



**GUIDE TO THE COMPREHENSIVE EXAM  
PROCESS**



**Fall 2005 - 2006**



*A Guide to preparation, administration and evaluation of the comprehensive examination as required for Business & Information Technology (DBA), Education & Human Development (Ed.D., Ed.S.), Organizational Leadership (Ed.D.), and Pastoral Community Counseling (Ed.D.).*



*A collaborative project of the administration and faculty of Argosy University intended to insure quality, consistency, and continuity of comprehensive examinations in business, education, organizational leadership, and pastoral community counseling 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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# **GUIDE TO THE COMPREHENSIVE EXAM PROCESS**

## 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 the student's progress toward the awarding of his or her degree. The faculty, administrators, and especially the student's academic advisor at Argosy University, are committed to the success of each student and will work with each one to help him or her prepare to take the comprehensive examination. The comprehensive examination provides an opportunity for the student to show evidence of his or her 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. The student should read the *Guide* carefully and should also consult with his or her 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 each specific program area: Business, Education and Human Development, Organizational Leadership, and Pastoral Community Counseling. 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 a student to apply new learning and new skill sets to a problem and be capable of generating a solution that is indicative of his or her understanding of the literature in his or her field of study. The student will integrate research, theory, philosophy, current issues, and best practice into his or her responses. The examination provides an opportunity for the student to document his or her 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.

#### 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-centric 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. The specific learning outcomes are aligned with program goals and objectives in Business & Information Technology, Education and Human Development,

Organizational Leadership, and Pastoral Community Counseling. 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 his or her expertise and accomplishment at an advanced level. The student is guided through the comprehensive examination process by his or her faculty advisor and should seek counsel and assistance from his or her 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

The student is eligible to take the comprehensive examination upon verification that:

1. The student is in the final session of the semester and will complete all coursework in his or her program of study for the award of the doctoral or Ed.S. degree by the end of the session in which the examination is administered; and
2. The student is in good financial standing with no outstanding balances due or owed.

### Application Procedures

The student must complete the application process as described:

1. Obtain a copy of the *Petition for Comprehensive Examination* form (Appendix B) from your campus.
2. Review official transcript to make sure information is correct.
3. Consult with academic 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 campus.
6. Obtain access information from the academic or faculty advisor for the *Online Comprehensive Examination Toolbox* and review the self-directed learning and resource area.

#### Approval Process

The academic advisor will notify a student whether or not he or she is eligible to sit for the comprehensive examination and will advise the student of the dates, time, and location of the next administration of the comprehensive examination. After the petition is approved by the department head 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 six times per year, or one time per session, in the fall I, fall II, spring I, spring II, summer I and summer II terms. The comprehensive examination will be administered online at the beginning of the third

week of each session.

*A Calendar of Examination Dates* is published in each academic year and distributed to all students by his or her academic advisor. 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 one week.

#### Examination Administration Process

A faculty member from each campus and program will be designated as the comprehensive examination administrator for each examination session. The examination is web-based and housed on a learning platform that can be accessed upon notice from the examination administrator to the student. The student will be sent an email notification one week prior to the release of the examination reminding him or her of the release date. Access instructions will also be provided to the student at the same time. Students are to submit his or her comprehensive examination to the examination administrator no later than one week after the examination is released with a date/time stamp no later than midnight of the 7<sup>th</sup> day.

If the student does not intend to sit for the examination at the designated time he/she should contact the academic 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 academic 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.

Upon completion of the examination the student will send the completed examination to his or her designated administrator. In addition, students will be required to submit their examinations to *Turnitin*®. The administrator will have a designated classroom set up that is password protected to receive the *Turnitin*® submissions. 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. The student will receive detailed and standardized instructions and directions on using this service, when the examination is released.

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

#### Online Comprehensive Examination Toolbox

Important information intended to help students prepare for the comprehensive examination is available on a web-based learning platform. Learning modules will include: (a) sample questions; (b) response strategies;(c) format and style guide; (d) *Turnitin*® procedures; (e) Frequently Asked Questions (FAQS); (f) APA Style. The student's academic advisor will provide information to access this platform and answer any questions the student has regarding the examination. The Online Comprehensive Examination Toolbox site is a self-directed learning and resources area. Some campuses may elect to use a campus-based workshop in addition to this site.

## COMPREHENSIVE EXAMINATION: EVALUATION

### Number of Readers

The comprehensive examination is read by two approved and trained faculty members who serve as readers and are appointed by the College Dean or campus Dean/Program Chair. All readers are trained under the direction of the College Dean or Program Chair. Readers represent diverse educational disciplines and expertise and may include faculty from various Argosy University campuses. 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. 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 with 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. Cogence: 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 direct measurement of performance on program-specific learning outcomes. The comprehensive examination is 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 one (1) to five (5) ranking from lowest (1) to highest (5). Each program applies its own evaluation rubric and these are presented in Appendix D.

Students are expected to consistently score in the range of 4.0 – 5.0 with a minimum average score of 3.0 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 (3.0 – 5.0)
2. Conditional Pass (2.0 – 2.99)
3. Fail (1.0 – 1.99)

### 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. In the case of the Ed.S. degree, the Petition for Graduation may be submitted.

### Conditional Pass

When a student earns a *Conditional Pass* 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 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 examination.

The student should meet with his or her academic 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 their examination the student will have one additional opportunity to retake the examination. The student should meet with his or her academic or 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. The student will also be required to submit a plan of study and a study schedule to the academic or faculty advisor.

### 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 do not pass the Comprehensive Examination on the first attempt will be given one additional attempt to pass the examination. Students who earn a conditional pass and are unable to earn a passing score on the rewritten examination will also be given one additional attempt to pass the examination. If, on the second attempt, the student earns a conditional pass and does not pass the rewritten examination, he or she will fail the examination. This will count as the student's second failed attempt.

Remediation and tutorial assistance for retake examinations will be provided by the campus. 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 at the *Online Comprehensive Examination Toolbox*, from the student's academic 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 5<sup>th</sup> 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 the student's field of concentration.
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. Schedule the week of the examination as vacation time from work and minimize family commitments.
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 and a field-specific dictionary at-hand.
8. Have a good thesaurus at hand.
9. Tab the APA 5<sup>th</sup> Edition Publication Manual for quick citation and reference issues; consider using Style-Maker or other software.
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.
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, 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

Critical thinking skills are “critical” to a satisfactory response. Critical thinking involves more than a skill in describing a body of information on tests. Logical 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, as follows:

1. Do not use first person narrative. Use third person narrative.
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” in required formal 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 the 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, 5<sup>th</sup> edition* (APA). Study and tab the American Psychological Association Publication 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.

#### Comprehensive Examination Administration Bank

Each of the three Colleges will produce a set of five (5) questions for each of its programs. Each College will have three (3) different versions of the comprehensive examination available, at all times, for each program in the event there are distribution or technical difficulties.

All campuses will administer the same set of program examination questions during the session. After each examination is administered, the used examination questions will go back into the Comprehensive Examination Administration Bank and will only be used again, after an amount of time determined by each College. Appendix E provides sample examination questions for each College. The sample questions were selected from previous administrations of the comprehensive examination and are

representative of the types of questions that may be posed to students who are taking the comprehensive exam.

## APPENDIXES

APPENDIX A  
Program-specific Core Competencies and Learning Outcomes

## APPENDIXES

### Program Specific Core Competencies and Learning Outcomes

Below are the core competencies and learning outcomes for the DBA program in the College of Business & Information Technology, the Organizational Leadership and Pastoral Community Counseling program in the College of Psychology and Behavioral Sciences, and the Ed.S and Ed. D. programs in the College of Education and Human Development.

#### *College of Business and Information Technology*

#### *Doctor of Business Administration (DBA) Programs*

1. Research
  - a. Performing: Designs, conducts and justifies applied research, in a business context using appropriate methodology.
  - b. Understanding: Evaluates and applies existing theory and research to current business practice.
2. Communication
  - a. Written: Presents, in writing, complex business information that is concise, clear, organized, and well supported in a professional manner appropriate to the business context using the required format.
3. Critical Thinking /Problem Solving:
  - a. Evaluates the relevance of established theory to current business practice and identifies gaps in the current literature
  - b. Problem Solving: Given a business situation, diagnoses the underlying causes of the situation, evaluates the possible solutions in relation to

underlying business theory and determines and defends the appropriate course of action.

4. Information Literacy:

- a. Conducts an exhaustive literature search from a variety of sources, evaluates the credibility of the sources, and applies that information to create new knowledge.

5. Teams

- a. Leadership: Given a business situation involving a team, evaluates the effectiveness of a team in reaching defined goals, and in resolving conflicts.
- b. Collaboration: Given a case study or business situation, collects, assimilates, disseminates, and maximizes the views of stakeholders.

6. Ethics/Diversity

- a. Ethics: Given a case study or business situation, evaluates and applies the ethical dimensions of decision situations and personal, social, and corporate responsibility not absolved by market forces.
- b. Diversity: Given a case study or business situation, evaluates the multicultural dimensions of decision situations and multicultural solutions to business situations.

*Specified Competencies Related to Content Area*

*Accounting*

1. Financial Analysis: Evaluates the results of accounting analyses including audit, financial, and risk analyses to determine appropriate business strategies.

2. **Systems:** Evaluates effectiveness of comprehensive accounting systems in meeting the goals of an organization.

### *Information Systems*

1. **Organizational Constructs System:** Evaluates the effectiveness of an organization's IT resources including personnel, in meeting the goals of an organization.
2. **System:** Evaluates, selects and justifies appropriate software and hardware for a given business situation.
3. **Systems Planning:** Formulates a comprehensive plan to integrate IT solutions into organizational strategy.

### *International Business*

1. **Global Economic & Regulatory Environment: Global Economy:** Evaluates the elements of global economics, trade laws, and the complexities of globalization in view of organizational strategy.
2. **Global Organizational Context: Global & Multinational Business Practices:** Evaluates international business practices within multinational organizations.

### *Management*

1. **Strategic Planning:** Develops clear initiatives to assist a business in reaching goals in a changing environment.
2. **Motivation, Coaching and Delegating:** Evaluates the potential effectiveness of a leadership strategy for training, coaching, delegating, and

motivating, and applies those concepts within a specific organizational context.

*Marketing*

1. Strategic Marketing: Analyzes the foundation and development of marketing theory in relationship to modern marketing planning and practice.

*College of Psychology and Behavioral Sciences*

*Doctorate of Education (Ed.D.) Organizational Leadership*

1. Research Performing: Designs, conducts and justifies applied research in a leadership context, using appropriate methodology.
  - a. Research, Understanding: Evaluates and applies existing theory and research to current leadership practice.
2. Communication, Written: Presents in writing, complex leadership information that is concise, clear, organized and well supported in a professional manner appropriate to the leadership context using the required format.
3. Critical Thinking: Evaluates the relevance of established theory to current leadership practice and identifies gaps in the current literature.
  - a. Problem Solving: Given a leadership situation, diagnoses the underlying causes of the situation, evaluates the possible solutions, in relation to underlying leadership theory and determines and defends the appropriate course of action

- b. Information Literacy: Conducts and exhaustive literature search from a variety of sources, evaluates the credibility of the sources, and applies that information to create new knowledge.
- 4. Teams, Leadership: given a leadership situation involving a team, evaluates the effectiveness of a team in reaching defined goals, and in resolving conflicts.
  - a. Teams, Collaboration: Given a case study or leadership situation , collects, assimilates, disseminates and maximizes the views of stakeholders.
- 5. Ethics: Give a case study or leadership situation, evaluates and applies the ethical dimensions of decision situations and personal, social, and corporate responsibility not absolved by market forces.
- 6. Diversity: Given a case study or leadership situation, evaluates the multicultural dimensions of decision situations and multicultural solutions to organizational situations.

*Specified Competencies Related to Content Area*

- 1. Students assess the health of organizations and identify the status quo, determine whether the status quo should be accepted, ignored or changed, and develop and apply a change plan based on authority.
- 2. Students assess the potential for conflict in interpersonal and organizational interaction, diagnose the impact of both overt and covert behavior, and develop a plan for conflict resolution based on authority.

3. Students assess the potential for establishing teams within organizations, and develop and apply a plan to develop, maintain, motivate, and sustain self-managed teams based on authority.
4. Students assess the potential for ethical dilemmas that are the result of leadership decisions, organizational policies and practices, develop a plan to resolve the ethical dilemmas based on authority, their own core values and the core values of the organization.
5. Students apply key concepts of interpersonal and organizational communication and assess the effects on groups and on an organization.

### *Pastoral Community Counseling*

#### *Doctorate of Education (Ed.D.)*

1. Research
  - a. Performing: Designs, conducts, and justifies applied research in a pastoral community counseling context using appropriate methodology.
  - b. Research, Understanding: Evaluates and applies existing theory and research to current pastoral community counseling practice.
2. Communication, Written:
  - a. Presents in writing, complex pastoral community counseling information that is concise, clear, organized, and well supported in a professional manner appropriate to the pastoral community counseling context using the required format.

3. Critical Thinking:
  - a. Evaluates the relevance of established theory to current pastoral community counseling practice and identifies gaps in the current literature.
4. Problem Solving:
  - a. Given a pastoral community counseling situation, diagnoses the underlying causes of the situation, evaluates the possible solutions, in relation to underlying leadership theory and determines and defends the appropriate course of action.
5. Information Literacy:
  - a. Conducts an exhaustive literature search from a variety of sources, evaluates the credibility of the sources, and applies that information to create new knowledge.
6. Teams, Leadership:
  - a. Teams, Collaboration: Given a case study or pastoral community counseling situation – collects, assimilates, disseminates and maximizes the views of stakeholders.
7. Ethics:
  - a. Give a case study or pastoral community counseling situation, evaluates and applies the ethical dimensions of decision situations and personal, social, and corporate responsibility not absolved by market forces.

8. Diversity:
  - a. Given a case study or pastoral community counseling situation, evaluates the multicultural dimensions of decision situations and multicultural solutions to organizational situations.

*Specified Competencies Related to Content Area*

1. Students articulate and clearly describe their professional identities as Pastoral Counselors. Given a case study or pastoral community counseling situation, evaluates the associated pertinent professional identity issues.
2. Students critically analyze their own and others' culturally and religiously metaphors and evaluate their impact on clients and themselves as Pastoral Counselors.
3. Students critically analyze the cultural context of relationships, issues, and trends in a multicultural and diverse society.
4. Students demonstrate appropriate assessment, consultation, and referral skills.
5. Students describe the processes of community formation and differentiate between individual, family, group, and community counseling methods and skills.
6. Students accurately identify and analyze various ethical issues from a variety of ethical points of view and clinical case studies.

7. Students evaluate and adapt various counseling techniques to build and maintain rapport as well as facilitate assessment and intervention.

*College of Education and Human Development*

*Doctor of Education (Ed.D.) Programs*

1. Research Performing
  - a. Designs, conducts and defends research in an education context using appropriate methodology.
  - b. Understanding: Evaluates and applies existing theory and research to current educational practice.
2. Communications
  - a. Oral/Written: Using appropriate media and technology, present educational information orally and in writing that is concise, organized, well-supported, professional, and appropriate to the audience.
3. Critical Thinking and Problem Solving
  - a. Problem solving / Decision Making: Given an educational problem, diagnose the underlying causes, evaluate possible solutions, and determine and defend an appropriate course of action.

4. Information Literacy
  - a. Conducts an exhaustive literature search from a variety of sources, evaluates the credibility of the sources, and applies that information to create new knowledge.
5. Leadership / Collaboration
  - a. Leadership: Given a project, describe the roles and responsibilities leaders need to work effectively in achieving goals.
  - b. Collaboration: Given a case study or educational situation, consider the views of all stakeholders in addressing an educational issue and incorporate them into the selection and implementation of an optimal course of action.
6. Ethics / Diversity
  - a. Ethics: Analyze the potential impact of personal and organizational codes of conduct on specific educational environments.
  - b. Diversity: Analyze the potential impact of diversity (e.g., cultural and social factors) on specific educational environments.
7. Human Growth & Development
  - a. Human Development: Form comprehensive professional growth plans focus on authentic problems and tasks.
  - b. Organizational Development: Design procedures and techniques of inquiry-based organizational development and leadership.

- c. Personal Leadership: Articulation, implementation and stewardship of a vision that promotes the success of all students.
- d. Lifelong Learning: Develop personal professional growth plans that reflect commitment to lifelong learning and best practices.

*Specified Competencies Related to Content Area*

1. General Education Leadership Application
  - a. Evaluate the educational leadership processes, strategies, techniques, and methodologies in an educational situation (e.g., managing educational change and reform, delegation, motivation, and communication).
2. General Education Leadership Analysis
  - a. Evaluate the relative effectiveness of various leadership strategies for managing educational change and reform, delegation, motivation, and communication within a specific educational context.
3. Curriculum and Instructional Education Leadership Application
  - a. Formulate instructional design competencies related to strategies for growth in planning, decision-making, problem solving, and change management.
4. Curriculum and Instructional Education Leadership Analysis
  - a. Evaluate the instructional processes, strategies, techniques and methodologies (e.g., strategies for growth in planning, decision-making, problem-solving, and change management) in an educational institution.

## *Education Specialist (Ed.S) Programs*

1. Research
  - a. Understanding – Evaluate and apply existing theory and research to current educational practice.
2. Communication
  - a. Oral/Written – Using appropriate media and technology present educational information that is concise, organized, and well supported in a professional manner appropriate to the audience.
3. Critical Thinking/Problem Solving
  - a. Problem Solving/Decision Making – Identify a problem, diagnose its underlying causes, evaluate possible solutions in relation to underlying theoretical foundations in education, and determine and defend an appropriate course of action.
  - b. Information Literacy – Access information from a variety of credible sources and apply that information to the solution of educational problems.
4. Leadership/Collaboration
  - a. Leadership – Given a project, describe the roles and responsibilities leaders need to work effectively in achieving goals.
  - b. Collaboration – Given a case study or educational situation, consider the views of all stakeholders in addressing an educational issue and incorporate them into the selection and implementation of an optimal course of action.
5. Ethics

- a. Analyze the potential impact of personal and organizational codes of conduct on specific educational environments.
6. Diversity
- a. Analyze the potential impact of diversity (e.g., cultural and social factors) on specific educational environments.
7. Human Growth & Development
- e. Human Development: Form comprehensive professional growth plans focus on authentic problems and tasks.
  - f. Organizational Development: Design procedures and techniques of inquiry-based organizational development and leadership.
  - g. Personal Leadership: Articulation, implementation and stewardship of a vision that promotes the success of all students.
  - h. Lifelong Learning: Develop personal professional growth plans that reflect commitment to lifelong learning and best practices.

*Specified Competencies Related to Content Area*

1. General Education Leadership Application
  - a. Evaluate the educational leadership processes, strategies, techniques, and methodologies in an educational situation (e.g., managing educational change and reform, delegation, motivation, and communication).
2. General Education Leadership Analysis

- a. Evaluate the relative effectiveness of various leadership strategies for managing educational change and reform, delegation, motivation, and communication within a specific educational context.
3. Curriculum and Instructional Education Leadership Application
    - a. Formulate instructional design competencies related to strategies for growth in planning, decision-making, problem solving, and change management.
4. Curriculum and Instructional Education Leadership Analysis
    - a. Evaluate the instructional processes, strategies, techniques and methodologies (e.g., strategies for growth in planning, decision-making, problem-solving, and change management) in an educational institution.

Appendix B  
Petition for Comprehensive Examination

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 advisor, they may petition to Student Services to take the Comprehensive Examination. Student 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	
Social Security Number	
Address	
Phone – Home / Work/Cell	
E-mail Address	
School of (check one):	<input type="checkbox"/> Psychology <input type="checkbox"/> Business <input type="checkbox"/> Education
Degree	
Concentration (School of Education)	<input type="checkbox"/> Curriculum & Instruction <input type="checkbox"/> Educational Leadership
Preferred Exam Date:	

I completed the required coursework to meet the eligibility criteria for my program (\_\_\_\_\_ credit hours), and request permission to take the School's 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:
---------------------------------------	-------

**STEP 3 –Department Head Approval:**

Approved to take Comprehensive Examination  
 Declined for the following reasons: \_\_\_\_\_

Department Head Signature:	Date:
----------------------------	-------

*Appendix C: Scoring Rubrics*

Scoring Rubrics

  
H:\Comps\Rubric  
Business.xls

  
H:\Comps\Rubric  
Education.xls

  
H:\Comps\Rubric  
EdS.xls

  
H:\Comps\Rubric  
Organizational Leader

  
M:\Copy of Rubric  
Pastoral Comm Couns

Appendix D  
APA Basics

## APA Basics

The comprehensive examination must follow the 5<sup>th</sup> edition of the official style manual of the *American Psychological Association Publication Manual*, 5<sup>th</sup> 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](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](http://landmark-project.com/citation_machine/cm.php)

Additional Resources include the following:

<http://www.library.wwu.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/wworkshop/bibliography\\_style\\_handbookapa.htm](http://www.english.uiuc.edu/cws/wworkshop/bibliography_style_handbookapa.htm)

APPENDIX E  
SAMPLE COMPREHENSIVE EXAMINATION QUESTIONS

*Sample Comprehensive Examination Questions*

*College of Business and Information Technology*

*Sample examination 1: Case study.*

<b>If your concentration is:</b>	<b>Then order and use this case study:</b>
International Management	<p><u>Tenaris: Creating a Global Leader from an Emerging Market</u></p> <p>Product Number: <u>IB60</u></p> <p>Publication Date: June 29, 2004</p> <p>Author(s): <u>John Roberts, Charlie Catalano</u></p> <p>Link:  <a href="http://harvardbusinessonline.hbsp.harvard.edu/b01/en/commmon/item_detail.jhtml?id=IB60">http://harvardbusinessonline.hbsp.harvard.edu/b01/en/commmon/item_detail.jhtml?id=IB60</a></p>
Management	<p><u>The Coca-Cola Co. (A): The Rise and Fall of M. Douglas Ivester</u></p> <p>Publication Date: Apr 13, 2000</p> <p>Revision Date: Apr 23, 2001</p> <p>Product Number: <u>9-800-355</u></p> <p>Author(s):  <u>Michael D. Watkins, Carin-Isabel Knoop, Cate Reavis</u></p> <p>Link:  <a href="http://harvardbusinessonline.hbsp.harvard.edu/b01/en/commmon/item_detail.jhtml?id=800355">http://harvardbusinessonline.hbsp.harvard.edu/b01/en/commmon/item_detail.jhtml?id=800355</a></p>

Note: This link goes to a general ordering site for Harvard Business Cases :  
[http://harvardbusinessonline.hbsp.harvard.edu/b02/en/cases/cases\\_home.jhtml;jsessionid=FPFOBSHNWP M34CTEOENSELO? requestid=44597](http://harvardbusinessonline.hbsp.harvard.edu/b02/en/cases/cases_home.jhtml;jsessionid=FPFOBSHNWP M34CTEOENSELO? requestid=44597) or call (800) 988-0886

*Case study question:*

Review the case study applicable to your concentration and conduct a situational analysis that results in recommended courses of action. Place yourself in the role of a consultant

who will examine the case and develop action plans and recommendations specific to your concentration.

<p><b>If your concentration is:</b></p>	<p><b>Then you want to address a <u>minimum of 12</u> of the following topics. Be implicit, or explicit, within the case.</b></p>
<p>International Management</p>	<p>Strategic alliances            International competition.            Leadership            Emerging markets            Ethics and social responsibility            Business processes            Decision making            Planning            Budgeting and forecasting            Organizational strategy and strategic intent            Organizational structure            Organizational implications            Regulation            Resource issues            International market</p>

*Directions*

Apply your learning from other DBA courses, as well as your experience.

Integrate business administration skill and knowledge into your responses to the questions and description of the problem. This integration of your knowledge, research and experience should occur throughout the case study analysis following the research-practitioner model.

*Define the problem*

Describe the organization, the problem situation, the basis of the problem, as well as the levels of analysis (individual, group, organizational) needed to understand this organizational problem.

1. What is the primary problem in the case? What are the secondary problems?

2. What proof exists that these are the central issues? How much of this proof is based on facts? On opinions? On assumptions?
3. What symptoms suggest that these are the real problems in the case?
4. How are the problems, as defined, related? Are they independent, or are they a result of a deeper problem?
5. What are the ramifications of these problems in the short run? In the long run?

*Develop a literature analysis and review*

Identify, describe and relate the organizational behavior issues and topics to current literature, using juried journals. You should use a minimum of 15 resources, with no more than 5 being from books. Books should be from seminal authors in the field and not from popular business press publications.

*Conduct a comparative analysis to other businesses experiencing this problem*

This section should focus on the business issues, and current research, as well as identifying a describing one or more similar cases.

*Formulate and evaluate courses of action*

1. What possible alternatives exist for solving the business problems?
2. What limits are there on the possible alternatives? Competence? Resources? Management preference? Social responsibility? Legal restrictions?
3. What major alternatives are now available to the business? What marketing concepts are involved that affect these alternatives?

4. Are the listed alternatives reasonable, given the firm's situation? Are they logical?  
Are the alternatives consistent with the goals of the marketing program? Are they consistent with the firm's objectives?
5. What are the costs of each alternative? What are the benefits? What are the advantages and disadvantages of each alternative?
6. Which alternative best solves the problem and lessens the creation of new problems, given the above constraints?

*Select and recommend one course of action*

1. What must be done to implement the alternative?
2. What personnel will be involved? What are the responsibilities of each?
3. When and where will the alternative be implemented?
4. What will be the probable outcome?
5. How will the success or failure of the alternative be measured?

*Research and describe the results of the case study.*

Outline the results of the actions in the case study by comparing your analysis with research on the outcomes.

*Sample examination 2.*

1. Information Systems has many facets. Discuss the origin of the particular facet that you have chosen to research as related to Business Administration.
2. Information Systems has many key areas of study. Discuss the need for requirements in the development of an information system and the relationship of requirements to development and implementation of a system to include the quality aspect of the final product.

3. Describe a research area related to Information Systems. If you have begun thinking about a dissertation topic, feel free to use it. Discuss the issues surrounding the area of interest, including the following:
- a. How should the data be collected?
  - b. What are the variables (both independent and dependent) and how are they defined?
  - c. What statistical method(s) are to be used to analyze the data?
  - d. Are there any particular issues and concerns?
  - e. What are the possible areas for further study?
  - f. Conclusion(s)

*College of Education and Human Development*

*Sample examination 1*

A considerable amount of literature and academic discourse has centered on the particular challenges organizations face in the 21<sup>st</sup> century. Accompanying this discussion has been commentary regarding the skills and abilities that leaders of such organizations will need to be effective in responding to the changing environment. In a recent survey conducted by the Kellogg Foundation, some 1,000 leaders from all sectors were queried regarding their perspectives on the challenges facing the 21<sup>st</sup>-century leader. The preponderance of responses was grouped around the following themes:

1. Information, technology, and communication revolutions
2. Social disintegration and inequalities
3. Moral, ethical, and spiritual crisis in leadership
4. Acceptance of the status quo

The investigators found a correlation between the challenges the respondents perceived and the skills, abilities, and attributes that they identified as those needed by leaders and organizations to respond effectively to the challenges.

### *Assignment*

Select two of the bulleted themes above and based on the literature and the courses in which you have participated and discuss thoroughly the significance of these challenges to leaders and organizations in the 21<sup>st</sup> century. Then, select one of the challenges you have identified and relate it to your specific organization. You should discuss how your organization is approaching the challenge now, what educational strategies are being employed, what particular issues are confronting the organization in addressing the challenge, and what initiatives the organization is using to address the challenge in the future. Your final task is to address what you consider to be the particular skills leaders in your organization will need to resolve the challenge.

Draw on your knowledge of educational and organizational dynamics from your courses, as well as information from multiple sources in the educational literature as you approach and respond to the question. Be sure to include relevant citations, using APA format, to support your statements.

### *Sample examination 2.*

Distance education through online learning has created convenience and access to education and training programs for an ever-increasing number of nontraditional students. Some critics of these programs are concerned that a two-tiered educational system will result.

Press and Washburn (2001), citing an editorial in the *Los Angeles Times* by Ebert and Zavarzadeh, have recently suggested that traditional colleges will be training a select group of students in critical thinking and problem solving, “while mass universities will deploy distance learning to deliver low-cost content...necessary to turn working-class students into performers for low- and mid-level jobs in the global economy” (p. 37).

Press and Washburn also cite the president of Columbia University’s Teachers College, Dr. Arthur Levine, whose fear “is that we will provide highly interactive campuses for those who can afford them, and the rest will be given virtual higher education.”

### *Assignment*

As a leader of education in the field of curriculum and instruction in higher education:

1. How do you respond to the critics of distance education through online learning concerned about an emerging two-tiered, post-secondary educational system?
2. What are the consequences of students receiving, as President Levine states, a “virtual higher education?”
3. From your perspective of your specialization at Argosy University, discuss how the issue stated above may affect the educational aspects of your profession.
4. Select two courses from your specialization and discuss how the issues stated above relate to each course.

*Sample examination 3*

Question 1

1. A. Assume a leadership role and setting of your choosing – e.g., Principal of a 500-student elementary school in a rural setting, Superintendent of Schools in a 100,000-student urban school district, Dean of Academic Affairs in a suburban community college with a student enrollment of 5,000, or some other role. Describe the role and setting you have chosen.
1. B. Within the context of the role and setting you have chosen, describe an issue of critical importance that has arisen and that must be dealt with in a reasonable time frame.
1. C. Design and describe a comprehensive plan and an evaluation that will address the issue you have chosen. Be sure to discuss appropriate models and apply them to your issue.

*Question 2*

In answering each of the following questions, include and demonstrate an understanding of the major theories relevant to each area and show how you can apply them to your issue. Be sure to include relevant citations to support your statements.

2. A. Discuss the leadership skills that will be required for successful completion of your plan and evaluation.
2. B. Discuss the organizational change strategies that will be required for institutionalization of your plan and evaluation.
2. C. Discuss the policy implications of your plan and evaluation.
2. D. Discuss the financial implications of your plan and evaluation.

2. E. Discuss the legal implications of your plan and evaluation.
2. F. Discuss the organizational communication issues that must be resolved for successful implementation of your plan and evaluation.

*Sample Examination 4.*

1. State what you consider to be the most pressing current influence upon curriculum development in the United States. Explain why you believe this to be true. Cite several sources.
2. Assume that you have been named to chair the curriculum revision or implementation of a new curriculum in your district, organization, college, university, etc. This may be an assignment in a K-12 or higher ed setting; it may be departmental, or it may be single discipline (such as social studies, drug education, science, math, nursing ed, etc.).
  - a. Describe how the need for a curriculum change was identified.
  - b. Develop a mission statement for your overall effort.
  - c. State your major curriculum goals for the assignment. What are the anticipated student outcomes?
3. Describe your plan for conducting the curriculum revision or implementation effort, including the underlying theories that support your plan.
4. Describe the personnel evaluation model you will use to determine whether the curriculum/instructional changes are being implemented. Cite sources for the criteria or standards that you will use to determine whether the model is effective (meta-evaluation).

*College of Psychology and Behavioral Sciences*

*Organizational Leadership Sample*

Structure the document to include: 1) your leadership role; 2) the problem or issue; 3) the significance of the problem or issue to leadership or organizations; and 4) the background or setting. Do not exceed 50 pages. Include a table of contents, a list of figures and/or tables, if applicable, a reference page, and a list of the required courses (include course number, course name, professor's name, and date completed). The completed comprehensive examination document must be in *Publication Manual of the American Psychological Association*, (APA) 5<sup>th</sup> edition format.

Directions:

Choose a leadership issue or problem. Assume a leadership role. Develop and design a plan to successfully lead the organization through the dilemma. Be sure to incorporate models or concepts from each of your required courses and to apply them to the issue at hand.

Developing surveys or performing any statistical analyses is unnecessary. However, addressing the importance of an evaluation process that includes both qualitative and quantitative data is necessary. Maximum points can be earned by clearly defining the concept or model, applying said to your chosen leadership issue, and by delineating the implications to organization(s) or to leadership.

*Pastoral Community Counseling Sample*

1. Our culture offers many options. How does someone find their soul's desire and what exercises can you offer them to redirect their desires from peripheral to more central goals?

2. Create a treatment plan to help a person dealing with the death of a spouse, including the following: which specific issues (behaviorally, spiritually, and emotionally) would you look for to define, rule out, or determine the severity of the problems, the desired outcomes in terms of short-term objectives, long-term goals, and counseling interventions/strategies.

APPENDIX F  
ROLES AND RESPONSIBILITIES OF READERS AND ADMINISTRATORS

## Role and Responsibility of Readers and Administrators

### *Qualifications of Comprehensive Examination Readers and Administrators*

Comprehensive Examination Readers and Administrators will consist of both full-time and part-time faculty members, with preference given to those who teach foundation and core courses that contain content essential to success on the examination. Readers must have at least one year of teaching experience at Argosy University, at the doctoral level; at least two readers must participate in the reading and grading process.

The readers must be thoroughly familiar with program standards and content. They must have an earned dissertation doctorate from a regionally accredited university that included a comprehensive examination, or qualifying examination, as a graduation requirement. Readers must be recommended, or endorsed, by a full-time faculty member and/or the campus Dean/Program Chair.

### Training of Readers

Readers must be trained using a mentoring model. Under the supervision of a full-time faculty member, or highly experienced reader, the novice reader will be given five practice examinations to read as a formative assessment.

Prior to the assessment, the novice reader will be introduced to the examination and will be trained to use the rubric. The reader will read examination protocols previously scored with varied results. One of the examination protocols will have been previously scored *Pass*, one examination protocols will have been scored *Conditional Pass*, and one examination protocol will have been previously scored *Fail*. The other two examination protocols will be randomly selected, from any of the above categories. The

training is intended to establish an acceptable level of evaluation consistency and inter-rater reliability.

In addition, the novice reader will be trained in the use an application of the software program *Turnitin*®, including understanding its limitations. All examinations will be submitted to this additional scrutinizing process.

Assessment and administration of comprehensive examinations are a part of the contractual duties of faculty. However, reasonable faculty loads should be maintained, to insure quality. Should the demand for readers exceed the reading load, campuses may contract trained and qualified readers from other campuses, with approval of the campus dean or program chair.

#### Comprehensive Examination Committee

Each College Dean will appoint faculty to the Comprehensive Examination Committee. Committee members will develop a set of five (5) questions related to each of the terminal program outcomes to be administered during the comprehensive examination. The Committee will develop the examination administrations to be used and assure the quality and integrity of the comprehensive examination. Members will include eligible, qualified, and trained readers of the comprehensive examination. A bank of at least three (3) different examination administrations should be available at all times.