept) HHHH, HHHB, HHAA; HHAB

_____ High level of competence in one core area, with average competence in most other areas; likely requiring some guidance from faculty to develop in weaker areas. (Accept with revision) HAAA; HAAB

_____ Average competence in three or more core areas and no areas demonstrating high levels of competence; requiring substantial remediation and guidance from faculty to develop overall competence. (Accept with remediation plan and retake) AAAA; AAAB

_____ Below average competence in in two or more areas and no areas demonstrating high levels of competence No with levels of guidance that may not be feasible at the graduate level. (Reject) BBAA, BBBA, BBBB

The applicant was: _____ **Accepted as a doctoral candidate**

_____ Accepted as a doctoral candidate with the following
remediation:

_____ Granted a deferred decision and will be reexamined within
three semesters with a third committee member

_____ Rejected as a doctoral candidate

Signed: _____ Signed: _____ Signed: _____
(Advisor)