

THE QUALIFYING EXAMINATION

Each student has their own Qualifying Exam (QE) Committee. The Committee consists of a QE Chair (there is one appointed CSO chair and one appointed HDFS chair), the student's adviser, and a third HCD faculty member.

The Department Head appoints each QE Chair. QE Chairs serve for 2-year terms, staggered so that at least one chair is continuing rather than incoming in a given year.

The student and adviser consult with the QE Chair to select a third committee member. This person should be a Graduate Faculty member in HCD. Also, they should be selected because they have expertise relevant to what the student will be covering in their QE. If the student's adviser is also the QE Chair, then the student and adviser will select two HCD faculty members to serve.

The overall aim of the QE is to ensure that doctoral students have learned to think critically and use their theoretical and methodological training to evaluate research. There are 3 specific goals for the critical analysis paper:

1. To demonstrate expert knowledge in a particular substantive area. It is anticipated that the topic chosen for this exam will also be pursued in the dissertation.
2. To demonstrate the ability to critically review (evaluate) and integrate (synthesize) this substantive literature from two distinct theoretical perspectives (HD, FS, and/or CS).
3. To demonstrate methodological competence by evaluating the quantitative and/or qualitative methods used to study a particular substantive literature.

The purpose of the QE is to determine whether the student has acquired the knowledge and skills that are essential for professional success in HDFS or CSO. Required coursework has been designed to give the student this exposure and help him or her develop his/her writing and critical thinking skills. **Thus, only students who have completed their required core and concentration courses are eligible to take the QE.**

Step 1: Form the Committee

Students should consult with their advisers and the relevant QE Chair to identify an appropriate third committee member. This faculty member's willingness to serve should be documented in the student's department file (email printout is fine) before a student writes their proposal (step 2).

Step 2: Propose the Critical Analysis (CA) Paper

At least 10 or 15 weeks before the desired due date (the schedule at the end of this document for

specifics regarding each QE cycle), the student must provide his or her QE committee with a 2-3 page proposal (plus references) for the CA paper. This proposal should identify the student's substantive area as well as the theoretical and methodological literatures they will use to critically analyze said substantive literature. The QE Committee will then meet with the student to discuss the proposal and identify any needed changes. This meeting should occur at least 8 weeks prior to the due date, and must include the student as well as all 3 committee members. It is preferably held in-person, but a telephone conference is also acceptable.

The QE Committee should have a clear idea of, and approve, the scope and content of the paper before the student starts writing. Any input that committee members have about what the paper should cover should be resolved before writing starts. Thereafter, the student works independently, and the committee evaluates the student's independent work. To achieve this goal, the student and the committee will need to do more work at the proposal stage. This additional work at the beginning will make it possible for the student to work independently in the actual writing and for the committee to evaluate this independent work. It will also reduce the likelihood that the student does not meet the committee's expectation in the final paper.

Step 3: Write the CA

Students should write their CA as agreed upon by her or his QE Committee. Students should work independently. They should not receive any feedback from the adviser or the third faculty member. All communication should be between the student and the QE Chair, and should be limited to clarification questions. For example, "The committee agreed I would evaluate interview methodologies, does this include both standardized protocols and open-ended designs?"

The CA must be 30-pages or less (1-inch margins, 12-point Times New Roman font, double-spaced), plus up to 10 pages of references. Students should use either American Psychological Association (APA) or American Sociological Association (ASA) style, as appropriate to their content area. Both international and US students are encouraged to consult with the UIUC Writing Lab for editing purposes. The student should submit a clean document; the Committee does not want to see spelling, grammatical, or style errors.

Step 4: Submit the CA to the QE Committee

The QE Committee will evaluate a CA in terms of how successfully it develops the paper as proposed. The evaluation decision should be made during a meeting of all 3 committee members. This meeting is preferably held in person, but a telephone conference is also acceptable. The student is not present for this meeting.

The Committee has one month from the due date to evaluate a CA. All communication will be by email between the Chair and the student. There are 3 possible outcomes:

1. If the committee evaluates the CA as a "pass", the student proceeds to Step 5. Passing means that the Committee agrees that the student has demonstrated their expertise as per the 3 specific goals (above) and the student's agreed upon CA proposal.

2. If the committee evaluates the CA as “pass contingent upon satisfactory revisions”, the QE Chair will inform the student via email of the decision and required revisions. This “conditional pass” will be given when the Committee agrees that the student’s overall work demonstrates expertise as per “pass” criteria, but there are a few issues that require effective rethinking and then rewriting before a “pass” will be granted. The student will have 10 calendar days to make the appropriate changes and submit their revision to the QE Chair. Along with the revised CA, the student must submit a revisions memo detailing how they responded to the Committee concerns, and where in their paper these changes were made. To ensure that the student understands what this memo entails, the QE Chair will provide an example memo. If the Committee agrees that the revisions are satisfactory, the student will receive a “pass” and proceed to step 5. If the Committee agrees that the revisions are unsatisfactory, the student will receive a “fail.” Failing the revised-CA will result in termination from the HCD doctoral program.
3. If the committee evaluates the originally-submitted CA as a “fail,” the student will have only one opportunity to resubmit their exam. The QE Chair will inform the student via email of the decision and required revisions. A “fail” will be given when the Committee agrees that the student’s overall work fails to demonstrate expertise as per “pass” criteria. The student will have 30 calendar days to make the appropriate changes and submit their revision to the QE Chair. Along with the revised CA, the student must submit a revisions memo detailing how they responded to the Committee concerns, and where in their paper these changes were made. To ensure that the student understands what this memo entails, the QE Chair will provide an example memo. The evaluation of the submitted revision will be evaluated as either “pass,” “pass contingent upon satisfactory revisions” or “fail”. If pass, the student proceeds to step 5. If conditional pass, the procedures in above bullet “2” will be followed. If fail, the student will be terminated from the HCD doctoral program.

Step 5: The QE Question

After passing the CA paper, the QE committee is then responsible for developing a question based on the topic reviewed in the CA. This question will be a thought question that delves into an area discussed in the critical analysis but that the committee had questions about or thought the student should be challenged to think about more or from a different perspective. It is not expected that the student will have to do further reading in the area, but rather they will be challenged to use prior knowledge to develop their answers.

The purpose of this question is to have students demonstrate their ability to analyze their substantive area from other critical perspectives, to apply their knowledge to support or extend their critical analysis, and to have them ‘think on their feet’ and address a problem from a new angle.

The QE question will be emailed to the student by the QE Chair. This is expected to occur 30 days after the CA exam is handed in. However, the student may request some flexibility from the QE Chair regarding when they receive their QE question; the QE Chair has discretion to decide what is reasonable; reasonable requests will be accommodated. Once received, students have 14 calendar days to respond to the question. The response length is limited to 10 double-spaced pages plus references. Students should follow the same style guidelines used for their CA paper.

The student's response to the question will then be read by his or her QE Committee and will be evaluated as "pass" or "fail" within two weeks of submission. Passing means that the Committee agrees the student has adequately answered the question within the assigned page limits. Failure means that the Committee agrees that the student did not adequately answer the question asked. If the student fails the question the 1st time they are allowed 1 revision. If the revision is unacceptable, the student will be terminated from the program.

The below calendar assumes a "pass" at every step. Dates will be modified as appropriate if the student receives a conditional pass, or a failure, on their CA.

Step 1	Step 2	Step 3	Step 4	Step 5
Form the Committee	Committee meets with student to finalize student's CA proposal	Student submits CA paper to Committee. The Committee has 30 days from this date to evaluate and notify the student	Committee gives student QE question	Student submits QE answer. The committee has 14 days to evaluate and notify the student.
Before April 15	Before May 15	September 1	October 1 (student may request a slight change in this date)	October 16
Before October 15	Before November 1	January 15	February 15 (student may request a slight change in this date)	March 1
Before January 15	Before February 1	April 1	May 1 (student may request a slight change in this date)	May 16