A Guide to the preparation, administration, and evaluation of the comprehensive examination as required for the Counselor Education and Supervision Doctoral Program intended to insure quality, consistency, and continuity of comprehensive examinations across campuses of the institution.

Effective September 2012
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Guide to the Comprehensive Exam Process

Congratulations on having successfully completed all course requirements and being eligible to sit for the comprehensive examination in the EdD in Counselor Education and Supervision program. 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 your success and will work with you 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 you understand the examination process and to prepare efficiently and effectively 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 consult with your academic advisor prior to registering for the examination.
Comprehensive Examination: Overview

The comprehensive examination concludes the formalized course work portion of the Doctor of Education in Counselor Education and Supervision program at Argosy University. Doctoral students must complete the exam prior to moving to the dissertation stage. The successful completion of the comprehensive examination process should demonstrate your readiness to proceed to the dissertation. More importantly, the exam assesses whether you are able to function at the level of expertise demanded of those with an advanced graduate degree. The examination process provides an opportunity for you to document mastery of the curriculum, knowledge of the profession, and the competencies required of doctoral program graduates.

Preparation for the comprehensive exam should begin with the first course taken in the doctoral program and continue throughout your program of study. The Guide to the Comprehensive Examination is designed to help you understand the examination process and maximize performance on the exam itself. You should read the Guide at the beginning of the program of study and revisit the guide annually to remain current and aware of all requirements.
Comprehensive Examination: Procedures

Eligibility Requirements

You are eligible to take the comprehensive examination upon verification that all coursework in your program of study is successfully completed. Please check with your specific campus to determine whether Advanced Counseling Practicum and/or Advanced Counseling Internship must be completed before taking the Comprehensive Exam. You must also be in good academic and financial standing.

You should take the exam within two 15-week semesters after the completion of eligibility requirements. If you fail the exam on your first attempt, you have up to two 15-week semesters to retake the test (or longer with permission of the Department Chair). Failure to pass the second exam within the allotted time results in dismissal from the university. Please refer to the “Scoring” section of this Guide on pages 12-13 for detailed information on what constitutes a passing grade on the exam.

Students who are eligible to take the comprehensive examination should submit the Petition for Comprehensive Examination form (Appendix A) prior to the application deadline (check with your faculty advisor for specific deadlines and administration dates at your campus).

Timeline and Calendar

The comprehensive examination will be administered as needed, up to six times per year, or one time per session. Students must complete the comprehensive exam in seven calendar days.

If the student does not intend to take the examination at the assigned time, he/she must contact the designated comprehensive exam administrator 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 the registrar should be included as part of notification. In the case of an
extreme and unexpected emergency, the student must contact the designated comprehensive exam administrator, 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.

Registration and Course Information

When a student has completed all of his or her coursework, the student will submit the Petition for the Comprehensive Examination (Appendix A), along with unofficial transcripts, program of study, and a signed Add/Drop form to his or her faculty advisor (or other program designee) for approval. Once the petition has been approved, the student will be registered for the comprehensive examination. Students who have questions about their enrollment in the comprehensive exam course should contact their academic advisors. Depending on the campus, the comprehensive exam may be offered up to once each 7.5-week session (six times per year) based upon student needs.

The comprehensive exam is facilitated through an eCollege course platform. The student will receive access to the eCollege course at the beginning of the session for which he or she has successfully enrolled in the course. The eCollege course includes sample comprehensive examination questions, APA format information, Frequently Asked Questions (FAQs), rubrics, information related to ethical scholarship, and other resources to help students prepare for the exam. The eCollege platform is the vehicle through which all student communication is facilitated, including release dates of the examination questions.
Examination Administration Process

The Program Chair or designated comprehensive exam administrator facilitates the comprehensive examinations each session. The examination questions are made available to students via the eCollege site at the time designated and communicated via the online course in the examination section under the examination prompt. The underlying link will open the exam questions.

The comprehensive exam is completed over a seven-day period during which students are allowed to use notes, books, and research articles to answer the questions. However, students may NOT consult with each other or seek assistance from any other individuals.

When students submit the exam to the drop box, it will automatically be evaluated for similarity with other sources by Turnitin.com. Consequently, students should not submit the exam to any other Turnitin account. Exams that contain plagiarism will not be forwarded for scoring. Failure to submit the exam by the designated deadline is considered a failure. If for any reason the student is unable to submit his or her responses to the eCollege course, the student must submit the responses to the designated comprehensive exam administrator via email prior to the designated deadline. The student is responsible for creating a personal copy of the examination prior to submission. In the case of a medical or other personal emergency, the student must make a good-faith attempt to notify the examination administrator prior to the start of the examination period and, in all cases, make such notification as soon as is reasonable given the particular emergency. Documentation to support the student’s request will need to be submitted to the comprehensive exam administrator as soon as possible.
Comprehensive Exam Questions

There are five (5) questions (with possible multiple subsections) in the comprehensive examination in the EdD in Counselor Education and Supervision (CES) program. These questions are developed to ensure they are aligned with the Argosy University Institutional Learning Outcomes and with the program outcomes of the CES program. 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 require the student to apply critical analysis skills to the literature in his or her field of study and to generate responses that synthesize this information. Students will integrate research, theory, philosophy, current issues, and best practices into their responses. As a program capstone measure, the examination provides an opportunity for students to document their 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 in an academic format. Responses submitted that exceed the maximum ten page count will only have the first ten pages reviewed and scored. A reference list is required but is not included in the page count.

The specific questions on the comprehensive exam will vary at each exam administration; however, the questions always fall into the following five categories, consistent with the Counselor Education and Supervision Program Outcomes:

1) Counselor Supervision
2) Counselor Education/Teaching

3) Research

4) Advanced Practice/Assessment

5) Ethics

Please note that multicultural/diversity considerations may be incorporated into any of the questions.

**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/foundational 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 program-based learning outcomes for the EdD in Counselor Education and Supervision Program are:

1. Demonstrate a conceptual understanding of the development of counselors, knowledge of theories and practices of counselor supervision, and skills in the application of these areas to counselor supervision. (Counselor Supervision)

2. Demonstrate the design and implementation of quantitative and qualitative research methods, the understanding, and utilization of research findings in the counseling profession, and an awareness of the importance of research and scholarly contributions to the field of counseling. (Quantitative and Qualitative Research)

3. Apply theory beyond the entry-level of practice pertaining to the principles and practice of counseling, career development, group work, systems, assessment, and consultation. (Advanced Practice/Assessment)

4. Demonstrate competency in the application and evaluation of teaching and instructional methodologies in counselor education. (Counselor Education)

5. Understand and demonstrate a commitment to ethical practice in counseling, counselor education, and counselor supervision, grounded in the ethical standards of the American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES), and other related professional organizations. (Ethics)
6. Demonstrate multicultural awareness, knowledge, and skills in the areas of cultural self-awareness, understanding of the client’s worldview, and culturally appropriate intervention strategies. (Social & Cultural Issues/Multicultural Competence)

7. Develop and improve positive relationship skills via effective communication, respect for others, appreciation of diversity and cultural sensitivity, and awareness of their impact on others. (Interpersonal Effectiveness)

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)

Comprehensive Examination: Evaluation

The examination is scored against established metrics specific to the questions and the program learning outcomes and in accordance with graduate level expectations of performance. Students are expected to meet the same standards of success regardless of campus or location.

Ethical Scholarship

Comprehensive exams are subject to the same university academic honesty and plagiarism policies and practices as stated in the university catalog. Students who engage in plagiarism or academic dishonesty of any kind will be referred to the campus Student Conduct Committee (SCC) and may be dismissed from the university. The comprehensive examination must reflect the student’s original work and must be produced exclusively by that student.

Rubrics

The exams are scored using the program rubrics established by the university. Current rubrics for each administration of the comprehensive examination are available through the eCollege Comprehensive Examination course. Examples of the scoring rubric for the Counselor Education and Supervision program comprehensive exam are included in Appendix B. Please check your eCollege course for the current scoring rubrics at the beginning of the term in which you register for the comprehensive exam.
APA Format

Responses to each question must be presented in APA format using the most current edition, and any source used by students must be documented using standard citations from scholarly references and formatting consistent with the university-approved edition of the Publication Manual of the American Psychological Association.

Scoring

The comprehensive examination will be scored using a standard evaluation rubric. The scoring rubric utilizes Likert-scale rating responses on a scale ranking from lowest (0) to highest (3) in five areas. Final scores are calculated for each question based on the mean of the scores from the two reviewers for each question, and the final overall exam score is calculated based on the mean of the overall mean scores from the two reviewers.

**Pass:** Students are required to earn a minimum combined mean score of 2.0 on the overall exam and a mean combined score of 2.0 or higher on each question to earn a Pass on the examination. 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.

**Revise and Resubmit:** When a student earns an overall cumulative mean score of 2.0 or higher on the exam, but has one or more questions on which the student scored lower than a 2.0, the student receives a Revise and Resubmit opportunity for the questions on which he/she scored below a 2.0. The student will be sent the notification of the student’s Revise and Resubmit status. In addition, some general feedback from reviewers, consisting of a summary of the problematic areas that need to be revised, will be given either in written form along with the notification or by the student’s faculty advisor, depending on the campus. Students who earn a score of Revise and Resubmit must submit the revised exam responses by the assigned deadline.
(please check with your specific campus for specific deadlines for **Revise and Resubmit** exam responses). Failure to meet this deadline leads to the **Revise and Resubmit** evaluation being recorded as a **Fail**. The revised responses are forwarded to the reviewers for re-evaluation. 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 (a combined mean score of 2.0 or higher on ALL revised and resubmitted questions), the student will fail and be required to retake the examination (see **Fail** section below).

After a student who has received a **Revise and Resubmit** resubmits the required response(s) and scoring is completed, the student receives either a final grade of **Pass** (if **all** revised responses receive a mean score of 2.0 or higher) or a final grade of **Fail** (if **any** of the revised responses receive a mean score below 2.0).

**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 or 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 copy of the examination with written comments that provide explicit feedback regarding deficits and improvements needed in order to pass the examination. The student will also be required to submit a plan of study and a study schedule to the academic 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 during each academic term.

Students completing the comprehensive exam are assigned a grade of NC (no credit) or CR (credit), and the results are posted to students’ official transcripts. Doctoral students who
receive a grade of CR may proceed to the first registration of the dissertation. Those students who fail the comprehensive examination must take a new exam during a later administration. A grade of NC on the second examination results in dismissal from the program and the university. In those exceptional cases where, due to rewrites or the involvement of a third reader, the entire comprehensive examination process is not completed within the 7.5 week session, students are assigned a grade of PR (progressing). Once the comprehensive exam process is completed, a grade change form is then used to change the PR grade to either CR or NC.

**Readers**

The comprehensive examination is read by two or more approved and trained faculty members who serve as readers. 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.

Readers review and score the exams and forward their feedback and scoring to the designated exam administrator. If readers’ scores for an individual examination differ substantially*, readers will meet to resolve the scoring discrepancy. In the event that the readers cannot come to consensus, the designated exam administrator will identify an additional reader who will review and score the question(s) for which there is a discrepancy. The final determination of the examination results are based on the average of the reviewers’ scores for each student’s exam.

* “Substantially” is defined as a difference great enough to affect the success or failure of an individual question and/or the examination as a whole.
Communication of Examination Results

The results of the comprehensive exam scoring are communicated to students normally by mail and/or Argosy student email.

Feedback on strengths and weaknesses identified in the examination process is provided rather than specific scores. In cases where a student’s performance is determined to fall short of minimum acceptable standards, comments are provided to assist the student in preparing for a second attempt at the comprehensive examination. Final comprehensive examination outcomes are posted to the student’s official transcript.

Evaluation Criteria

Examination responses are scored against established metrics in the specific competencies that align with the program learning outcomes for each specific program. In addition, student examinations are evaluated using the following criteria:

1. **Content**: The response accurately addresses all of the components of the question (including all required sections and sub-sections), demonstrating a scholarly understanding of the concepts and their relationships to one another with cogency.

2. **Comprehensiveness**: The response shows mastery of the concepts with logical presentation and significant detail. Response includes an in-depth presentation of the topic; responses are fully developed and supported; responses accurately identify the main idea(s), and include the relevant, supporting details.

3. **Expression**: The response is written in a scholarly manner with clarity, organization, and correct *APA Publication Manual* format (including correct citation of and listing in reference list of each source); responses are free of errors in grammar, spelling, and sentence structure/punctuation.
4. **Literature:** The response cites relevant literature from a variety of sources including recent (less than 10 years old) peer-reviewed journal articles specifically relevant to the question topic. Key points in all parts of response include literature support; responses are supported with an adequate amount of literature and citations.

5. **Analysis & Synthesis:** The response demonstrates the ability to analyze systematically, synthesize, and express clearly an understanding of how the parts of the response relate to a whole. Thoughts and ideas are well developed and integrated together so that it is evident that the student has a thorough understanding of the topic. The writer draws appropriate, thoughtful and meaningful conclusions from the analysis.

**Examination Retake**

Students who fail their first administration of the comprehensive examination are given the opportunity to take the exam a second time after completion of a remediation plan developed in collaboration with the faculty advisor or other designated individual. The goal of the remediation plan is to provide the student with detailed feedback and additional support to strengthen the likelihood of passing the exam on the second attempt. Students should check with their faculty advisor for information regarding specific remediation, writing, and/or tutoring services that may be available at their campus. A remediation plan may require a student to take additional course work, pursue special writing instruction, or obtain other special training to address weaknesses identified. Any special remediation requirements will be at the student’s expense.

When the comprehensive exam is retaken, the entire exam (all five questions) must be retaken. Students are expected to take the comprehensive exam for the second time within two
semesters following the unsuccessful attempt. Any extension beyond this must be approved by the program chair.

Students who fail to pass the comprehensive examination on the second attempt are dismissed from Argosy University and the program. Students may appeal dismissal results by following the Student Right to Appeal process stated in the *Argosy University Academic Catalog*.

**Notice and Record-Keeping**

The university retains electronic copies of comprehensive examination and related documents for a minimum of six (6) months.

**Comprehensive Examination: Preparation**

Students begin preparation for the comprehensive examination in the first course taken in the doctoral program and continue to prepare throughout their program of study. As a rule, students should take and catalog notes on all assigned readings, as well as related readings the students identify as appropriate and relevant to the program of study and individual career aspirations. As the comprehensive examination period approaches, students should develop a study schedule in order to perform well on the comprehensive examination. This pre-examination preparation should begin at least one full semester prior to taking the comprehensive examination. Students should not see this as an additional academic burden; if done well, the student will also be much better prepared to begin the dissertation process because of thorough preparation for the comprehensive examination.

Students are expected to provide carefully articulated and well-reasoned responses to examination questions, based on the applications, practices, theories, constructs, and models presented in the various courses and projects in the doctoral program, and through independent
reading and research. Responses should reflect an intellectual and practical understanding of topic areas addressed. References and sources should be appropriate to the question, and a substantial portion should come from current literature, but more importantly, they should be used to supplement and support the reasoning, presentation, and conclusions of the student. The comprehensive examination is not a literature review; nor is it meant to describe the breadth of the field. Rather it is an applied exercise requiring methods of problem solving, synthesis, and scientific inquiry.

Students must arrange work schedules during the comprehensive examination period to maximize time available for the purpose. “Too busy at work” is not an acceptable defense for either sub-standard work or late submission of the work product. Students should seriously consider using vacation or personal time from work for this period. In addition, students should have a back-up computer system available in case the primary computer fails and should save (back up) all data frequently--in multiple locations--while writing the comprehensive exam responses. It is recommended that you email your exam response document to yourself periodically throughout your writing as an additional back up.

**Basic Rules of Presentation**

When responding to the comprehensive examination questions, some basic considerations must be followed. These include:

1. Start a new page for each examination question.
2. Post the entire question at the top of the new response. (The question itself will not be counted in your 5-10 pages of required content.)
3. Use the parts of the questions or topic as the headings within your response.
4. Respond to all parts of a question.
5. Provide an introductory statement to each question and summarize briefly the main points of the response in the conclusion.

6. Use correct writing skills including mechanics, usage, grammar, and spelling.

7. Responses should be word-processed, well written, well organized, and in the form of a professional essay, with a beginning, middle, and an end.

8. Make sure to apply APA style conventions for citations, quotations, references, subheadings, and formatting using the most current edition of the APA Style Manual.

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.

Formatting and Writing

Writing Style and the APA Manual

The fundamental guide for the writing style is the university-approved edition of the Publication Manual of the American Psychological Association. The student is responsible for familiarity with the university-approved edition of the APA Manual, and for following the rules of the Manual.
Argosy University Deviations from APA Style

1. Block quotations, table titles, figure captions, notes to the tables and figures, and references in the reference list should be single-spaced with an extra space dividing these individual items from text or entries above and below them. All other parts of the submission should be double-spaced.

2. Times New Roman 12 is the only font acceptable for the comprehensive exam document.
Appendix A
Petition for the Comprehensive Exam
**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 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 – Student Complete & Submit:**

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Phone – Home / Work/Cell</td>
<td></td>
</tr>
<tr>
<td>E-mail Address</td>
<td></td>
</tr>
<tr>
<td>Preferred Exam Session/Year (e.g., Fall II, 2012):</td>
<td></td>
</tr>
</tbody>
</table>

I have completed the required coursework to meet the eligibility criteria for my program and request permission to take the Doctoral Comprehensive Examination.

Student Signature: __________ Date: __________

**STEP 2 – Advisor or Program Designee (Please make sure to review transcript and Program of Study to ensure student is eligible to take the exam):**

___ Eligible for Comprehensive Examination

___ Not eligible for Comprehensive Examination

Advisor (or program designee) Signature: __________ Date: __________

**STEP 3 – Program Chair (or program designee) Approval:**

___ Approved to take Comprehensive Examination

___ Declined for the following reasons: __________________________________________________________

Program Chair (or designee) Signature: __________ Date: __________
Appendix B
Sample Grading Rubric
# CES Comprehensive Exam Grading Rubric

**Note:** the assignment of a score halfway between two categories is acceptable (i.e., 1.5, 2.5, 3.5)

<table>
<thead>
<tr>
<th></th>
<th>0= Unacceptable</th>
<th>1=Emerging</th>
<th>2=Proficient</th>
<th>3=Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The response did not adequately address the question</td>
<td>The response addressed some of the components of the question but neglected others OR addressed all components but had significant errors in stated concepts</td>
<td>The response addressed all the components of the question but had minor errors in stated understanding of concepts or lacked cogency</td>
<td>The response accurately addressed all of the components of the question, demonstrating a scholarly understanding of the concepts and their relationships to one another with cogency</td>
</tr>
<tr>
<td><strong>Comprehensiveness</strong></td>
<td>The response lacked elementary knowledge of concepts and ideas</td>
<td>The response demonstrated elementary knowledge of concepts and ideas, but lacked significant detail or accuracy in identifying main ideas</td>
<td>The response demonstrated some depth in presentation of the topic; response demonstrated some mastery of concepts and logical relationship of those concepts but lacked accuracy in identifying main ideas or some clarifying detail</td>
<td>Response included an in-depth presentation of the topic; response was fully developed and supported; response accurately identified the main idea(s) and included the relevant, supporting details.</td>
</tr>
<tr>
<td><strong>Expression</strong></td>
<td>The response was grammatically flawed, poorly organized and displayed significant errors in APA formatting</td>
<td>The response was somewhat grammatically correct, poorly organized and displayed errors in APA formatting</td>
<td>The response was scholarly and included only minor errors in grammar, clarity, organization and APA formatting</td>
<td>The response was scholarly with clarity, organization, good grammar, and correct APA formatting</td>
</tr>
<tr>
<td><strong>Literature</strong></td>
<td>The response included almost no appropriate citations or references</td>
<td>The response included only a few citations or references, the majority of which were textbooks and/or websites, neglecting more recent peer-reviewed journal articles</td>
<td>The response cited relevant literature from a variety of sources but the sources tended to be general in nature OR older than 7 years</td>
<td>The response cited relevant literature from a variety of sources including recent (less than 7 years old) peer-reviewed journal articles specifically addressing the question topic</td>
</tr>
<tr>
<td><strong>Analysis &amp; Synthesis</strong></td>
<td>The response did not demonstrate logical and sequential thought. Response failed to integrate essential factual information into a coherent whole, AND there was only a superficial analysis of the issue and the writer drew inappropriate conclusions from the analysis</td>
<td>The response demonstrated minimal logical and sequential thought. Response failed to integrate essential factual information into a coherent whole, OR there was only a superficial analysis of the issue and the writer drew inappropriate conclusions from the analysis</td>
<td>The response demonstrated the ability to weave information together in a logical sequence so that the reader can follow the logic without much, if any, difficulty, AND the analysis of issues was fairly logical, clear and thoughtful; the writer drew some appropriate conclusions from the analysis</td>
<td>The response demonstrates the ability to analyze systematically, synthesize, and express clearly an understanding of how the parts of the response relate to a whole. Thoughts and ideas are well developed and integrated together so that it is evident that the student has a thorough understanding of the topic. The writer draws appropriate, thoughtful and meaningful conclusions from the analysis.</td>
</tr>
</tbody>
</table>
Appendix C
Sample Scoring Sheet
Argosy University  
CES Comprehensive Exam Scoring Sheet  

Student Number: ____________  

Reviewers: Please refer to the CES Comprehensive Exam Grading Rubric for detailed descriptions of scoring in each area.

<table>
<thead>
<tr>
<th>Content</th>
<th>Counselor Supervision</th>
<th>Counselor Education/Teaching</th>
<th>Research</th>
<th>Advanced Practice/Assessment</th>
<th>Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expression</td>
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</tr>
<tr>
<td>Literature</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Analysis &amp; Synthesis</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**MEAN SCORE OF QUESTION**

**PASS OR FAIL?**  
(Pass requires mean score of 2.0 or higher)

**OVERALL MEAN SCORE FOR EXAM:**  
(Sum of mean score for all questions, divided by 5): __________

**OVERALL EXAM RESULT** (circle one):  
PASS    FAIL    REVISE AND RESUBMIT