# EXM 880: Final Examination Masters Students (3 credits)

COMPREHENSIVE EXAMINATION (Required: 2 credits) Once students have completed the coursework elements of their degree, they will be asked to schedule the Comprehensive Examination. The primary mentor and a faculty member representing the secondary academic area conduct both the written and oral components of the examination. The written portion is open book style with selected essay questions requiring creative responses that reach for the higher levels of cognition. Your answers are expected to draw from both the primary and secondary competencies of your program with proper referencing of the scholarly literature. The oral part of the examination is normally completed by telephone conference and is intended to allow detailed investigation of your written responses. EXM 880: Comprehensive Examination (Required: 2 credits)

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# The Written Component

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# Written Examination Style

The format of the written component of the final examination is open book style, with selected essay type questions presented to students by email. The primary faculty advisor gathers questions from the assigned faculty reviewers and selects representative questions. Three to five questions are normally selected from each faculty reviewer and transmitted to the student with a set of written instructions.

The essay questions are designed to require the students to respond to the subject matter in a creative manner, addressing real world problems and situations, through professional reflection, decision making, and problem solving. Questions require students to draw upon the theories, principles and practices, which set the foundation for their programs of study. The essay questions are rigorous and meaningful, appropriate to the student's degree level, requiring mature responses, and are confined to the subject matter concentrations of student's program.

Students are advised to support their answers with recent and effective citations and references to the academic literature. Students are instructed in writing to submit their answers by email, in complete and concise written form, and within the allotted timeframe.

# Conduct of Written Examination

The primary faculty advisor provides leadership for the review of the examination, distributing the essay questions to the student by email with a set of clear instructions. It is recommended that two weeks be allowed for the preparation of the student's written responses. The students are expected to return the written answers by email to the faculty reviewer within the time allowed.

Written responses are expected to follow an approved style of essay writing with complete citations and referencing throughout. Students who simply reiterate the work of others will not do well on the final examination, as responses are expected to reflect creative applications of the

core materials of the program. Students who demonstrate effectiveness at integrating references from the literature with expertise at applying theories, principles and practices to "real world" professional problems and situations will do much better.

# Scoring the Written Component

The faculty reviewer will prepare commentary on the student's written responses, and send these to the student, by email within two weeks of receipt. In scoring the examination, reviewers assess the student's ability to address the subject matter at the higher levels of cognition whereby they critically analyze, appraise, argue, critique, create, debate, defend, differentiate, discriminate, evaluate, judge, justify, predict, and critically reflect, while integrating contemporary theory and research with the practical considerations of the professional arena.

The faculty reviewer scores the written examination and provides an appropriate letter grade. The primary faculty advisor determines the final grade. Late written responses from students may be given grades of "F" or otherwise impact the examination grade at the discretion of the faculty advisor. At the undergraduate level, a grade of "C" or better is required to qualify to undertake the oral component of the comprehensive examination.

The primary faculty advisor should inform the University administration of the decision on the written component by email within one week of determining the grade..

# Addressing Failure of Written Component

Should a student fail to achieve a sufficiently high grade to merit movement to the oral component of the final examination, the primary faculty advisor will provide a statement of conditions necessary for continuation to the oral component. The statement of conditions might require completion of additional coursework within the major areas of the program, scholarly readings or other assignments in order to qualify for continuation. Following completion of the additional course modules or assignments, the student may petition the primary faculty adviso to undertake the oral component of the comprehensive examination.

# The Oral Component

* Scheduling the Conference Call
* Conduct of the Oral Component
* Scheduling a Conference Call
* Scoring the Oral Component
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# Conduct of the Oral Component

Once the student receives a sufficiently high grade to merit movement to the oral component of the final examination, the student and primary faculty advisor negotiate a timeframe for the telephone conference call. It is the student's responsibility to arrange a suitable time when the faculty reviewer will be available for the oral component and schedule the conference call appropriately.

Students are expected to undertake last minute notification by telephone, if necessary. At the scheduled time the primary faculty advisor will direct the proceedings of the conference. The reviewer may ask overarching questions and pursue follow-up inquiries to gain maximum understanding of the student's responses. The oral component of the comprehensive examination normally will not exceed one hour in duration. It is required that the conference call be tape-recorded or that the faculty ad visor maintain extensive anecdotal notations for sub mission to the university administration. Students may arrange with a conference call company for conduct of the call and thereby arrange for the tape-recording. The conference is to be conducted entirely at the student's expense.

# Scoring the Oral Component

Immediately following the oral examination, the reviewer will prepare written commentary on the students' performance, including a recommended letter grade. As with the written component of the examination, the primary faculty advisor must observe for evidence of advanced academic competencies and reflection, expert judgment, and decision-making abilities within the core competencies of the program. Reviewers also evaluate the abilities of the students in the areas of writing, referencing, inquiry, concept formation, development and analysis, and critical thinking.

Scores and comments are to be sent to University administration by email within one week following the oral conference. The primary faculty advisor will determine the final grade. A grade of "C" or better is necessary for the undergraduate to pass the final examination and thereby earn the right to pursue the Senior Project and complete the degree process.

The primary faculty advisor should inform the student of the decision in writing by email within one week of receipt of the oral component of the examination.

# Addressing Failure of the Oral Component

Should a student fail to pass the oral component of the final examination, the primary faculty advisor should prepare an action plan including assignment of additional required coursework (or alternative assignments) within the core competency areas of the program. Such requirements must be completed entirely at the expense of the student. Following successful completion of the additional coursework or assignments, the student may petition the primary faculty advisor for re-examination. Re-examination follows the same procedures as prescribed for the initial examination.

For the undergraduate student, successful re-examination permits the student to undertake the Senior Project, which is the final stage in the degree process.

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