



GUIDE TO
THE COMPREHENSIVE EXAM PROCESS

Counselor Education Doctoral Programs



A Guide to preparation, administration and evaluation of the comprehensive examination as required for Counselor Education Doctoral Programs

Revised Spring 2008 for Chicago Campus

A collaborative project of the administration and faculty of Argosy University intended to insure quality, consistency, and continuity of comprehensive examinations in Counselor Education doctoral programs across campuses of the institution.

Note: This document is a work in progress. Argosy University reserves the right to alter the document and the procedures represented, at any time during a student's enrollment in a program at Argosy University.

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COMPREHENSIVE EXAMINATION: OVERVIEW

Introduction

Congratulations on having successfully completed all course requirements and being eligible to sit for the comprehensive examination. This achievement is an important milestone in your progress toward the awarding of your degree. The faculty, administrators, and your academic advisor at Argosy University, are committed to the success of each student and will work with each one to help you prepare to take the comprehensive examination. The comprehensive examination provides an opportunity for you to show evidence of your new learning, emerging skill sets, and accomplishments.

The *Comprehensive Examination Guide*, which is provided to all students, is designed to help the student understand the examination process and to efficiently and effectively prepare to take the examination. The *Guide* outlines the policies and procedures that apply to the administration of the examination. You should read the *Guide* carefully and should also consult with your academic advisor prior to registering for the examination.

Standards

There are five (5) questions (with possible multiple subsections) in the comprehensive examination. These questions are developed to ensure they are aligned with the articulated standards of the university and also with the program outcomes of the doctoral counselor education programs. Program-specific outcomes emerge from national standards in the professional areas of study and are consistent with the expected national

and state standards articulated in the field, and in the literature, as applicable to doctoral students pursuing advanced degrees as practitioner-scholars.

The five (5) examination questions (with possible multiple subsections) will require you to apply new learning and new skill sets to various problems and be capable of generating solutions that are indicative of your understanding of the literature your field of study. You will integrate research, theory, philosophy, current issues, and best practice into your responses. The examination provides an opportunity for you to document your mastery of the curriculum, knowledge base, and skill sets across the curriculum. The comprehensive examination evaluates cumulative knowledge across the curriculum with particular emphasis on demonstrating competency in program learning outcomes. **Students are expected to write a minimum of five (5) and a maximum of ten (10) pages when answering each question (12-point font; double-spaced).**

Core Competencies and Expected Learning Outcomes

As a means of continuous quality improvement in the academic disciplines, in each program, Argosy University evaluates student academic achievement of clearly delineated expected learning outcomes. Each program identifies specific learning goals related to discipline-specific research and practice, with particular emphasis on core/foundation knowledge and specialized/cognate knowledge at the advanced graduate level. Student learning of expected outcomes form the basis of individual and program evaluation and are used by the faculty to generate recommendations to improve student learning. These specific program-based learning outcomes are presented in Appendix A.

Summary

The comprehensive examination is the culmination of a student's advanced studies. The student is offered the opportunity to present expertise and accomplishment at an advanced level. The student is guided through the comprehensive examination process by the faculty advisor and should seek counsel and assistance from the advisor as needed. The student is encouraged to be thoroughly familiar with the comprehensive examination protocol, and to read the *Comprehensive Examination Guide* and all ancillary materials with special attention to program-specific information.

COMPREHENSIVE EXAMINATION: PROCEDURES

Eligibility Requirements

Students are eligible to take the doctoral comprehensive examination upon verification that:

1. Students are in the final session of enrollment and will complete all coursework (excepting the dissertation) in the program of study for the award of the doctoral degree by the end of the session in which the examination is administered; and
2. Students are in good financial standing with no outstanding balances due or owed.

Application Procedures

The student must complete the application process as described:

1. Fill out the *Petition for Comprehensive Examination* form (Appendix B).
2. Review official transcript to make sure information is correct.
3. Consult with Program Chair or faculty advisor to insure program requirements have been met.

4. Obtain approval/signatures on the *Petition for Comprehensive Examination*.
5. File *Petition for Comprehensive Examination* form with your Program Chair.

Approval Process

The Program Chair or faculty advisor will notify the student whether or not his or her *Petition for Comprehensive Examination* has been approved and therefore whether he or she is eligible to sit for the comprehensive examination. Further, the Program Chair will advise the student of the dates of the next administration of the comprehensive examination. After the petition is approved by the Program Chair and submitted to Student Services for entry into the student's academic folder, he or she is officially registered for the comprehensive examination. The *Petition for Comprehensive Examination* has several levels of approval and must be submitted, with all approval signatures, at least four (4) weeks prior to a regularly scheduled examination.

Timeline and Calendar

The comprehensive examination will be administered as needed up to six times per year, or one time per session. The comprehensive examination will be administered at the end of the third week of each session in which an administration is required (e.g., students are eligible to take it). Students will have a maximum of one year to complete and pass the comprehensive examination process, once they are qualified to take it. Students must complete the comprehensive exam in ten calendar days to include two weekends.

Examination Administration Process

The student will be sent an email notification by the Program Chair one week prior to the release of the examination reminding him or her of the release date. Questions will be sent via email on the exam date by 9 am. A hard copy of the questions will be put in the student's campus mailbox, as well. Students are to submit their completed comprehensive examination to their designated faculty advisor no later than 10 days after the examination is released with a date/time stamp no later than midnight of the 10th day. The examination should be submitted electronically.

If the student does not intend to sit for the examination at the designated time he/she should contact the faculty advisor to withdraw from the examination at that time. Notice of withdrawal must be made, in writing, at least one week prior to the release of the examination and submitted to the faculty advisor. In the case of an extreme and unexpected emergency, the student must contact the Dean/Chair of the program, as soon as possible, before the release of the examination. Once the examination is released to the student the examination cannot be cancelled unless proof of extreme extenuating circumstances can be documented.

Upon completion of the examination the student will send the completed examination to the faculty advisor via email. Your faculty advisor will assign you a number that is to be used on the cover page of your examination. Your name is not to appear on any portion of the document; your examination will only be identified by the number your faculty advisor provides you. In addition and prior to sending the document to their faculty advisor, students will be required to submit their examinations to *Turnitin*® (the faculty advisor will assist you in this process). The faculty advisor will

have a designated classroom set up that is password protected to receive the *Turnitin*® submissions. The faculty advisor will also submit the examinations to *Turnitin*® upon receipt from students. The student is responsible for creating a copy of the examination for his or her records, prior to submission. The student is also responsible for requesting an electronic receipt, at the time of submission, by using the receipt requested function on their Internet Service Provider. Note: students should be aware that the faculty have set a minimum acceptable *TurnItIn*® match score of 10% (minus bibliography and quoted material). Students should make every effort to ensure that their submitted exams have a TurnItIn match score of less than 10%. A range of consequences may result due to tuning in an exam with a match score greater than 10%, including automatic failure, possible referral to the Student Conduct Committee, remediation plan, and/or revision or resubmission of the exam.

The student can expect examination results in approximately four (4) to six (6) weeks from the date of completing and submitting the examination. The student will be advised of the result, via email, followed by printed notification delivered by postal mail. A copy will also be sent to the student's faculty advisor. The Registrar will be notified and the result posted to the student's official transcript.

COMPREHENSIVE EXAMINATION: EVALUATION

Number of Readers

The comprehensive examination is read by two program faculty members who serve as readers and are appointed by the campus Dean/Program Chair. Examination

review is confidential and no student-identifying information is provided to the reader. In addition, the identity of the readers is not provided to the student.

Evaluation Criteria

The examination is scored against mastery of program-specific learning outcomes and in accordance with graduate level expectations of performance (see Program Outcome rubric, Appendix A). In addition, student examinations are evaluated using the following criteria:

1. **Organization:** A meaningful and logically-developed argument is embedded in the response.
2. **Comprehensiveness:** The question is thoroughly answered.
3. **Substantiveness:** An in-depth presentation of the topic, supported by the analyses and application of relevant theories and research literature demonstrating implicit understanding.
4. **Relevancy:** Relevant material that is responsive to the question without digression from the main points or that is off-topic or is superficial.
5. **Cogency:** A depth and breadth of insight, reasoning, and understanding exhibited through the integration of thought and argument.

At Argosy University, student achievement is evaluated through both direct and indirect measurements of performance on program-specific learning outcomes. The comprehensive examination is designed to be a direct indicator of the accomplishment of doctoral program competencies and learning outcomes. The comprehensive examination is scored against the expected learning outcomes delineated in each program.

Scoring

The comprehensive examination will be scored using a standard evaluation rubric. The scoring rubric utilizes Likert-scale rating responses on a scale from zero (0) to three (3) ranking from lowest (0) to highest (3). The evaluation rubric is presented in Appendix C.

Students are expected to consistently score in the range of 2.0 – 3.0 with a minimum average score of 2.0 required to earn a *Pass* on the examination. A cumulative average score will be calculated for each examination. Results will be based on the cumulative average score as follows:

1. Pass = 2.00 or above
2. Revision and Resubmission = 1.00 – 1.99 (rewrite questions with mean score below 2.00_or portions of the examination as directed by faculty advisor
3. Failure = 0.00 – 0.99 (Rewrite the entire examination)

Pass

When a student earns a *Pass* on the examination he/she is eligible to proceed to dissertation study and petition to register for dissertation credit.

Revision and Resubmission

When a student earns a score between 1.00 and 1.99 on his or her examination, the student may rewrite the portions of the examination that are deficient. If the student elects to resubmit these question(s), they must be resubmitted to the Program Dean/Chair, who forwards them to the reviewers for re-evaluation within two weeks from the date on which the examination results are sent to the student. The student will have two days per question in order to resubmit an answer. The student has one opportunity to rewrite the

deficient portions of the examination for re-evaluation. If the resubmitted examination does not earn a passing score, the student will fail and be required to retake the entire examination (see “Fail” section below).

The student should meet with his or her faculty advisor to discuss the difficulties he/she had with the examination, and to develop an individualized plan of action for completing the requirement. The student will be provided specific feedback including: (a) a copy of the examination, with written comments that provide explicit feedback regarding deficits and improvements needed in order to pass the examination and (b) the evaluation rubric and scores.

Fail

If a student earns a Fail on the examination the student will have one additional opportunity to retake the examination. Within 10 days of receipt of a failing score, the student should meet with his or her faculty advisor to discuss the difficulties he/she had with the examination, and to develop an individualized plan of action for successfully completing the requirement. The student will be provided specific feedback including: (a) a copy of the examination with written comments that provide explicit feedback regarding deficits and improvements needed in order to pass the examination and (b) the evaluation rubric and scores. The student will also be required to submit a plan of study and a study schedule to the academic or faculty advisor. The student must re-take the examination during the next administration unless instructed otherwise (e.g. if a writing remediation is instituted): typically the examination is administered each session. The student will have 10 days to re-write the examination.

Discrepant Results

When readers score the examination discrepantly and results differ across readers, with a margin of disagreement of more than one point on any section in any category, or in the aggregate, the readers will meet to resolve the scoring discrepancy. In the event that the readers cannot come to consensus a third reader, who is a faculty member at Argosy University or campus Dean/Chair, or College Dean will also read and score the comprehensive examination.

Examination Retake

Students who fail the examination on the first attempt will be given one additional attempt to pass the examination. If, on the second attempt, the student earns an average score below 2.0, he or she will fail the examination and has no further opportunities to revise or resubmit.

Students who receive a “Revise and Resubmit” score on their first attempt (earning an average score between 1.00 to 1.99) will have one opportunity to rewrite the deficient portions of the examination for re-evaluation. If the resubmitted examination does not earn an overall passing score, the student will fail and be required to retake the entire examination. If upon retake of the failed examination the student attain an average score below 2.0, he or she will fail the examination.

If a student fails to pass the comprehensive examination on the second attempt he/she will be dismissed from the program. Students may appeal dismissal results to the campus by following the Student Right to Appeal process stated in the Argosy University Academic Catalog.

Academic Honesty

All examinations will be subjected to review by the software, *Turnitin*®. Instructions for submission are available from the student's faculty advisor, and from the person designated as the program comprehensive examination coordinator.

Readers will have access to the originality report from *Turnitin*® and use the report to help them grade the comprehensive examination. The comprehensive examination must reflect the student's original work and must be produced exclusively by that student. Any source used by the student must be documented, using standard citations from scholarly references and citations consistent with the style guide of the *American Psychological Association Publication Manual 5th edition* (APA), and the extent to which any source has been used must be apparent to the reader.

A student committing an act of academic dishonesty or plagiarism will be subject to disciplinary action up to and including dismissal from the University, as stated in the Argosy University Academic Catalog. Students found guilty of academic dishonesty will fail the comprehensive examination.

Notice and Record-Keeping

The university will retain electronic copies of Pass and Conditional Pass comprehensive examination, rubrics, and scoring forms for six (6) months. Failed examination protocols, rubrics, and scoring forms will be maintained for two (2) years. The record of results will be individually maintained in the student's academic file until graduation and collectively in program evaluation files for five (5) years for program assessment purposes. The results will also be posted to the student's official transcript.

COMPREHENSIVE EXAMINATION: PREPARATION

Overview

Students are advised to develop a study schedule in order to perform well on the comprehensive examination. The student should collect and collate all of their course readings, resources, papers, and other work products that will guide the response to the comprehensive examination questions. The student is expected to provide carefully articulated and well-reasoned responses to examination questions, based on the theories, constructs, models, and applications presented in the various courses and projects in the doctoral program, and through independent reading and research. Responses should be grounded in history, research, theories, and philosophies. References and sources should be current and related to major works in the research literature. References should be used to supplement and support the reasoning, presentation, and the position of the student. The comprehensive examination, however, is not a literature review. It is an applied exercise requiring methods of scientific inquiry and problem-solving, and integrative synthesis.

Expectations

The student is advised to accomplish the following tasks in preparation for the comprehensive examination:

1. Review the nature and scope of the issues/content addressed in the doctoral program.
2. Outline major themes in courses and course readings, class presentations, written assignments, and independent reading/research.

3. Prepare to cite the major research findings (including authors, years, and titles of works) that address the themes and issues using APA format.
4. Summarize topics pertaining to the end-of-program learning outcomes and rubrics including current social and policy issues that relate to the profession and practice.
5. Organize sources and resources collected from the current literature in professional counseling and counselor education.
6. Assemble all course materials including textbooks, papers, journals, and all work products.

Strategies for Success

When preparing for the comprehensive examination, there are some basic strategies to help one succeed.

1. Develop a plan to prepare for the examination, including a study schedule.
2. Plan ahead to minimize work and personal commitments during the examination period.
3. Allocate time carefully, with sufficient time dedicated to research, writing and editing.
4. Outline and prepare sample responses: consider various issues in the substantive areas of study.
5. Organize study and examination space.
6. Prepare a bookcase near the computer that has pertinent books, journals, papers, and resources readily available.

7. Have a good general (APA recommends Merriam-Webster Collegiate Dictionary) and a field-specific dictionary (e.g., Penguin Dictionary of Psychology) at-hand.
8. Have a good thesaurus at hand.
9. Tab the APA 5th Edition Publication Manual for quick citation and reference issues.
10. Have a back-up computer system available in case the primary computer fails.
11. Save (back-up) all data .
12. Create physical and computer folders for each substantive area of the field.
13. Include downloaded copies of electronic sources, including web pages.
14. Insure that the data is accessible.
15. Understand that organization is critical to retrieval and is an indication that the student can translate information into knowledge.
16. Form a study group to prepare for the exam.
17. Read exam questions carefully.
18. Prepare an outline of your response before you attempt to answer questions.
19. Respond to all parts of a question.
20. Responses should be word-processed, well-written, well-organized, and in the form of a professional essay, with a beginning, a middle, and an end.
21. Rewrite the question before presenting the response.
22. Include references, citations, and examples from the research literature and significant concepts and insights gained from all studies and research.

23. Draw upon, and cite, relevant literature using appropriate APA form, style, and organization.

Basic Rules of Presentation

When reviewing the comprehensive examination questions, there are some basic factors that must be followed. These include:

1. Starting a new page for each major examination question.
2. Posting the entire question or topic for each heading at the top of the new page.
3. Using the parts of the questions or topic as the headings.
4. Answering all of the heading questions.
5. Using the headings as the outline.
6. Telling the reader what is going to be told, tell them, and then tell them what was told to them (Introduction/Presentation/Conclusion).

Basic Rules of Response

Have a strategy for addressing the issues. These include:

1. Start with a definition of terms in the question, if necessary.
2. Explore and cite historic, current, and relevant theory.
3. Evaluate current relevant research in the field.
4. Discuss the relevant data and/or statistical findings.
5. Make sure that data used is accurate and correct.
6. Assess implementation issues.
7. Draw conclusions.

8. Critique your conclusion.

Critical Thinking Skills

It is imperative to utilize critical thinking skills in the construction of a satisfactory response. Critical thinking involves more than a skill in describing a body of information on tests. Critical thinking and reasoning includes skills in deductive and inductive reasoning, hypothesizing and critiquing. These skills, like any other, must be practiced in order to master them, and developing a student's ability to think critically is one of the goals of a doctoral program. Some of the virtues of a critical thinker include, and are not limited to, the following: clarity, completeness, consistency, fairness, intellectual curiosity, intellectual humility, logical correctness, open-mindedness, precision, and relevance. Students should review their answers and look for evidence of these qualities.

Writing Style Guidelines

Use an academic writing style, with one exception, as follows:

1. Scholarly academic writing requires the use of third person narrative.

Exceptions to this rule occur when answering questions that ask you to identify and describe your philosophy or your approach to a certain subject.

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- weekends.
2. Do not refer to gender unless it refers to a particular person.
 3. Do not start a sentence with “It,” “There is,” or “There are” (inappropriate for formal, academic writing).
 4. Do not start a sentence with a number [3 or 2005]. Do not use contractions in formal writing.
 6. Do not have any one-sentence paragraphs.
 7. Do not end with a statement such as “In conclusion” or a heading that says “Conclusion.”
 8. Remember that the purpose of this task is to show what you have learned and that you can critically evaluate and appropriately apply theory to a given problem.
 9. Cover all of the assigned tasks and answer all the questions.

APA Basics

The comprehensive examination must follow all of the standards of the *American Psychological Association Publication Manual, 5th edition* (APA). Study and tab the Manual for rules and guidelines. Some basic rules of APA are listed in Appendix D. These are offered as a guide and should not substitute for the use of the manual.

APPENDIX A

Program Specific Core Competencies and Learning Outcomes
Scoring Rubrics

Argosy University, Chicago Campus Counselor Education Program Doctoral Comprehensive Examination Scoring Rubric			
Student Name:		Rater Name:	
0 Unacceptable	1 Minimally Acceptable (Knowledge & Comprehension)	2 Good (Application and Analysis)	3 Excellent (Synthesis & Evaluation)
Goal 1: Effectively deliver – or arrange to be delivered or taught --a range of individual, couples, family, and group counseling, consultation, career, diagnostic, and assessment services toward the development of optimal psychological and interpersonal health (practice/skills):			
Fails to demonstrate or incorporate required basic counseling skills and/or uses harmful strategies. Unable to identify skills and their purposes accurately. Shows little ability to reflect on or evaluate own abilities or programs.	Demonstrates or incorporates many required counseling skills, exhibits clear caring relationship, though lacking smoothness and efficiency. Accurately names skills and their purposes. Knows range of possible counseling services that might be offered.	Demonstrates or incorporates all required counseling skills, however without smoothness or confidence. Critically and accurately evaluates own skill delivery or program delivery. Designs counseling services relevant to clients and settings.	Demonstrates or incorporates all required counseling skills smoothly and confidently. Critically and accurately evaluates own skill and/or program delivery, demonstrating insight about connections between skill/program abilities and personal issues. Designs quality, comprehensive counseling programs.
Goal 2: Apply scientific foundations of counseling and scientific methodology to the design of research and analysis of counseling topics, case material, and programs (understanding, applying, and designing research):			
Fails to adequately evaluate and apply existing theory and research to counseling practice and programs. Unable to design research.	Presents some theory and research that is relevant to counseling practice and programs, without the ability to organize, apply, or evaluate it. Identifies	Offers well-developed and organized presentation of theory and research that is relevant to counseling practice and programming,	Effectively evaluates and applies existing theory and research in an organized manner to counseling practice, demonstrating originality and comprehensiveness. Designs excellent

	research strategies without being able to apply them situationally.	with some efforts to critically evaluate and apply it. Designs research relevant to counseling practice or programming.	research strategies relevant to counseling practice or programming.
Goal 3: Interpret and apply core theory and research on human development, abnormal psychology, and counseling theories to all aspects of counseling practice and programming (theory applications):			
Fails to distinguish among different counseling theories, or to apply theory to counseling conceptualization, practice, or programming.	Demonstrates an understanding of different theories – key concepts, definition of problems and how they develop, counseling and assessment strategies, type of counseling relationship.	Effectively able to apply variety of theoretical perspectives to case conceptualization, counseling practice, and design of counseling programs.	Critically evaluates the role of theory in conceptualization, practice, and program design; weighs the benefits and drawbacks of using particular theoretical frameworks within particular settings and with diverse client populations, resulting in flexible and client-relevant application of theory.
Goal 4: Demonstrate commitment to a professional identity that includes appreciation for the historical and cultural context of counseling, incorporation of prevention and psychoeducational strategies, involvement in client and professional advocacy, and empowerment of clients toward optimal mental health (identity):			
Fails to identify with the counseling profession or to incorporate prevention, psychoeducation, advocacy, or an orientation toward client wellness as key components of counseling practice and programming.	Demonstrates an understanding of the key factors distinguishing counseling from other mental health professions and the contributions that these make to client welfare.	Proactively incorporates prevention, psychoeducation, advocacy, systemic understandings, and an orientation toward client wellness as key components of counseling practice. Identifies with the counseling profession.	Takes leadership and advocacy roles in counseling profession, actively creating comprehensive programs that incorporate prevention, psychoeducation, advocacy, or an orientation toward client wellness as key components of effective counseling services.
Goal 5: Commit to and engage in ethical practice and ethical decision making strategies, and socially responsible practice and living (ethics):			
Fails to demonstrate an understanding of ethical issues, apply ethical	Knows the ethical and legal standards that are relevant to	Applies ethical standards to counseling practice;	Evaluates and applies ethical standards to counseling cases,

principles to practice, and/or demonstrate adequate personal responsibility.	counseling practice and programming; can report the steps in ethical decision making models.	applies ethical decision making models to resolving ethical dilemmas. Behaves in socially responsible and professional manner.	reflectively and flexibly; thinks critically and comprehensively about ethical dilemmas that may arise in counseling situations; effectively applies ethical decision making models to resolving ethical dilemmas.
Goal 6: Demonstrate multicultural awareness, knowledge, and skills, as applied to self, clients, the counseling relationship, organizations, and the larger society (diversity):			
Fails to demonstrate awareness, knowledge, and skills about own or clients' cultures, and the impact of culture on the counseling relationship	Understands characteristics of own cultural groups, and identifies characteristics of other cultural groups.	Applies cultural awareness, knowledge, and skills to counseling practice. Identifies own and others' biases and racism.	Because of awareness that all of life and counseling is cultural, engages in ongoing evaluation of how to apply cultural awareness, knowledge, and skills to all of life and counseling. Proactively counters oppression wherever it is found.
Goal 7: Students will pursue personal development, including ongoing self reflection, growth in interpersonal skills, and openness to feedback (self-awareness).			
Fails to demonstrate self awareness, personal reflection, good interpersonal skills, or openness to feedback.	Beginning efforts at self reflection and hearing feedback that have resulted in increased self awareness. Some difficulty with assertion in conflict situations or in the face of others' strong and/or differing views.	Active use of self reflection and feedback to increase self awareness and interpersonal skills; clearly linking personal issues with counseling practice; able to fully dialogue with those with different views.	Exemplary depth of self reflection and use of feedback to increase self awareness and interpersonal skills; use of such awareness to overcome difficulties in counseling practice/programming; creation of better products through fully inclusion of those with differing views.
Goal 8: Using appropriate media and technology, present counseling information orally and in writing that is concise, organized, well supported, created in a professional manner, and appropriate to the audience (written and oral presentation):			
Does not address the questions asked. Includes an unacceptable number of errors in organization, grammar, spelling, word choice, and/or APA	Acceptable level of organization, use of APA style, and clarity. Presents information relevant to counseling	Presents substantive information in a concise, clear, organized, well-supported and professional manner.	Presents information in a concise, clear, organized, well-supported and professional manner. Comprehensively and substantively covers and

mechanics. Fails to support assertions.	practice, however, leaves out critical resources. Does not critically evaluate the material presented.	Clearly applies information to counseling practice.	critically evaluates multiple perspectives on a topic.
Concentration Goal 1:: Effectively apply theories and practices of counselor supervision (Counselor Education & Supervision):			
Fails to demonstrate or incorporate required basic counselor supervision skills and/or uses harmful strategies. Unable to identify skills and their purposes accurately. Shows little ability to reflect on or evaluate own abilities.	Demonstrates or incorporates many required counselor supervision skills, exhibits clear caring relationship, though lacking smoothness and efficiency. Accurately names supervisory skills and their purposes. Knows range of possible counselor supervision theories and practices that might be offered.	Demonstrates or incorporates all required counselor supervision skills, however without smoothness or confidence. Critically and accurately evaluates own supervisory skill delivery. Designs and plans for counselor supervision relevant to developmental level of supervisees and settings.	Demonstrates or incorporates all required counselor supervision skills smoothly and confidently. Critically and accurately evaluates own supervision skills demonstrating insight about connections between supervisory abilities and personal issues. Effectively applies theory so as to deliver quality, comprehensive counselor supervision .
Concentration Goal 2: Effectively apply instructional theory and methods relevant to counselor education (Counselor Education & Supervision concentration)			
Fails to distinguish among different instructional theories, or to apply theory to counselor education.	Demonstrates an understanding of different instructional theories – key concepts, definition of pedagogical issues, and instructional strategies.	Effectively able to apply a variety of instructional perspectives to the counselor education setting.	Critically evaluates the role of theory in counselor education; weighs the benefits and drawbacks of using particular instructional frameworks within particular settings and with diverse student populations, resulting in student learning outcomes being realized.

Appendix B
Petition for Comprehensive Examination

Petition for Comprehensive Examination

Policy: After students have completed the amount of coursework required by their program of study, and consulted with their faculty advisor, they may petition to Student Services to take the Comprehensive Examination. Students are responsible for ensuring that their transcript is current and reflects all courses taken and transferred prior to submitting the Petition.

STEP 1 – Complete & Submit

Student's Name	
Address	
Phone – Home / Work/Cell	
E-mail Address	
Degree	
Preferred Exam Session/Year (e.g., Fall II, 2010):	
Program	EdD in Counseling Psychology

I have completed the required coursework to meet the eligibility criteria for my program (45 credit hours if entered prior to Fall 2006; 48 credits if entered Fall 2006 and after), and request permission to take the Doctoral Comprehensive Examination.

Student Signature:	Date:
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STEP 2 – Student Services/Registrar Review

Eligible for Comprehensive Examination
 Not eligible for Comprehensive Examination

Student Services/Registrar Signature:	Date:
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STEP 3 –Program Chair Approval:

Approved to take Comprehensive Examination
 Declined for the following reasons:

Program Chair Signature:	Date:
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Appendix C *APA Basics*

The comprehensive examination must follow the 5th edition of the official style manual of the *American Psychological Association Publication Manual*, 5th edition (APA). The basic rules shown below are offered as a reference to the student and should not substitute for the use of the manual.

1. Level 1: Centered Uppercase and Lowercase Heading
2. Level 2: Centered Italicized, Uppercase and Lowercase Heading
3. Level 3: Flush Left, Italicized, Uppercase and Lowercase Side Heading
4. Level 4: Indented, italicized, lowercase paragraph heading ending with a period
5. Level 5: TITLES: CENTERED UPPERCASE HEADING

Basics of APA Writing: Style

The APA style is the acceptable format for research papers in the social and behavioral sciences. There are three main areas of formatting of particular importance: (a) in-text references, (b) direct quotations, and (c) the reference page. The focus of the APA style in-text references is on providing the name(s) of the author(s), the date(s) of the publication(s), and the page number(s) of any information, ideas, or language that the researcher took from outside sources. The main principle of the reference page is to provide, in an organized manner, the most information possible about the sources so that someone else can easily find them. The writer should follow the APA guidelines for formatting the reference page(s) in order to facilitate easy and efficient access to the sources cited. In addition, the following is summarized:

Use global settings to format your paper. If the student is using an APA macro, remember that no macro is perfect. The *Publication Manual* is the final authority.

The paper should adhere to the following:

1. Use Times New Roman or Courier 12-point font size.
2. Double-space.
3. Use 1-inch margins—top, bottom and sides.
4. Use floating title on all pages top right.
5. Paginate all pages bottom center.
6. The first line of every paragraph should be set at the default indentation (Format, Paragraph, Special – First Line .05”).
7. The title page must include the title, full author’s name with middle initial, student identification number, and name of the institution.

Source material must be documented in the body of the paper by citing the author(s) and date(s) of the sources. The purpose of this is for the ideas and words of others to be formally acknowledged. In this way, the consumer of research can obtain the full source citation from the list of references that follows the body of the paper. Failure to cite any outside information, ideas, or language, is considered plagiarism.

When the names of the authors of a source are part of the formal structure of the sentence, the year of publication appears in parentheses following the identification of the authors. (The following examples are italicized, for ease of reading, and do not represent the style of font to be used in a document.) For example:

Jones and Peterson (2002) found that although there was an increase in student learning over a period of three weeks, the difference was not statistically significant.

When the authors of the source are not a part of the formal structure of the sentence, both the authors and the years of publication appear in parentheses, separated by semicolons. For example:

Reviews of research on ethnomathematics have concluded that at least in many developmental mathematics courses, students achieve higher learning (Arismendi-Pardi, 2001; Eglash, 2003; Powell & Frankenstein, 1997).

Note that the symbol “&” is used when multiple authors are identified within parenthetical material. When the authors are used as text in the paragraph “and” is used. Also note that when several authors are cited parenthetically, they are ordered alphabetically by the first authors’ last name/s. Furthermore, when a source that has two authors is cited, both authors are included every time the source is cited. When a source with three, four, or five authors is cited, all authors are included the first time the source is cited. When the source is cited again, the first author’s last name and “et al.” are used. For example:

Reviews of research on the mathematical standards of high school graduates should include higher cognitive levels (Jones, Peters, White, & García, 1999). Jones, et al. (1999), show that
...

When a source has six or more authors cited, the first author’s last name and “et al.” are used every time the source is cited including the first time the source is cited. Every effort should be made to cite only sources that have been actually read by the

researcher. When citing a source that the researcher has not read is necessary, use the following format:

Freire (1996) as cited in McLauren (2003) identified the important components of the concept of banking education...

or,

Freire (as cited in McLauren, 2003) identified the important components of the concept of banking education...

To cite personal communication (these include letters, e-mails, telephone interviews, meetings, discussions) include the initials, last name, and as exact a date as possible. Because a personal communication is not recoverable information, it is therefore not included in the reference section. However, using the title of the person(s) from whom the personal communication is cited is strongly suggested, to thus add credibility and authority to the citation. For example:

According to the vice president of instruction, students should be able to have the skills necessary to address the demands of a technologically driven environment (C. J. Jones, personal communication, February 14, 2003).

When a direct quotation is used, always state the author, year, and page number as part of the citation. A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of a sentence. For example: "...in contrast "Friedrich von Hayek began his reputation as a formidable defender of the free market in the bourgeois salons of the 'Red Vienna' of the early 1900s" (McLauren, 2000, p. 22).

If the last name of the author appears in the sentence, then the year should directly follow it, and the page number reference should be at the end of the sentence. For example:

According to Wink (2000), “critical pedagogy is a prism that reflects the complexities of the interactions between teaching and learning” (p. 30).

A lengthier quotation of 40, or more, words should appear without double quotation marks, apart from the surrounding text, in block format, with each line indented 5 spaces from the left margin. The period must go before the parenthesis. For example:

According to Wink (2000), critical pedagogy forces us to see the broad social, historical, cultural, and political context of teaching and learning. Critical pedagogy gives us the courage to say what we see. Critical pedagogy is grounded in justice, equity, and moral mandates. Critical pedagogy makes us ask fundamental questions: What is the right thing to do today in my teaching and learning in this particular context? Is it as broad as the world and as deep as our own individual life. Critical pedagogy makes us look at the world, and it makes us look at our individual role in the world, the community, the classroom. Critical pedagogy is like a lens that enables us to see more clearly, more critically, more keenly. (p. 44)

All sources included in the references section must be cited in the body of the paper. The reference section begins on a new page. The heading “REFERENCES” is centered on the first line of the new page and the reference listing, with hanging indent, begin on the line following the heading. Entries are organized alphabetically, by the last

name/s of the first author. Most reference entries have three components: author[s], year of publication, source reference.

Authors are listed in the same order as specified in the source, using last names and initials. Commas separate all authors. When there are at least six authors, list all authors the first time the citation appears, then use “et al. in subsequent citations. If no author and no corporate author is identified, the title of the document begins the reference. Year of publication is included in parentheses following the authors, with a period following the closing parentheses. Use “n.d.” in parentheses after the authors, only when no publication date can be identified.

The source reference must include the following: title, journal, volume, pages (for journal articles) or city of publication, publishers for books. Titles of books, periodicals and periodical volume numbers must be in italics. For example:

Journal article:

Rossman, A. J. (1997). Quantitative reasoning argument with data. *College Teaching*, 45(2), 52-54.

Book:

Cohen, A. M., & Brawer, F. B. (1989). *The American community college*.

San Francisco: Jossey-Bass.

Web Document on University Program or Department Web site:

Eglash, R. (2003). Transformational geometry in cornrow hair styles. Retrieved December 16, 2003, from Rensselaer Polytechnic Institute, Department of Science and Technology Studies web site: <http://www.rpi.edu/~eglash/csdt.html>

Eglash, R. (n.d.). Project description. Retrieved December 16, 2003, from http://www.qwscdd.rpi.edu/Eglash/temp/msp_body.doc

Stand-alone Web Document (no author; no date):

Ethnomathematics. (n.d.). Retrieved December 3, 2002, from <http://www.orangecoastcollege.com>

ERIC Document:

Brock, C., Gray, P., Joyton, O., & Thorogood, N. (1994). Institutional changes as a renewal process: The North Harris Montgomery Community College district model. Orlando, FL: Proceedings of the Eighteenth Conference on Successful College Teaching. (ERIC Document Reproduction Service No. ED 390 466).

Online periodical:

Author, A. A., Author, B. B., & Author, C. C. (2004). Title of article. *Title of Periodical*, xx, xxxxxx. Retrieved month day, year, from actual url

Online document:

Author, A. A. (2004). Title of work. Retrieved month day, year, from actual url

If no specific author is noted, reference the corporate, or organizational, author:

New York Times (2002). Title of work. Retrieved month day, year, from actual url

Citations in Text of Electronic Material:

(Cheek & Buss, 1981, p. 332)

(Shimamura, 1989, chap. 3)

Electronic Sources without page numbers:

Use the paragraph number if available, preceded by the paragraph symbol ¶ or the abbreviation para. If neither paragraph, nor page numbers, is visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the material. For example:

(Myers, 2000, ¶ 5)

(Beutler, 2000, Conclusion section, para. 1)

No Publication Date:

The vast majority of publications have a published, or copyright, date. Find and use it. If a web page has no date, check the home page for the copyright date. When using Netscape, or Firefox, go to “View” and “Page Info” to find the last date the page was updated. Use that information for the citation and reference date. After following the above steps, if no date can be found, the correct form is (n.d.).

APA Resources

The best APA macro template program available is *Reference Point* at <http://www.charm.net/~rps/> This macro provides in-put rules that must be followed. Remember the rule of “garbage in = garbage out.” The macro does not put a period after inserted cites. Learn the program long before the time of the examination. APA *Stylemaker* is another recommended. program

Information on using APA style can be found at the following websites:

<http://www.apastyle.org/styletips.html>

<http://nutsandbolts.washcoll.edu/nb-home.html>

<http://www.stylewizard.com/apa5/apawiz.html>

http://landmark-project.com/citation_machine/cm.php

Additional Resources include the following:

<http://www.library.wvu.edu/ref/Refhome/apa.html>

<http://www.bedfordstmartins.com/online/cite6.html>

<http://lib.easternct.edu/library1/APACitations.htm>

<http://www.crk.umn.edu/library/links/apa5th.htm>

http://www.english.uiuc.edu/cws/workshop/bibliography_style_handbookapa.htm

