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## **DOCTORAL QUALIFYING EXAMINATION (DQE)**

The Doctoral Qualifying Examination is scheduled after all course work has been completed. There are two parts to this examination: a paper and an oral defense.

### **PAPER ASSIGNMENT**

The purpose of this paper is to develop an educational vision that is grounded in a complex understanding of major books in the field. The approximately thirty page paper should draw on no fewer than fifteen books from the doctoral reading list (reading list is included at the end of this section). Examining what these books tell us and fail to tell us, you must offer a perspective on the extent to which schools have worked, presently work, and might work to promote equality and excellence.

### **EVALUATION CRITERIA FOR PAPER**

- Address an appropriate number of texts (15), plus two adviser-approved, self-selected texts
- Demonstrate an understanding of the main arguments of each text
- Demonstrate a grasp of how the arguments of the texts are related to each other
- Demonstrate a critical understanding of the texts
- Present the texts in a way that responds to the examination question
- Make use of the texts in a way that allows writer to develop own stance or position
- Draw on the texts to create a vision for the future
- Create an organized, coherent, error free text that is a maximum 30 pages, double spaced, in 12 pt. type.

### **LOGISTICS FOR PREPARING THE DQE AND SUBMITTING FOR FACULTY REVIEW**

The student must contact his/her adviser about his/her intention and plan to complete the DQE. The student may submit up to two drafts of the DQE to the adviser for general comments and suggestions. Following any needed revisions, the student submits copies of the paper to faculty who compose the doctoral committee. Faculty will be asked to evaluate the paper within a week. If a majority of the faculty vote that the paper is at least “satisfactory,” an oral defense will be held as scheduled. If the majority of the faculty vote that the paper is less than “satisfactory,” the student will fail the DQE and no oral defense will be held. Students who fail the written part of the exam will have the opportunity to submit a second paper to the faculty committee. If the second paper is unsatisfactory, no further attempts will be permitted.

In the oral defense, the student will have an opportunity to defend the written paper and answer questions from the examining committee about the paper as well as about any of the books on the doctoral reading list. At the end of the oral defense, the student will be asked to leave the examination room so that the committee can discuss the student’s performance and vote on whether the student has passed the DQE. The student will be immediately informed of the committee’s decision and recommendations.

## **DQE DISCUSSION GROUP**

The DQE Discussion Group is a dedicated group of pre-DQE stage doctoral students who meet regularly to discuss selections from the texts on the doctoral reading list. If you have questions about this group, please contact Lori Fredrich at 414-288-0659.

## **OFFICIAL DOCTORAL CANDIDACY**

Students advance to doctoral candidacy upon recommendation of their department after completing all course work, fulfilling the residency requirement, and passing the Doctoral Qualifying Examination. A student cannot advance to candidacy until all requirements, as listed on the *Doctoral Program Planning Form*, have been satisfied.

## The Doctoral Reading List

### Required Reading

1. Anderson, J. D. (1988). *The education of blacks in the south, 1860-1935*. Chapel Hill: University of North Carolina Press.
2. Berger, P. L., & Luckmann, T. (1967). *The social construction of reality: A treatise in the sociology of knowledge*. Garden City, NY: Doubleday.
3. Bowles, S., & Gintis, H. (1976). *Schooling in capitalist America: Educational reform and the contradictions of economic life*. New York: Basic Books.
4. Bryk, A. S., Lee, V. E., and Holland, P.B. (1995). *Catholic schools and the common good*. Cambridge: Harvard University Press.
5. Delpit, L. D. (1996). *Other people's children: Cultural conflict in the classroom*. New York: New Press.
6. Dewey, J. (1980). *The school and society*. Carbondale, IL: Southern Illinois University Press.
7. Freire, P. (1993). *Pedagogy of the oppressed*. New York: Continuum Publishing.
8. Gilligan, C. (1993). *In a different voice: Psychological theory & women's development*. Cambridge: Harvard University Press.
9. Gutmann, A. (1999). *Democratic education*. Princeton: Princeton University Press.
10. Hollinger, D. A. (1996). *Postethnic America: Beyond multiculturalism*. New York: Basic Books.
11. Lave, J. & Wenger, E. (1991). *Situated learning: legitimate peripheral participation*. New York: Cambridge University Press.
12. Ogbu, J. U. (1978). *Minority education and caste: The American system in cross-cultural perspective (a Carnegie Council on children monograph)*. New York: Academic Press.
13. Rogoff, B. (1990). *Apprenticeship in thinking: cognitive development in social context*. New York: Oxford University Press.
14. Tyack, D. B. (1974). *The one best system: A history of American urban education*. Cambridge: Harvard University Press.
15. Willis, P. E. (1981). *Learning to labor: How working class kids get working class jobs*. New York: Columbia University Press.
16. Wilson, W. J. (1996). *When work disappears: The world of the new urban poor*. New York: Knopf.

### Additional Reading (Choose at least 7 of these books)

1. Apple, M. W. (2004). *Ideology and curriculum*. 3<sup>rd</sup> ed. London and Boston: Routledge.
2. Bolman, L.G., & Deal, T. E. (1994). *Leading with soul: An uncommon journey of spirit*. San Francisco: Jossey-Bass Publishers.

3. Bransford, J. D., Brown, A. L., & Cocking, R. R. (2004). *How people learn: Brain, mind, experience and school*. Washington, DC: National Academies Press.
4. Dreeben, R. (1968). *On what is learned in school*. Reading, Mass.: Addison-Wesley.
5. Eisner, E. W. (1994). *The educational imagination: On the design and evaluation of school programs*. 3<sup>rd</sup> ed. Upper Saddle River, NJ: Prentice Hall.
6. Fullan, M. (2001). *The new meaning of educational change*. 3<sup>rd</sup> ed. New York: Teachers College Press.
7. Gleason, P. (1996). *Contending with modernity*. New York: Oxford University Press.
7. Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. Cambridge: Cambridge University Press.
8. Noddings, N. (2005). *The challenge to care in schools: An alternative approach to education*. 2<sup>nd</sup> ed. New York: Teachers' College Press.
9. Oakes, J. (2005). *Keeping track: How schools structure inequality*. 2<sup>nd</sup> ed. New Haven: Yale University Press.
10. Perry, T., Hilliard, A. G., & Steele, C. (2004). *Young, gifted, and black: Promoting high achievement among African American students*. Boston: Beacon Press.
11. Sanders, J. (1977). *Education of the urban minority: Catholics in Chicago 1833-1965*. New York: Oxford University Press.
12. Senge, P. M. (1990). *Fifth discipline: The art and practice of the learning organization*. New York: Doubleday.
13. Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco : Jossey-Bass. or Sergiovanni, T. J. (2006). *Rethinking leadership: A collection of articles*. 2<sup>nd</sup> ed. Thousand Oaks, CA: Corwin Press.
14. Shulman, L. (2004). *The wisdom of practice: Essays on teaching, learning and learning to teach*. San Francisco: Jossey-Bass.
15. Snow, C. E., Barnes, W., Chandler, J., Goodman, I., & Hemphill, L. (1991). *Unfulfilled expectations: Home and school influences in literacy*. Cambridge: Harvard University Press.

**Two Additional Books (Chosen with advisor)**

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2. \_\_\_\_\_