Course Overview

Welcome to your Capella University online course, 8923 – Colloquium Track 3.

Congratulations! You have reached another important milestone in your development as a scholar-practitioner and an independent researcher, nearing the end-point of your coursework and approaching the capstone projects, the comprehensive examination, and the dissertation.

The Track 3 colloquium experience will help you:

• Deepen the conceptualization of your proposed dissertation topic.
• To craft a preliminary full research design for your dissertation.

Specifically, in Track 3 you will continue developing your design and preparing yourself for your school's scientific merit process. Building on what you have done in the previous two tracks and their companion courses in your school, you will:

• Draft initial versions of your plan for data collection and data analysis.
• Reflect on and present your ideas about how your dissertation will contribute to your specialization area.

Courseroom Tour

The Colloquium Courseroom functions differently from the usual courseroom. Instead of 10 Units, each taking about a week, you must complete 9 Units prior to the Weekend Experience and the 10th unit when you return home. Units 1–9 will be completed before you attend the Weekend Experience, and you will have 24 days to complete your work. Unit 10 will be completed when you return home from the Weekend Experience. Unit 10 contains three assignments.

The nine units prior to the Weekend Experience cover the following content:

• Unit 1: Current State of Research Design after Two Tracks.
• Unit 2: Implications to the Field.
• Unit 3: Instruments.
• Unit 4: The Qualitative Researcher, Developing Competence as a Researcher, and Data Collection and Analysis.
• Unit 5: Interview and Survey Protocols, Other Qualitative Procedures, Hypotheses, and Expected Findings.
• Unit 6: Ethical Challenges.
• Unit 7: The Capstone Projects.
• Unit 8: Chapter 1 and Chapter 3 of the Dissertation.
• Unit 9: Preparing for the Track 3 Weekend Experience.

Unit 10 includes the Final Assessment assignments. These are required and must be completed after the close of the Weekend Experience—the Track 3 Final Assessment and Completing the Weekend Experience Checklist are both due within the first week, and the Capstone Projects Preparation Plan is due within the second week following the weekend.

Each unit contains content topics. Topics comprise a variety of learning activities similar to your 10-week online courserooms:

• Reading.
• Reviewing presentations.
• Discussion questions.

Assessments

Most of the topics conclude with an assessment in the form of:

• Objective quizzes.
• Discussion Posts.
• Assignments.
The assessment quizzes included in this course come in a few different types. They are designed as formative assessments that will enable you and your Colloquium instructor to evaluate your progress in building the foundational knowledge and skills that you will practice applying at the Weekend Experience. When you complete the formative assessment quizzes, you will receive a score but this score does not represent a letter grade. Do not think of it as a letter grade. Instead, think of the score as an indicator of where you are situated on the continuum of competency development in the content area the quiz assesses. Some of the assessment quizzes are used to simply record the results of an activity or assessment completed outside of the courseroom, such as a Library Research Skills assessment that you will complete on iGuide. Others are regular quizzes, with multiple choice and true or false questions.

The following are key quizzes within the courseroom. If you are unable to attain a score of 80 percent or better within the three allowed attempts, you will need to contact your instructor for further discussion:

- u05q1 – Hypotheses and Remaining Research Plan Items.
- u05q2 – Qualitative Guiding Questions and Additional Methods.

There are also six key assignments on which the Pass/Fail will be assessed. These key assignments are:

- u03a1: Constructing a Formal Research Design.
- u09a1: Self-Assessment – Track 3 Courseroom Checklist.
- u09a2: Poster Presentations.
- u10a1: Track 3 Final Assessment.
- u10a2: Completing the Weekend Experience Checklist.
- u10a3: Capstone Projects Preparation Plan.

Assignments u03a1, u09a2, u10a1, and u10a1 are assessed using a grading rubric. Assignments u09a1 and u10a2 are assessed using a checklist. If you complete all of the activities on each checklist, you receive a 100 on each checklist. If not, then you would receive a zero.

Due Dates

The due dates for the unit assignments are as follows:

- Units 1–2: Due by Sunday at 11:59 p.m. CST at the end of Week 1
- Units 3–4: Due by Sunday at 11:59 p.m. CST at the end of Week 2.
- Units 5–7: Due by Sunday at 11:59 p.m. CST at the end of Week 3.
- Units 8–9: Due by Thursday at 11:59 p.m. of Week 4.
  - Except for u09a2: Poster Presentations, which is due Sunday of Week 4.
- Unit 10:
  - u10a1: Track 3 Final Assessment due by Sunday at 11:59 p.m. CST at the end of Week 5.
  - u10a2: Completing the Weekend Experience Checklist due by Sunday at 11:59 p.m. CST at the end of Week 5.
  - u10a3: Capstone Projects Preparation Plan due by Sunday at 11:59 p.m. CST at the end of Week 6.

Peer Feedback

One of the most valuable aspects of this course is that you will have multiple opportunities to give and receive constructive feedback with your peers, and to receive feedback from your instructor. As Allen and Allen (1996) wrote,

> Without feedback, there is little opportunity to improve performance. In the many tasks of life, feedback is a very uncertain process, and even when it is available it is often not presented in a way that makes it most useful or most likely to be considered. Our behavior changes most powerfully when feedback is given and received in a positive environment where trial and error is encouraged (p. 2).

Engaging in peer review is not an easy task. It requires learners to be careful and thoughtful reviewers, as well as rigorous but tactful responders. It also requires learners to be open to feedback and willing to seriously consider that feedback. A well-conducted peer review is a benefit to both the learner whose work is being reviewed, and to the reviewer. With feedback, the learner posting their
work is able to determine what feedback to incorporate in order to revise and improve their critical thinking and writing skills. As reviewers, learners utilize a structured critique process to sharpen their critical thinking and writing skills.

Make sure as you participate in the peer assessment exercises throughout the course that you are following the guidelines provided for giving and receiving feedback to and from your peers. It is important to note that you offer both positive and constructive feedback. A balanced approach to offering feedback informs your peers about what they are doing well, in addition to what they may need to improve. Offering and receiving professionally communicated peer feedback is essential for your development as a practitioner and a scholar. As a scholar, peer-reviewed is the standard for the professional literature that you utilize.

Preparing for the Weekend Experience
It is important that you move through each activity sequentially. The objective here is to present the information you will need in the Weekend Experience in a developmental sequence. You learn and practice in the colloquia courseroom, and then you apply your skills at the Weekend Experience.

Note: One important thing to be aware of is that in order to receive credit for the pre-weekend courseroom, you must complete ALL of the courseroom activities. In Unit 9, you will complete the Track 3 Colloquia Courseroom Checklist, which will be worth 5 percent of your total grade.

Finally, the Colloquium courseroom is self-guided to a much greater extent than your regular courses. Your faculty instructor assigned you to a work group. The group function in the courseroom will allow you to respond to your group as opposed to posting individual responses. You will continue to work with your work group during the Weekend Experience. The faculty instructor will be available to answer questions and direct you to resources as you need them. Think of the faculty instructor as a consultant to—and an evaluator of—your work.

Discussions in the My Groups Area – Track 3
You are taking this course with other learners who have been placed into groups according to their research methodology. You will be discussing your research methodology within your assigned groups.

Discussions will be held in the Group Discussion Board accessed via My Groups in the left-hand navigation area.

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Reference

Course Competencies
To successfully complete this course, you will be expected to:

1. Demonstrate the qualities and skills of a scholar practitioner as an independent researcher.
2. Demonstrate one’s own personal attributes as a scholar-practitioner as an independent researcher.
3. Articulate the role of the scholar-practitioner as an independent researcher within the research design process.
4. Apply advanced critical thinking skills to formulate a research problem.
5. Apply advanced critical thinking skills in the independent research process.
6. As an independent researcher, supports ideas and concepts with evidence from the literature.
7. Problem: Propose a problem to fill a specific knowledge gap in the literature that is appropriate for independent research.
8. Literature: Develop a literature review that identifies and supports a problem appropriate for independent research.
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10. Analysis and conclusion: Evaluate various methods of data analysis for a problem appropriate for independent research.
11. Ethics: Integrate ethics and academic integrity into the design of independent research.
12. Apply advanced academic communication skills in verbal and written interactions within the scientific research process as an independent researcher.

Review Policies And Procedures

Learner Expectations Statement

Capella’s online courses and programs are based on interactive teaching, learning, and communication. Faculty and learners actively contribute to one another’s learning through critical dialogue, integrative learning, and collaborative learning. In order to take full advantage of the experiences and resources Capella offers, learners are expected to manage and direct their academic progress with support and guidance from faculty.

Please review policies and procedures available on the Learner Expectations section of iGuide, which includes information regarding the Academic Honesty policy, the Learner Code of Conduct and more.

Review Learner Expectations

Disability Services Statement

Capella University recognizes its obligations to accommodate the needs of learners with disabilities under the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), the Rehabilitation Act of 1973 and similar state laws. Capella University is committed to providing reasonable accommodations to qualified learners with disabilities in university programs and activities. Learners needing academic accommodations should refer to Disability Services information on iGuide, e-mail DisabilityServices@capella.edu, or call 888-CAPELLA and ask to speak with a Disability Services team member.

Learners approved for academic accommodations will receive a Letter of Eligibility for Accommodations from the Disability Services office. Learners need to share this letter with the course instructor to receive the accommodations for which they have been approved. Accommodations should be set up as early in the class as possible, as they cannot be applied retroactively.

Visit Disability Services on iGuide

Course Participation

Learners must submit a grade-eligible courseroom activity before the end of the second Friday of each course in order to remain enrolled in their course(s). Communicating with an instructor via courseroom mail, in the Ask your Instructor discussion board, or outside of the courseroom does not count as initial course participation.

Learners must also continuously submit grade-eligible courseroom activities throughout the duration of each course in order to remain enrolled in their course(s). In the event that you are unable to complete the course requirements by the course "end date" due to unavoidable and unforeseen circumstances, you may request an Incomplete ("I") grade by submitting the Incomplete Grade Form on iGuide before the course concludes.

Please see University Policy 2.02.02 Course Registration and 3.04.08 Incomplete Grades for full details.

Review Course Content

Please familiarize yourself with the syllabus and the course project, if your course includes one. After reviewing this content, return here to get to know your classmates in the Welcome and Introductions discussion.

Welcome And Introductions

One of the most important aspects of an online course is the interaction between you and your fellow learners. Now that you have reviewed the syllabus, write and post your self-introduction including mention of your educational and employment background related to the topics of this course. Also include a response to one of the following:

* Draft one or two specific goals you want to accomplish by the end of the course.
• Consider and describe how this course can contribute to your career goals.
• Discuss your excitement, challenges, or apprehensions as you begin this course.

This discussion provides a great opportunity for you and your fellow learners to get to know each other. Please make certain that your post is well-written, grammatically correct, and informative.

**Faculty Expectations**
It is important that you and your instructor share a common understanding of the expectations for this course. Read the faculty expectations message and respond acknowledging your understanding of the expectations.
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11. Ethics: Integrate ethics and academic integrity into the design of independent research.
12. Apply advanced academic communication skills in verbal and written interactions within the scientific research process as an independent researcher.
Prerequisites
BMGT-R8922 or COL-R8922 or ED-R8922 or PSL-R8922 or CES-R8922 or CST-R8922 or PSY-R8922 or SHB-R8922.
PhD in Business Management learners must have completed or be concurrently enrolled in BMGT8040 or BMGT8042.
Cannot be fulfilled by transfer.

Grading

This is a Pass/Fail course which means that the final grade will be converted to an S (Satisfactory) or an NS (Nonsatisfactory). You will earn numerical grades on the specific assignments below which will be calculated together as a final numerical grade. The instructor will convert the numerical grade to an S or NS based on the scale below.

**Note:** You must pass assignment u10a1 in order to pass this course. You will receive a numerical score from 1–100 based on the scoring guide for u10a1 after your instructor reviews your assignment. Your instructor will convert that grade according to the following:

- Scores between 0–14 on u10a1 will be converted to a zero in the courseroom gradebook and will earn zero percent towards the final course grade.
- Scores between 15–100 on u10a1 will be converted to a 100 in the courseroom gradebook and will earn 100 percent towards the final course grade.

Course requirements include the following major independent measures of learner competency.

Learning Activity Weights and Scoring Guides

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>Scoring Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peer Responses</td>
<td>5%</td>
<td>PhD Colloquia Peer Responses Scoring Guide.</td>
</tr>
<tr>
<td>2. Unit Activities</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>u03a1: Constructing a Formal Research Design</td>
<td>10%</td>
<td>Constructing a Formal Research Design Scoring Guide.</td>
</tr>
<tr>
<td>u09a1: Self-Assessment - Track 3 Courseroom</td>
<td>5%</td>
<td>Self-Assessment - Track 3 Courseroom Checklist Scoring Guide.</td>
</tr>
<tr>
<td>Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>u09a2: Poster Presentations</td>
<td>30%</td>
<td>Poster Presentations Scoring Guide.</td>
</tr>
<tr>
<td>u10a1: Track 3 Final Assessment</td>
<td>35%</td>
<td>Track 3 Final Assessment Scoring Guide.</td>
</tr>
<tr>
<td>Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>u10a2: Completing the Weekend Experience</td>
<td>10%</td>
<td>Completing the Weekend Experience Checklist Scoring Guide.</td>
</tr>
<tr>
<td>Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>u10a3: Capstone Projects Preparation Plan</td>
<td>5%</td>
<td>Capstone Projects Preparation Plan Scoring Guide.</td>
</tr>
<tr>
<td>Total:</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
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Final Course Grade
S = 70-100%
NS = 69% and below

Course Materials

Required

Books

Articles

Internet
Optional
Optional Articles

Internet
UNIT 1

Unit 1 Current State Of Research Design After Two Tracks

Introduction

Units 1–9: The Pre-Residency Preparation Courseroom

This unit is the first of nine, all of which will be completed over the course of 24 days prior to attending the Weekend Experience. Altogether, they contain a total of 13 main topics.

Before beginning the first main content topic in Unit 1, you will complete a series of activities to orient yourself to Track 3. By completing these review activities, you will become familiar with the Colloquia format, the expectations and requirements for successful completion of the experience, the competencies to be developed through the third track, and other important information leading to your success.

Units 10: Final Assessment Assignments

After returning from the Weekend Experience, learners will complete three final assessment assignments:

* **Final Assessment Assignment** – For the Final Assessment, you will complete your school's Research Plan for your dissertation study, preparing it in a form suitable for formal submission to your school's scientific merit or methodology review team. You will incorporate the feedback received at the Weekend Experience and during the Poster Presentation Session on the last day. The assignment details can be found in Unit 10.

* **Completing the Weekend Experience Checklist** – This assignment documents the activities you completed during the Weekend Experience.

* **Preparation Plan for Track 3** – The second assessment will be a brief outline of your plans to prepare for the Comps exam and the Dissertation. Assignment details can be found in Unit 10.

Additional Resources

* [Courseroom Support Center](#).
* [Success Factors](#).
* [Online Writing Center](#).
* [Capella Colloquium](#).
* [Institutional Review Board (IRB)](#).
* [Capella University Library](#).

For a successful Track 3 experience, begin by completing the unit tasks. Please complete them in the order presented.

Discussions in the My Groups Area – Topics and Replies

Please be aware that since the discussions in this unit take place in the *My Groups* area, your discussion topics will be presented in study activities; for example, “[u01s2] Unit 1 Discussion 1 Topic.” Read the group discussion topic study for the discussion requirements, then post your replies in the appropriate private group discussion accessed via *My Groups* in the left-hand navigation area.

Competencies

The competencies covered in this unit include the following:

* Competency 1 - Demonstrate the qualities and skills of a scholar practitioner as an independent researcher.
* Competency 2 - Demonstrate one's own personal attributes as a scholar-practitioner as an independent researcher.
* Competency 4 - Apply advanced critical thinking skills to formulate a research problem.
* Competency 6 - As an independent researcher, supports ideas and concepts with evidence from the literature.
* Competency 8 - Literature: Develop a literature review that identifies and supports a problem appropriate for independent research.
* Competency 9 - Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.
Competency 11 - Ethics: Integrate ethics and academic integrity into the design of independent research.
Competency 12 - Apply advanced academic communication skills in verbal and written interactions within the scientific research process as an independent researcher.

Objectives
To successfully complete this learning unit, you will be expected to:

1. Update and prepare your Track 2 Research Plan for Track 3.

[U01S1] Unit 1 Study 1
Studies
For a successful Track 3 experience, begin by completing these tasks. Please take them in the order presented.

Readings
- Review: Colloquium Courseroom Expectations in Track 3.
- Review: Colloquia Competencies for Track 3.
- Review: Outlines of the Colloquium Courseroom and Weekend Experience.

Writing Resources
The resources below are provided to support your understanding of academic integrity. If you have already reviewed any or all of the resources, you may proceed to the next activity. You may return to any resource as needed. Review the following Writing Program resources:

Primary Resources
- Writing Center Overview.
- Academic Integrity.
- Setting up Your Smarthinking Account.
- Writing the Right Verb.
- Two Tools for Connecting Reading and Writing.

Secondary Resources
- Writing a Literature Review.

When you have completed these tasks, you will be ready to begin the main content topics in Units 1–9. Completing them before you come to the Weekend Experience is required. Some units are longer than others, so plan your time carefully over the coming 24 days so that you can complete these units on time.

[U01A1] Unit 1 Assignment 1
Preparation Plan Results
At the end of your Track 2 Colloquium Courseroom experience you created a Preparation Plan identifying areas for improvement and articulating how you would work on those areas prior to attending Track 3 Colloquium. Please update your Track 2 Preparation Plan document using a different color font and include the following:

1. Provide an update on how you did or did not complete each action item.
2. For the items that you did not complete, identify how you can work on it before attending the Track 3 Colloquium Weekend Experience.

Include any additional steps you took since track 2 that may not have been a part of the original learning plan.

Note: If you completed Track 2 in 2012 or earlier you will not have a preparation plan to submit. Your grade will not be affected by not submitting a Preparation Plan to this assignment. Instead, please submit the date and location of the previous Colloquium Track you completed along with a brief summary of your research topic, and your areas of challenge when it comes to your
development as a researcher. This will be used as a foundation for the Preparation Plan you will create in this course. During this Colloquium course you will develop a Preparation Plan for the Comprehensive/Dissertation process.

Click the linked activity title to submit your updated plan to the assignment area.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

**[U01A2] Unit 1 Assignment 2**

**Updating the Research Plan**

In Track 2, you continued working on your Research Plan. Before attending the Track 3 Weekend Experience, you will need to update your work. Make sure that you are using the latest template of the Dissertation Research Plan by checking the links below. Once you have the correct version then you will need to make any further updates on the research plan sections 1–4 that you worked on in Track 2.

The updated Dissertation Research Plan Templates are below. Choose the Qualitative or Quantitative one.

**Research Plan Templates**

- [Qualitative Dissertation Research Plan Template](#).
- [Quantitative Dissertation Research Plan Template](#).

For school-specific instructions for the completion of the Dissertation Research Plan, please click on the link appropriate to your school and research methodology. This is a supplemental document for completing the dissertation research plan.

- For Business and Technology, use:
  - [Qualitative Dissertation Research Plan – Business and Technology](#).
  - [Quantitative Dissertation Research Plan – Business and Technology](#).

- For Counseling, use:
  - [Qualitative Dissertation Research Plan – Counseling](#).
  - [Quantitative Dissertation Research Plan – Counseling](#).

- For Education, use:
  - [Qualitative Dissertation Research Plan – Education](#).
  - [Quantitative Dissertation Research Plan – Education](#).

- For Psychology, use:
  - [Qualitative Dissertation Research Plan – Psychology](#).
  - [Quantitative Dissertation Research Plan – Psychology](#).

- For Public Service Leadership, use:
  - [Qualitative Dissertation Research Plan – Public Service Leadership](#).
  - [Quantitative Dissertation Research Plan – Public Service Leadership](#).

**Note:** For our purposes here, there are two traditional methodologies in science: quantitative and qualitative. Some dissertations are done using mixed methodologies, combining both quantitative and qualitative components. However, all the schools at Capella University discourage mixed methods dissertations. Read the Mixed Methods disclaimer in Resources for more details.

As you continue working through Track 3, you will complete the newer items (and probably refine and improve the older items).

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.
Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via My Groups in the left-hand navigation area. For detailed instructions on using My Groups, see the Courseroom Tutorial: Participate in Groups document linked in Resources.

Note that you will not see My Groups in the left-hand navigation area unless your instructor has enrolled you into a group. Use Messages to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Group Discussion Topic: Introductions

Post a high-quality message introducing yourself to your cohort partners. Include at minimum the following information:

- Your name, where you are living, and your specialization.
- Where you are in your program (just beginning, how many quarters in, how many quarters to go before comps)
- What course(s) you are currently taking?
- Your current dissertation research topic and roughly how many articles you have assembled for your literature review on that topic.

Response Guidelines

Cohort Response: After posting your own message, respond to the colleagues assigned to your work group. If any of your partners that you choose to respond to already have three or more responses, respond to someone else who has fewer. It is the cohort's responsibility to ensure that all members of the cohort have at least two posts in response.

Preparing for Track 3

When you have completed these tasks, you will be ready to begin working on the main Track 3 content. There are 12 content topics to complete in Units 1–9, and completing them before you come to the Weekend Experience is required. Some units are longer than others, so plan your time carefully over the coming 24 days so that you can complete these units on time.

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the Messages tool found under Notifications.
Unit 2 Implications To The Field

Introduction

Current State of Research Design after Two Tracks and Implications of the Dissertation for the Field

In Track 3 and at this stage of your doctoral development, you are expected to be able to:

- Provide meaningful critical and constructive feedback on your colleagues’ research designs.
- Continue to revise and improve your own based on your ongoing literature review and your own study of research methods.

To begin this process, you and your cohort partners will share a description of your current-state design, based on your Track 2 Final Assessment assignment (which we assume you have been revising and improving since Track 2). Following this discussion, you will begin to reflect on the theoretical and practical implications of the study for your specialization field.

After reviewing a summary of the notion of scientific merit:

- You will be in a position to write a description of how your study will make a contribution to the field.
- Provide evidence from the literature to support the contribution of your study to the field.

As always, the work you do here in the courseroom will prepare you for the actual writing of these materials in the Weekend Experience.

For your cohort colleagues to offer you critical feedback on your topic, research problem statement, research question, methodology, research design, and sampling plan—and indeed, on all the remaining elements of the scientific merit of your design—they must have a picture of what these design elements are. This section of the unit will provide them with this picture, allowing you to present the latest version of your design for evaluation and feedback.

Discussions in the My Groups Area – Topics and Replies

Please be aware that since the discussions in this unit take place in the My Groups area, your discussion topics will be presented in study activities; for example, “[u02s1] Unit 2 Discussion 1 Topic.” Read the group discussion topic study for the discussion requirements, then post your replies in the appropriate private group discussion accessed via My Groups in the left-hand navigation area.

Competencies

The competencies covered in this unit include the following:

- Competency 3 - Articulate the role of the scholar-practitioner as an independent researcher within the research design process.
- Competency 7 - Problem: Propose a problem to fill a specific knowledge gap in the literature that is appropriate for independent research.
- Competency 9 - Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.
- Competency 12 - Apply advanced academic communication skills in verbal and written interactions within the scientific research process as an independent researcher.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Describe how the proposed study will make a contribution to the field.
2. Provide evidence from the literature to support the contribution of the proposed study to the field.
3. Justify the claim that one’s research will contribute to the field.
Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via My Groups in the left-hand navigation area. For detailed instructions on using My Groups, see the Courseroom Tutorial: Participate in Groups document linked in Resources.

Note that you will not see My Groups in the left-hand navigation area unless your instructor has enrolled you into a group. Use Messages to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Group Discussion: Describe Your Current Dissertation Design

Post a well-written message to your cohort partners introducing your research topic and your design as developed to date. The message need not be exhaustive—250 to 500 words will suffice. Summarize the information in your Track 2 poster and Final Assessment Assignment, updated if you have found more literature or made improvements since Track 2. You may either submit an updated version of your Research Plan completed through Track 2, or a new paper summarizing that information. Please cover at least the following elements:

- The topic statement.
- The statement of the research problem.
- The purpose of the study.
- The research question(s).
- The methodology and appropriate design to answer the research question(s).
- The sampling plan, including all the elements you included in your Sampling Flow Chart Template from Track II.
- A brief discussion of ethical challenges and how you plan to meet them.

Response Guidelines

Cohort Response: Respond to your colleagues assigned to your work group with a well-written and scholarly response.

- Using the Track 2 Final Assessment Assignment Scoring Guide (in Resources), provide constructive and evaluative feedback to your three colleagues.
- The four of you will work together on each other’s design document throughout this Courseroom and in the Weekend Experience.
- Make your responses scholarly, thorough, and as helpful as possible.

Use this opportunity to become as familiar with your three colleagues’ study plans as you can, so that your feedback will be meaningful. Do not hesitate to ask any questions you need to ask.

[U02S2] Unit 2 Study 2

Theoretical and Practical Implications of the Study and its Contribution to the Specialization Field

Three of the elements of scientific merit are:

- The study must make a contribution to the specialization area or field.
- The study must advance the scientific knowledge base.
- The study has the hallmarks of good research.

An important way to assess whether your study will contribute to your field and advance the knowledge base is to consider what the theoretical and practical implications of your study might be. This is the goal of this section of the unit, so that, in the Weekend Experience, you will be able to...
draft a first version of the "Implications" and "Contributions to the Field" sections of your school's scientific merit document.

Media

* Click **Launch Presentation** to review **Does the Study Contribute to the Field?**

[U02S3] Unit 2 Discussion 2 Topic
Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions on using My Groups, see the *Courseroom Tutorial: Participate in Groups* document linked in Resources.

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

**Group Discussion: Implication and Contribution to Your Specialization**

Post a high-quality message to the three colleagues within your cohort about your current thoughts on the theoretical and practical implications of your study and how it will contribute to your specialization. These thoughts do not need to be fully developed; indeed, one objective of this discussion is to get your colleagues' perspectives on your study—perspectives that you might have missed.

**Response Guidelines**

**Cohort Response**: Post a well-written response to your colleagues' thoughts on their own studies' contributions. See if you can offer them a different perspective that might allow them to broaden or deepen their own statement of the implications and contributions of their studies.

[U02Q1] Unit 2 Quiz 1
Contribution to the Field

After reviewing the Unit 2 presentation, **Does the Study Contribute to the Field?**, complete the quiz, **Contribution to the Field**.

Read the following instructions before taking the quiz:

* Click the linked quiz title to access the quiz.
* There is no time limit on the quiz.
* You must take and submit the quiz in this unit.
* After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible.

Unit 2 Updates And Handouts
Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications**.
Unit 3 Instruments

Introduction

Instruments

As always, Capella wants its graduates to be familiar with both quantitative and qualitative methodologies, so that they are critical consumers of the research they use after graduating. This unit is focused on quantitative instruments, or measures, of various kinds. Think about your own research topic—even if it is designed qualitatively—in terms of how you would measure each of the variables in a quantitative methodology.

Careful research design has a number of objectives, but one of its most important is to protect the internal validity of the study. One aspect of protecting internal validity is to properly define the variables to be measured. This will be done in conjunction with your mentor when you begin your dissertation. Another aspect of protecting internal validity is to choose the appropriate instruments with which to measure the variables.

In the social and behavioral sciences, there have been many tests and measures developed that can be used in your study. Many of these can be quite useful in studies in other disciplines, but if not, researchers can create their own instruments to measure their variables or to collect the information they need. In selecting or creating an instrument, a number of considerations have to be taken into account:

- Are the variables to be measured defined the same way in the instrument as they are in the study proposal? In other words, is the instrument measuring what the new study intends to measure?
- To what degree has the instrument been validated, that is, compared with other known measures and found to be as good or better at measuring its variables than the older instruments? This is usually called something like "validity data."
- Is the population for whom the instrument has been developed (its "norming" population) sufficiently similar to the population of the new study to justify using that instrument? This is usually called something like "norming data."
- Has the study done well in maintaining accurate results consistently over time and across multiple administrations? That is, has it shown good "reliability data."

Quantitative researchers have thousands of different published measures they can use to assess their variables, although many of these are specialized for mental health, education, and social science. Other disciplines, such as business and technology, may have fewer published instruments, and often researchers in those disciplines create their own instruments, although many exist in the published and unpublished literature.

In Unit 3, the Tests and Methods Searching page of the Library's Reviewing the Literature site will assist you in identifying databases of quantitative instruments that you might consider using in your study. After reviewing it, you will search some of those resources in the tests and measures databases and then you'll submit an assessment assignment showing at least three potential instruments for your study. In a later unit, we'll consider how to create and validate individually designed instruments.

Many novice researchers find it difficult to locate instruments or feel that purchasing them (if they are proprietary) is too expensive. Perhaps they are defining their key variables differently from how they are defined in the literature for some reason. Sometimes, they prefer to develop their own measures.

Although this is not prohibited, it is usually problematic because a newly designed instrument for a quantitative study must be:

- Shown to have construct validity for the study.
- Validated.
- Normed.
- Demonstrated to have good reliability statistics.
Doing these "tests" of a newly designed instrument can be a tedious and time-consuming task; indeed, obtaining all the validity and reliability coefficients of a new instrument is often a dissertation in itself, or at least requires a pilot study (which requires separate full IRB approval even before doing the dissertation itself). Because the dissertation is a time-and-tuition intensive project, consider carefully whether it is truly a savings of either time or money to develop your own quantitative instrument.

Surveys are not considered "instruments" in the fullest sense of the word. Like interviews, the set of survey questions is often called a "protocol," meaning a standard list of questions that are asked in a standardized order and which are answered with pre-determined answers (such as "Yes/No" or "Agree," "Neutral," "Disagree"). Surveys provide somewhat weak data in quantitative studies, although they can be quite useful in a practical way. Surveys are often used in dissertations, because they do not require as rigorous a series of validating tests as true instruments do. This is because they are measuring opinions and attitudes rather than true variables. Note: Because they are non-experimental designs, surveys alone are not used in dissertations in the department of psychology except to collect data which will be used in more sophisticated experiments, quasi-experiments, or multi-variable designs.

Of course, opinions and attitudes are variables in a loose sense. However, creating a survey protocol does require careful field-testing by a panel of experts in the subject matter (often the dissertation committee). Just as survey variables are loosely called by that name, so developing the "validity data" for a survey is a looser process, consisting not so much of intensive statistical analysis but of the evaluations of a field test panel. That said, "scaling," the set of methods by which survey answers are developed, is in fact quite a complex and arduous process and is often overlooked by dissertators.

In either case, then, quantitative researchers must describe their instruments (there has to be one for each variable being measured in the case of a real instrument, or at least one question about each variable being surveyed in the case of the survey instrument or protocol). In this unit, you will begin that process.

**Competencies**

The competencies covered in this unit include the following:

- Competency 3 - Articulate the role of the scholar-practitioner as an independent researcher within the research design process.
- Competency 7 - Problem: Propose a problem to fill a specific knowledge gap in the literature that is appropriate for independent research.
- Competency 9 - Approach and Methodology: Develop a methodological approach to support a problem
- Competency 12 - Apply advanced academic communication skills in verbal and written interactions within the scientific research process as an independent researcher.

**Objectives**

To successfully complete this learning unit, you will be expected to:

1. Identify measurement instruments for each of the variables in a research question.
2. Compare the role of the qualitative researcher with the role of standardized instruments, measures, and methods in quantitative analysis.
3. Propose a research question that is stated clearly and is grammatically correct.

[U03S1] Unit 3 Study 1

**Studies**

**Readings**

Review the [Tests and Methods Searching](https://librarysite.org/Tests_and_Methods_Searching) page of the Library's Reviewing the Literature site.

Be sure to review all three phases of the tutorial:

Optionally, review one of the following test database tutorials. Note the tabs at the top of each page:

- Mental Measurements Yearbook.
- Health & Psychology Instruments.
- PsycTests.

[U03S2] Unit 3 Study 2
Identifying Measurement Instruments for your Study

Using the directions presented in the Library Tutorials, search for and find measurement instruments for each of the variables in your research question, even if you plan to use a survey protocol (or a qualitative design). If you are planning a qualitative study, for purposes of this exercise, kindly redefine your main concept or issue to be investigated as a variable and follow the instructions below. The objective is to practice using these databases, a skill required of an independent researcher. Find this number of measures or instruments:

- If your study has one variable (e.g., a qualitative study, with the key concept or issue reframed as a variable), find at least two instruments to measure it.
- If your study has two variables, find two instruments for each variable.
- If your study has three or more variables, find one instrument for each variable.

For each instrument, make notes on its:

- Norming data.
- Coefficients of validity and reliability.
- Definitions of the variables compared with your own definitions.
- The full publication reference (including author, year, title, and publication information).

[U03A1] Unit 3 Assignment 1
Constructing a Formal Research Design

This is a graded assignment that will be worth 10% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

Using correct APA format and style, submit the following information (even if you plan to use a survey protocol). You may use the Constructing a Formal Research Design Template (found in Resources) if you wish.

- State the research question(s) for your study.
  - Identify the independent variable(s) and the dependent variable(s) in an experimental or quasi-experimental study, or;
  - Identify the predictor and the outcome variable(s) in a predictive study, or;
  - Identify the variables being correlated in a correlational study, or;
  - Identify the variable(s) being asked about in the survey.
- For each variable you have identified, provide the following information about the instrument(s), in a single paragraph, beginning “To investigate the variable [name the variable], the following instrument will be used.” Then give this information in a series of complete sentences:
  - Name of the instrument.
  - Copyright information if any.
  - Publication data (date and journal or other venue of publication).
  - Constructs (variables) being measured by the instrument.
  - Population the instrument was normed for.
Validity coefficients or other statistics.
Reiability coefficients or other statistics.

- Be sure to properly cite your sources and give a full reference list.

Note: You do not need to submit a title page, abstract, or table of contents.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

Unit 3 Updates And Handouts
Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor
This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the Messages tool found under Notifications.
Unit 4 The Qualitative Researcher, Developing Competence As A Researcher, And Data Collection And Analysis

Introduction

The Role of the Researcher in Qualitative Analysis

Everyone should complete the next few activities on the role of the researcher in qualitative analysis — even if they intend to use quantitative methodology. The objective is to train independent researchers who can critically evaluate the research they consume after graduating from Capella.

According to Lorenz (2002), "The role of the researcher is a major consideration in qualitative inquiry. The researcher can be active, reactive, or adaptive. The role selected by the researcher depends on the situation and challenges posed by the topic of the inquiry; primary users of the results; the dominant style of the researcher; the purpose of the inquiry; and the characteristics that the researcher will incorporate into the inquiry" (p. 18).

All researchers, regardless of methodology, must learn to bracket their own biases, pre-understandings, preconceived notions, and prior learning throughout the research process in order to address researcher bias. This is especially true in qualitative inquiry, where the researcher is the primary collector of the data. (With quantitative methods, validated and standardized instruments and measures are used, thus reducing—but not eliminating—the impact of researcher bias.) Qualitative researchers have developed many ways to help reduce their own bias, but it remains a primary responsibility of the researcher to be conscious and mindful of bias issues.

Always keep in mind: "In qualitative inquiry, the researcher is the instrument. The credibility of qualitative methods, therefore, hinges to a great extent on the skill, competence, and rigor of the person doing the fieldwork" (Patton, 2002, p. 14).

In this unit, you will review the set of issues that arise when the researcher is the "instrument of data collection," and some of the methods developed by qualitative workers to manage those issues. You will also apply them to your own project, describing how you will prepare yourself to do credible and applicable research on your topic.

Competencies

The competencies covered in this unit include the following:

- Competency 2 - Demonstrate one’s own personal attributes as a scholar-practitioner as an independent researcher.
- Competency 3 - Articulate the role of the scholar-practitioner as an independent researcher within the research design process.
- Competency 9 - Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.
- Competency 10 - Analysis and conclusion: Evaluate various methods of data analysis for a problem appropriate for independent research.

References


Objectives

To successfully complete this learning unit, you will be expected to:

1. Assess one’s skills as a qualitative researcher.
2. Demonstrate an understanding of the basic analytic methods used by the respective qualitative designs.
Your Role as a Researcher in Qualitative Analysis

Media

* Click Launch Presentation to view The Role of the Qualitative Researcher.

Capella University Library

* Using your library searching skills, identify at least two existing resources (articles, books, training materials, etc.) on conducting data collection in your selected qualitative design.

You may want to especially review:

- Sage Research Methods (library database)
- Ebooks on Research Methodology.

If you plan a quantitative study, for purposes of this activity, pretend that you will do a qualitative interview and need training resources for that procedure.

* Using your library searching skills, identify at least two existing resources (articles, books, training materials, etc.) on performing data analysis in your selected qualitative design. If you plan a quantitative study, for purposes of this activity, pretend that you will do thematic analysis and need training resources for that procedure.

You will use the resources you locate in this activity in the assignment, Self-Assessment as a Qualitative Researcher.

[U04S2] Unit 4 Study 2
Developing Competence as a Researcher

Read the following information about developing one's competence as a researcher. At the conclusion, complete the Self-Assessment as a Qualitative Researcher.

One requirement of ethical research is that the researcher must have baseline competence to perform whatever tasks are required to carry out the design. If the researcher is incompetent, for example, in conducting interviews, no valid knowledge can be expected to result (except by chance). If there is no valid knowledge, there can be no scientific benefit to the study, which violates the fundamental ethical principle of beneficence. Thus, to achieve baseline competence in the methods you will be using in your dissertation research is your ethical responsibility.

There are two primary activities in which the qualitative researcher must demonstrate competence:

* Collecting the data (which will be addressed in the study, Introduction to Data Collection Methods, and the quiz, Data Collection Methods).
* Analyzing the data (which will be addressed in the study, Data Analysis Methods, and the quiz, Data Analysis in Qualitative and Quantitative Research).

Each qualitative approach or design (case study, ethnography, grounded theory, phenomenology, and so on) has its own literature on techniques for both the collection and the analysis of the data. Mastering that literature is a requirement for demonstrating that you have baseline competence in your chosen approach to qualitative analysis. If your school offers courses in qualitative design and methods, you should take them prior to starting your comprehensive examination. If not, you should arrange to receive the necessary training in some other fashion.

Quantitative data collection also has a deep primary literature which researchers need to be familiar with. When quantitative researchers select measures and instruments with which to collect data, they must also ensure that they know and can carry out the norms for standard administration of those tests. Sometimes, direct training is necessary and researchers must demonstrate that they have received it and demonstrated competence in that instrument's procedures. The same can be true of complex statistical analysis procedures. Basic inferential statistics are taught in our statistics courses, but complex procedures may require extra training.
There are many ways to obtain training and develop competence in a research method.

- You can take courses, either at Capella or at another university.
- You can take workshops and training sessions offered by various research societies or associations.
- You can read methodology articles and books (Sage is a large publisher of qualitative books and journals) on your approach.

You may want to especially review:
- [Sage Research Methods](library database).
- [Ebooks on research methodology](library database).
- You can learn by shadowing a seasoned qualitative researcher.
- A standard model for developing a competency in any field is "study, be trained, practice under supervision." In other words, after studying all you can about the methods in which you wish to become competent, attend some kind of training program to actually see the techniques demonstrated and get initial practice. Following that, practice the technique under supervision (for instance, under the supervision of your dissertation mentor).

Frequently, mentors require their qualitative mentees to perform two or three brief practice interviews or other data collection methods, using the technique their qualitative approach requires. The topic of the interview or other method should be benign and the volunteer informant should be a professional colleague, friend, or family member. No delicate or painful subject matter should be attempted so as not to risk harming the volunteers. The practice interview or other method can then be transcribed and submitted to the mentor or to a qualified qualitative researcher with experience in the selected approach. The reviewer can evaluate the technique and provide coaching on improving it.

The same approach can be used to demonstrate competence in data analysis. As with data collection, each qualitative approach has its own specialized methods of analyzing data, and they must be learned. One can also, using available data sets, do a simulated statistical analysis of data to ensure competence. After sufficient study and training, practice analyses can be done (using the information obtained in the practice data collection exercise, for example).

In whatever way the mentor and the researcher feel is acceptable, the researcher new to a research design must demonstrate his or her competence to carry it out. Please complete the assignment "Self-Assessment as a Qualitative Researcher".

Using your library searching skills, identify at least two existing resources (articles, books, training materials, etc.) on conducting data collection in your selected qualitative design.

[U04A1] Unit 4 Assignment 1
Self-Assessment as a Qualitative Researcher

The final stage of developing your competence, of course, is doing the dissertation itself, under the supervision of your mentor. Plan to stay in close touch with your mentor while you are collecting and analyzing your data. Do ask for guidance and help with your technique. Don't go it alone.

After you have reviewed the information in the previous studies on the role of the researcher in qualitative analysis, including the media piece, *The Role of the Qualitative Researcher*, complete this assignment.

Summary of Your Self-Assessment as a Qualitative Researcher

Using APA (2010) format and style, submit a minimum three-paragraph summary of your assessment of your role as a qualitative researcher. This paper does not need to include a title page, abstract, or table of contents, although you should provide your name and Capella email address as
the running head. Follow APA citation principles and provide the reference list for all sources used. This brief report should include the following points:

- The document's title should be Firstname_Lastname:_Role_of_Researcher. For example, Jane Doe: Role of Researcher.
- Identify your background, training, and experience in doing the data collection and data analysis procedures called for by your chosen qualitative design. (If you are planning to do a quantitative study, for purposes of this assessment, evaluate your background and experience for doing a qualitative interview for data collection.)
- Identify differences between your background, training, or experience and the requirements of qualitative procedures. For example, common forms of interviewing for professional or employment purposes are technically different in their techniques, goals, and procedures from qualitative research interviews. Claimed experience should specifically be in the actual methods you will use in the research.
- List the qualitative data collection techniques in which you lack sufficient expertise at this time. Be specific and detailed. For example, if your approach requires that you do field observations, do not say "data collection," say "field observation." If you do not know yet what methods are required by your approach, indicate that as the first area in which you need further study.
- Briefly outline your plan for developing and demonstrating your baseline competence in your method's techniques of data collection to your mentor and dissertation committee. In the plan, include as many references to technical information (articles, books, workshops, etc.) as you were able to find in the study activity, Your Role as a Researcher in Qualitative Analysis. (It is understood that you cannot form a final competence plan until you negotiate it with your mentor, which will happen much later.)
- Keep a copy of your assignment, Self-Assessment as a Qualitative Researcher. You will use it in your Research Plan relating to the Role of the Researcher.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

**[U04S3] Unit 4 Study 3**

**Introduction to Data Collection Methods**

Any research methods text will provide you with instruction in data collection methods for the available designs, both qualitative and quantitative. This unit will not repeat all that, but instead will give you an opportunity to begin thinking about the actual methods of data collection you will be using in your dissertation study.

In general, quantitative data collection is done by administering some kind of measurement. Here are a few common types, in no particular order:

- Tests, often called inventories. These are more frequently used in social science research, and typically are used when the data desired concerns the participants' rankings or comparisons on some criterion. Diagnostic tests are an example.
- Instruments or measures, which are usually published and their validity and reliability have been established. An instrument measures a specific variable, and if the study is investigating multiple variables, there will have to be as many instruments (or tests) as there are variables.
- Quantitative surveys, which ask specific questions about a topic and typically have a numerical key for answering. Surveys are generally used when a population is being canvassed for its opinions, beliefs, attitudes, or behaviors.
- Secondary or archived data may be collected for analysis. These data would have been originally collected and analyzed for some other purpose, and all or some of it may be collected from the archive and re-analyzed for the new study.

Qualitative data collection is more complicated. Each of the various schools' acceptable approaches or designs has its own data collection principles or rules. The presentation, Quantitative Data Collection Methods, will provide information about these—but qualitative research is more flexible than quantitative research and it is quite possible that data collection methods not discussed in the presentation may be required by particular research questions.
Media

As always, it is expected by your school that, regardless of the methodology you will use in your dissertation, doctoral graduates should be familiar enough with both methodologies to be critical consumers of research. Consequently, all learners should review both methodologies' methods of data collection and analysis. Please study the following:

- Click Launch Presentation to review the presentation that pertains to your school or program:
  - Quantitative Data Collection Methods – Business and Technology.
  - Quantitative Data Collection Methods – Counseling.
  - Quantitative Data Collection Methods – Education.
  - Quantitative Data Collection Methods – Psychology.
  - Quantitative Data Collection Methods – Public Service Leadership.

Readings

- Review, as needed, the general principles of quantitative data collection found in the textbooks you used in your various research methodology courses. These textbook will serve as excellent resources through the dissertation process.
- Review handout that pertains to your school or program:
  - Qualitative Data Collection and Analysis Methods – Business and Technology.
  - Qualitative Data Collection and Analysis Methods – Counseling.
  - Qualitative Data Collection and Analysis Methods – Education.
  - Qualitative Data Collection and Analysis Methods – Psychology.
  - Qualitative Data Collection and Analysis Methods – Public Service Leadership.

* After reviewing the presentation and your methods text(s) on data collection, collect your thoughts and make notes to bring to the Weekend Experience on methods of data collection that you might use in your own study. Consider carefully the nature of your research questions in selecting the correct kind of data collection method (test, instrument/measure, survey, archived data, interview, field observations, etc.).

[U04Q1] Unit 4 Quiz 1
Data Collection Methods

When you have finished all the work in the Unit 4 study, Introduction to Data Collection Methods, which includes the presentations on quantitative and qualitative data collection methods, complete the quiz on qualitative data collection methods.

Read the following instructions before taking the quiz:

- Click the linked activity title to access the quiz.
- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible.

[U04S4] Unit 4 Study 4
Data Analysis Methods
Just as data are collected in different ways depending on the research question, so too are they analyzed in different ways. Your statistics course(s) in your school will have introduced you to the basics of descriptive and inferential statistics, both of which are necessary to do quantitative data analysis. In this study, you'll refresh some of that—including a handout on a straightforward method for selecting basic inferential statistics—and will review presentations about data analysis options in both quantitative and qualitative studies.

Once again, both qualitative and quantitative researchers should complete the entire unit.

**Media**

- Review the [Flow Chart For Selecting A Statistic](#).
- Click Launch Presentation to review [Quantitative Data Analysis Methods](#). The presentation works with the Flow Chart For Selecting A Statistic, so keep it open to review during the presentation.
- Click Launch Presentation to review [Qualitative Data Analysis Methods](#).

**Readings**

- Review the [Statistics Texts Recommendations](#) handout, which the faculty of the doctoral schools have assembled as a brief reference list of favorite statistics textbooks and guides that they use.

After reviewing the presentations, collect your thoughts and make notes to bring to the Weekend Experience on methods of data analysis that would be appropriate to use in your own study. Consider carefully the nature of your research questions in selecting the correct analysis methods, whether in qualitative or quantitative designs.

[U04Q2] Unit 4 Quiz 2

**Data Analysis in Qualitative and Quantitative Research**

After studying the two presentations in Unit 4 on qualitative and quantitative analysis, please complete the quiz.

Read the following instructions before taking the quiz:

- Click the linked activity title to access the quiz.
- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible.

**Unit 4 Updates And Handouts**

Periodically, information will be posted in this space for the good of the class.

**Ask Your Instructor**

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the Messages tool found under Notifications.
Unit 5 Interview And Survey Protocols, Other Qualitative Procedures, Hypotheses, And Expected Findings

Introduction
As before, both qualitative and quantitative researchers will review all the material in Unit 5. It covers the following issues:

- Creating well-crafted hypotheses in quantitative studies.
- Writing and field testing good interview or survey protocols (sets of items or questions to which participants will respond). This is necessary in some approaches to qualitative inquiry, although not in all; and in quantitative survey research.
- Writing up the "Expected Findings" section of a quantitative study. (These are not written for qualitative studies.)
- Additional qualitative data collection techniques that are less frequently used, but may be required by the research question.

These will be divided between activities which will focus on the quantitative issues: creating hypotheses, writing and field testing quantitative survey items or questions, and the expected findings section; and activities which will address the qualitative issues of writing and field testing good guiding questions for a semi-structured qualitative interview and other qualitative data collection methods to consider if the research question calls for them.

Competencies
The competencies covered in this unit include the following:

- Competency 9 - Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.
- Competency 10 - Analysis and conclusion: Evaluate various methods of data analysis for a problem appropriate for independent research.

Objectives
To successfully complete this learning unit, you will be expected to:

1. Determine what is required for writing quantitative survey items.
2. Discuss the differences between a field test and a pilot study.
3. Prepare for IRB requirements regarding pilot studies.
4. Identify when guiding questions are needed.
5. Identify additional qualitative data sources.

[H05S1] Unit 5 Study 1
Hypotheses and Remaining Research Plan Items

Hypotheses, Quantitative Survey Items, and Expected Findings in Quantitative Research
As you know from your statistics course(s), simple correlation studies—where only two variables are being investigated—do not require hypotheses, but our schools generally require more complex dissertations than a simple correlation study. Most other kinds of designs—such as predictive designs, quasi-experiment, experiments, multiple regression analyses—do require hypotheses.

In this unit, you will:

- Review the structures of well-designed hypotheses.
• Look at the characteristics of well-written questions or items for a quantitative survey, including the requirement that a researcher-designed instrument like this must be field tested or pilot tested before being approved.
• Finally, you'll review the characteristics of the "Expected Findings" section that every quantitative proposal must include.

Media
• Click Launch Presentation to review Hypotheses, Quantitative Survey Items, and Expected Findings .
• Click Launch Presentation to review Field Tests and Pilot Studies .

[U05Q1] Unit 5 Quiz 1
Hypotheses and Remaining Research Plan Items
Complete this assessment quiz after studying the following two presentations in Unit 5:
• Hypotheses, Quantitative Survey Items, and Expected Findings.
• Field Tests and Pilot Studies.

You must achieve a score of 80% within the three allowed attempts. If, after three attempts, you have not reached 80% correct, you will need to contact your instructor to discuss options.

Read the following instructions before taking the quiz:
• There is no time limit on the quiz.
• You must take and submit the quiz in this unit.
• After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible.
• When you access the quiz, read the Instructions and Troubleshooting page before you begin.

[U05S2] Unit 5 Study 2
Qualitative Guided Questions and Additional Methods
Developing Interview Protocols and Additional Data Collection Methods in Qualitative Research
Although some approaches to qualitative research do not require pre-written questions, for most qualitative dissertations guiding questions must be pre-written. (Check with your mentor about whether your approach requires you to pre-write your interview questions or not.) Interviews conducted in most forms of qualitative research—such as basic or generic qualitative inquiry, grounded theory, case study, action research (where outcomes will be discussed with participants), and even in some cases phenomenological studies—will require approved questions written in advance. In addition, there are other kinds of data collection methods than interviewing available in qualitative research. This unit will discuss those issues, including how to write good qualitative interview questions. You'll also review some additional data collection methods used in qualitative research that we did not cover in previous units.

Media
• Click Launch Presentation to review Writing Guiding Questions .
• Click Launch Presentation to review Additional Qualitative Data Collection Methods .

[U05Q2] Unit 5 Quiz 2
Qualitative Guided Questions and Additional Methods
Complete this assessment quiz after studying the following two presentations in Unit 5:
• Writing Guiding Questions.
• Additional Qualitative Data Collection Methods.
You must achieve a score of 80% within the three allowed attempts. If, after three attempts, you have not reached 80% correct, you will need to contact your instructor to discuss options.

Read the following instructions before taking the quiz:

• Click the linked activity title to access the quiz.
• There is no time limit on the quiz.
• You must take and submit the quiz in this unit.
• After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible.

Unit 5 Updates And Handouts
Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor
This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the Messages tool found under Notifications.
Unit 6 Ethical Challenges

Introduction

Ethical Challenges in Data Collection and Analysis and Preparing for the IRB Process

As you have done in Track 1 and Track 2, in this unit you will turn your attention to the ethical issues that can arise in collecting and analyzing your data.

When you collect your data, there are many potential ethical challenges that can arise. They differ across the various research designs.

These and other concerns need to be addressed as you design your methods:

- The proper obtaining of informed consent or assent,
- Ensuring that the data collection instruments are valid and reliable (in quantitative studies) and
- Ensuring that all materials and interactions with participants are understandable, respectful, and equitable (in all studies),
- Minimizing any potential harm that might come to participants and balancing it against the expected benefit from the study,
- Protecting the privacy and confidentiality of your participants

The Institutional Review Board delegates its responsibility to evaluate the scientific merit of studies to your school, and your school has developed its documents for doing so, which you have used throughout the Tracks and their companion courses. Although each school has representatives on the IRB, those representatives are not expert in all possible methodologies and research designs. Nor are they competent to evaluate all possible theories and existing research in all the specializations in your school. This is left to the individual research mentor and dissertation committees, as well as expert methodologists in each school.

The IRB, on the other hand, directly reviews the proposals and IRB applications for each study done by learners or faculty at Capella, evaluating its level of risk to the participant and the care with which the study has been designed to protect the participants. You'll review some of the issues and the process involved in IRB reviews.

Finally, you will prepare yourself for a small-group discussion of ethical challenges in your own data collection and analysis methods.

Competencies

The competencies covered in this unit include the following:

- Competency 9 - Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.
- Competency 11 - Ethics: Integrate ethics and academic integrity into the design of independent research.

Discussions in the My Groups Area – Topics and Replies

Please be aware that since the discussions in this unit take place in the My Groups area, your discussion topics will be presented in study activities; for example, “[u06s2] Unit 6 Discussion 1 Topic.” Read the group discussion topic study for the discussion requirements, then post your replies in the appropriate private group discussion accessed via My Groups in the left-hand navigation area.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Review ethical principles in research.
2. Identify as many potential ethical challenges that might be faced using the selected methods with a particular population.
3. Discuss preliminary thoughts about how to handle and mitigate potential ethical challenges.
As you navigate the IRB process, you will need to provide detailed information on many components of your research plan. You must also develop a clear plan of action for how you will protect your participants. This will include attention to the following aspects of your study:

- Field Tests, Pilot Studies, Test Runs.
- Recruitment.
- Informed Consent.
- Site Permission.
- Instrument Permission.
- Conflict of Interest.
- Data Management.

Review content on these topics on the IRB pages. Then identify the potential ethical and feasibility challenges that you might face as you undertake your research.

**Understanding Feasibility and Scope: Be Realistic!**

Researchers must design a study that is not only scientifically sound and offers adequate protection to participants, but also one that is feasible and reasonable in scope. Consider the following as you begin planning for your study:

- The process of obtaining permission to conduct a study with a school, hospital, business, organization, or group can be very time consuming. Begin exploring the process for obtaining permission early. Determine who the 'gate keepers' are to access, and assess whether permission is likely to be obtained. In addition determine how long it will take to obtain permission. Always have a back-up plan. If your study might involve permission from multiple sites, consider the time and effort involved in obtaining such permission, and whether it may be necessary to limit the scope of your study. This is especially important if each site has its own IRB, since you will likely need to obtain IRB approval at each site prior to recruitment of participants.

- Approach recruitment realistically. Novice researchers are often surprised to learn that the individuals they target may not be eager to or able to participate in their study.
  - A researcher who identifies a recruitment pool of 100 individuals will be lucky to identify 10 who are willing and able to participate. Keep in mind that response rates to surveys are seldom higher than 20% of the targeted population.
  - Researchers sometimes focus so narrowly on a particular population that they are not able to recruit a large enough sample for their study. For example, a researcher who wants to study African American women who are pregnant and diagnosed with cancer may find that this is a relatively small population or that it is geographically distributed in such a way as to make recruitment challenging. This can be true of both time and the amount of participants. The researcher may need to expand the scope of the study to target a broader population.
  - Other examples may include interviewing CEO's of a company, Principals, Superintendents, Manager's of Government agencies, prisons, and so on. These are busy individuals that are often not available for interviews. Bottom line: Be sure to carefully consider the time that busy professionals have in their day and the difficulty of making contact with them.

- While the use of existing data (sometimes secondary data or archived data) can be an excellent strategy for answering a research question, it is important to consider what data exists, whether it can be accessed, and what permission must be obtained. Permission must be obtained to utilize data, and many businesses, organizations, government agencies, schools and hospitals restrict access to data.

- While attempting to contribute meaningful knowledge to their field, novice researchers sometimes overextend themselves, tackling more than is reasonable. Keep in mind that your dissertation is an opportunity to learn how to plan and conduct research effectively. Consider carefully the scope of your study, and the limits of your own experience. Establish reasonable parameters for your study. Once you've learned how to conduct effective research
and obtained the credentials necessary to engage in research in your field—your PhD—the scope of your research can expand.

• Researchers often plan to collect data without assessing whether valid and reliable instruments exist and whether permission to use them can be obtained.

Consider Alternative Approaches
In rare instances, researchers encounter barriers that are insurmountable. If key participants decide not to participate in a study or to discontinue participation, if research sites refuse to grant permission to conduct research at the site, if access to critical data is denied, or if the IRB deems the study presents significant risks to participants without adequate benefits, researchers may face challenging setbacks or be unable to conduct the study as designed. It is useful for researchers to explore alternatives ahead of time in case their primary plans are not viable.

[U06S2] Unit 6 Discussion 1 Topic
Group Discussion Instructions
This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via My Groups in the left-hand navigation area. For detailed instructions on using My Groups, see the Courseroom Tutorial: Participate in Groups document linked in Resources.

Note that you will not see My Groups in the left-hand navigation area unless your instructor has enrolled you into a group. Use Messages to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Group Discussion: Data Collection Methods
Please post a high-quality message answering the following questions. Be sure to follow APA (2010) format and style. Cover the following items:

• Identify what data collection methods you expect to use.
• Identify what data analysis methods you expect to use.
• Identify as many potential ethical challenges that you might face using these methods with your particular population.
• Your preliminary thoughts about how you will handle and mitigate these challenges.

Response Guidelines
Cohort Response: Respond to the colleagues assigned to your work group and offer them constructive feedback and analysis of their possible ethical challenges. Reflect on how they might handle and mitigate their challenges if they have not thought of something you see.

Keep both your original post and all responses you receive so that you can discuss them in more depth at the Weekend Experience.

Unit 6 Updates And Handouts
Periodically, information will be posted in this space for the good of the class.
Ask Your Instructor
This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the Messages tool found under Notifications.
Unit 7 The Capstone Projects

Introduction

The Capstone Projects: Comprehensive Examination and Dissertation
This unit will introduce the comprehensive examination and the dissertation processes in your school. These are called "capstone" projects because they do form the concluding achievements of your work in your program. All your course and Colloquia work has prepared you for them. The presentations and reviews of the Comprehensive Examination Manual and the Dissertation Manual are designed to provide a high-level overview of the processes of the capstone projects.

Competencies
This unit covers the following competency:

• Competency 7 - Problem: Propose a problem to fill a specific knowledge gap in the literature that is appropriate for independent research.

Objectives
To successfully complete this learning unit, you will be expected to:

1. Prepare for the capstone projects: the comprehensive examination and the dissertation.

[U07S1] Unit 7 Study 1
The Capstone Projects

The Capstone Projects: Comprehensive Examination and Dissertation
To prepare for your work on the comprehensive examination and the dissertation, watch the media piece on the dissertation process and then review the Comprehensive Examination Manual and the Dissertation Guide for your school.

Media
• Click Launch Video to review The Dissertation Process.

Readings
• Review the Comprehensive Examination page on iGuide, and then review the Comprehensive Examination Manual for your school:
  ▪ Comprehensive Examination Manual – Business and Technology.
  ▪ Comprehensive Examination Manual – All other schools.

• Review the Dissertation Guide for your school:
  ▪ Dissertation Guide – Business and Technology.
  ▪ Dissertation Guide – Education.

Unit 7 Updates And Handouts
Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor
This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your
question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the Messages tool found under Notifications.
UNIT 8

Unit 8 Chapter 1 And Chapter 3 Of The Dissertation

Introduction

Each school has its standards for the chapters of the dissertation. In all our schools, the first version of the first three chapters written are written so that all the methods and procedures that the learner proposes to use are in the future tense. After they have been approved and the study has been completed, these chapters are revised to reflect what actually was done—written in the past tense.

Chapter 2 is the literature review, which you should have been building steadily since your first track of the colloquium. In this section of the unit, we will review chapters 1 and 3, with special emphasis on how they are similar and how they differ.

To anticipate, the simplest way to think about their differences is to say that they cover the same material—what you intend to do (or what you did) in your study—but:

- Chapter 1 is conceptual (describing what the study will do and why it is justified).
- Chapter 3 is procedural (describing how the study will actually be conducted).

You will study a handout that goes into more detail on this.

Competencies

The competencies covered in this unit include the following:

- Competency 1 - Demonstrate the qualities and skills of a scholar practitioner as an independent researcher.
- Competency 9 - Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.
- Competency 12 - Apply advanced academic communication skills in verbal and written interactions within the scientific research process as an independent researcher.

Objectives

To successfully complete this learning unit, you will be expected to:


[U08S1] Unit 8 Study 1
The First and Third Chapters of the Dissertation

Readings

- Go to the Dissertation Resources section of iGuide and review the resources the University has provided.
- Next, go to Research at Capella in the Learning Resources section of iGuide.

Media

- After reviewing the support materials provided by your school in the iGuide readings, click Launch Presentation to study the presentation: How Chapters 1 and 3 Differ.

[U08Q1] Unit 8 Quiz 1
How Chapters 1 and 3 Differ

After studying the Unit 8 presentation on the differences between chapters 1 and 3 of the dissertation, please complete the quiz.

Read the following instructions before taking the quiz:

- Click the linked activity title to access the quiz.
- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
* After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible.

**Unit 8 Updates And Handouts**
Periodically, information will be posted in this space for the good of the class.

**Ask Your Instructor**
This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications**.
Unit 9 Preparing For The Track 3 Weekend Experience

Introduction
This unit will familiarize you with the Track 3 Weekend Experience. First you will review information that will give you an over view of the weekend, and let you know what you need to bring and what you should be prepared to do at the Weekend Experience. Finally, you can use the Track 3 Colloquium Courseroom Checklist to ensure that you are well prepared for the Weekend Experience.

Competencies
The competencies covered in this unit include the following:

• Competency 2 - Demonstrate one's own personal attributes as a scholar-practitioner as an independent researcher.
• Competency 6 - As an independent researcher, supports ideas and concepts with evidence from the literature.
• Competency 7 - Problem: Propose a problem to fill a specific knowledge gap in the literature that is appropriate for independent research.
• Competency 9 - Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.
• Competency 10 - Analysis and conclusion: Evaluate various methods of data analysis for a problem appropriate for independent research.
• Competency 11 - Ethics: Integrate ethics and academic integrity into the design of independent research.

Objectives
To successfully complete this learning unit, you will be expected to:

1. Prepare for the Weekend Experience.

[U09S1] Unit 9 Study 1
Preparing for the Track 3 Weekend Experience
Complete the following activities to make sure you are prepared for the Weekend Experience.

Media

• Click Launch Presentation to review the Overview of the Weekend Experience for Track 3.

Readings

• Review handout: Information, Policies, and What to Bring to the Weekend Experience.
• Click Launch Presentation to view the Track 3 Colloquium Courseroom Checklist. Go through and check the appropriate box to indicate whether this is complete or not complete. After you have completed this checklist, make sure that you e-mail the results to yourself. You will then post the results in the first assignment for this unit, Self-Assessment – Track 3 Courseroom Checklist.

Assignment Preparation
Before we are done, please open your Track 3 Colloquium Courseroom Checklist and go over it one last time to ensure that you have done everything you need to before coming to the Weekend Experience. Remember, all the activities must be completed in order to get credit for the pre-weekend experience courseroom.

In addition, you might also want to take a look at the Completing the Weekend Experience Checklist from Unit 10. Although this checklist will not be due until after the Weekend Experience, it will give you an idea of what will be expected of you during the Weekend Experience.

• Track 3 Completing the Weekend Experience Checklist – Business and Technology.
• Track 3 Completing the Weekend Experience Checklist – Counseling.
• Track 3 Completing the Weekend Experience Checklist – Education.
• Track 3 Completing the Weekend Experience Checklist – Psychology.
You may also wish to skim the Weekend Experience Learner Guidebook, which will be used extensively through the weekend. The guidebook may be accessed from the iGuide: Track 3 Web page.

[**U09A1**] Unit 9 Assignment 1
Self-Assessment - Track 3 Courseroom Checklist

If you have not done so already, complete the Track 3 Colloquium Courseroom Checklist form, found in Resources. Submit the results in the assignment area by clicking the linked activity title. It is important that you complete this step to ensure that you have completed all courseroom activities before attending the Weekend Experience.

**Reminder**: All of the courseroom activities must be completed to get credit for this assignment. There will be no partial credit given. This is a graded assignment that will be worth 5% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory). Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[**U09S2**] Unit 9 Study 2
Evaluation Forms for the Track 3 Weekend Experience

Congratulations! You have completed the Pre-Weekend Experience material for the Track 3 Courseroom and are ready to attend the Weekend Experience. We hope that the materials covered here have helped you to grow as a scholar-practitioner, have sharpened your critical thinking skills, helped you to expand and deepen your thinking as a researcher about your research design, and refreshed your awareness of the standards required for genuinely scholarly writing and communicating.

During the Weekend Experience, you will be expected to provide feedback on the work your peers are doing. Use the following links to access the various feedback forms needed:

- [Analysis of Elements of Literature Reviews](#)
- [Structure and Style of Written Presentations](#)
- [Modified Capella Writing Feedback Tool: Oral Presentations](#)
- [Scholarly Communication Evaluation Rubric: Well-Formed Research Questions and Purpose Statements](#)

[**U09A2**] Unit 9 Assignment 2
Poster Presentations

At the weekend Experience, you will create a poster session to present to your cohort and Instructor. In addition to the actual poster, you will create an outline of your poster presentation and submit it electronically. This will allow your Cohort Instructor to access the scoring guide while you are presenting your poster. This is a graded assignment that will be worth 30% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

The poster and electronic submission of your poster should include the following:

- Research Topic.
- Research Problem Statement.
• Research Question.
• Basic Methodology.
• Basic Research Design Statement (approach).
• Sampling Plan.
• Data Collection Plan.
• Data Analysis Plan.
• Contribution to the Field (specialization) or to Theory.
• At Least 20 References.
• Ethical Challenges to the Design (sampling, collection, analysis).

Be sure to review the scoring guide to ensure understanding of how the presentation will be assessed.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

**Unit 9 Updates And Handouts**
Periodically, information will be posted in this space for the good of the class.

**Ask Your Instructor**
This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications**.
UNIT 10

Unit 10 Track 3 Final Assessments And Preparing For Comprehensive Exams And Dissertation

Introduction
You have completed the pre-residency courseroom activities and the Weekend Experience! Congratulations! It is time now to wrap up the experience by completing the final assessment, aptly named "Track 3: Final Assessment."

Your courseroom faculty instructor will use the Track 3 Final Assessment Assignment Scoring Guide to provide you a score that can serve as a benchmark of your development at this stage of your program. Review the grade rubric so that you are clear about what will be evaluated.

The assessment must be submitted within one week of the close of the Weekend Experience. Your final assessment is to be submitted by 11:59 p.m. Central Time one week after you leave the Weekend Experience. In other words, the Weekend Experience closes at noon on Sunday; the Track 3: Final Assessment is then due at 11:59 p.m. Central Time the following Sunday evening.

As you approach the final task of your Colloquia experience, take a moment to review your accomplishments. You have grown from being a novice scholar (at the doctoral level) to being poised for independent scholarship in the comprehensive examination and independent research in the dissertation. One of the objectives of the Colloquia has been to prepare you by introducing you to each of the core skills of independent scholarship and research, and asking you to demonstrate and assess your mastery of them. At this stage of your doctoral program, we expect that you can accurately assess your skill levels and your preparation for the comprehensive examination and the dissertation. Are you prepared? You will also review information regarding the comprehensive exam and dissertation process. You will have an opportunity to create a plan for preparing for the comprehensive exam and the dissertation. Congratulations!

Competencies
The competencies covered in this unit include the following:

- Competency 1 - Demonstrate the qualities and skills of a scholar practitioner as an independent researcher.
- Competency 5 - Apply advanced critical thinking skills in the independent research process.
- Competency 7 - Problem: Propose a problem to fill a specific knowledge gap in the literature that is appropriate for independent research.
- Competency 8 - Literature: Develop a literature review that identifies and supports a problem appropriate for independent research.
- Competency 9 - Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.
- Competency 10 - Analysis and conclusion: Evaluate various methods of data analysis for a problem appropriate for independent research.
- Competency 11 - Ethics: Integrate ethics and academic integrity into the design of independent research.
- Competency 12 - Apply advanced academic communication skills in verbal and written interactions within the scientific research process as an independent researcher.

Objectives
To successfully complete this learning unit, you will be expected to:

1. Successfully complete all of the activities during the Weekend Experience.
2. Complete the Final Assessment.
3. Prepare for the Capstone Projects.
4. Prepare for the Comprehensive Examination and Dissertation.
5. Provide a thorough assessment of learners’ scholarly and professional writing, library searching, and critical analysis of existing research, including both topical content and methodologies, and articulated action steps, resources, and completion date.
6. Provide a thorough assessment of learners' ability to use research design elements (i.e., research design, sampling, data collection, and data analysis) and articulated action steps, resources, and date to be completed.

7. Provide an accurate and thorough outline and plan for additional work that needs to be completed in preparation for the comprehensive exam and dissertation.

[U10S1] Unit 10 Study 1
Post-Weekend Colloquia Resources

At your Track 3 Weekend Experience, you focused on developing academic skills to support successful completion of your doctoral coursework and in particular your dissertation research. These academic skills are required of any doctoral learner, regardless of specialization or discipline. The Post-Residency Resources section provides you access to the guidebook and other materials you used during the Courseroom and the Weekend Experience.

[U10A1] Unit 10 Assignment 1
Track 3 Final Assessment

This is a graded assignment that will be worth 35% of your total numerical grade. You must pass this assignment in order to pass the course. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

You will receive a numerical score from 1–100 based on the scoring guide for this assignment after your instructor reviews it. Your instructor will convert that grade according to the following:

* Scores between 0–14 will be converted to a zero in the courseroom gradebook and will earn zero percent towards the final course grade.
* Scores between 15–100 will be converted to a 100 in the courseroom gradebook and will earn 100 percent towards the final course grade.

You will complete your school's Research Plan for your dissertation study as the final assessment, preparing it in a form (see instructions below) suitable for formal submission to your school's scientific merit or methodology review team. You have been working on elements of that Research Plan since Track 1. You can find your school's formal Research Plan by going to Research at Capella (found in Resources), then clicking on the link to "Research in [your school's name]" at the bottom of the page. There, click on the link to your school's research plan form.

1. **Quantitative Study** – Find your school's quantitative Research Plan form and after revising and improving your own Colloquium Research Plan, transfer the text there into your school's official Research Plan form.
2. **Qualitative Study** – Find your school's qualitative Research Plan form and after revising and improving your own Colloquium Research Plan, transfer the text there into your school's official Research Plan form.
3. **Mixed-Methods** – Find your school's mixed methods Research Plan form—realize that all four schools discourage mixed methods research at the dissertation level and require special qualifications and approvals—and after revising and improving your own Colloquium Research Plan, transfer the text there into your school's official Research Plan.
When you complete your Research Plan in the official form, please submit it to the courseroom Assignment Drop Box. In completing the form, kindly follow these requirements:

- The correct Research Plan for your school has been filled out, including all learner information. It is not necessary to identify a mentor.
- The research topic is correctly formed.
- There is a literature review on the topic with at least 75 items reviewed since Track 1. **Note:** Items should primarily be scholarly, peer-reviewed research articles.
- The research problem and research question are correctly presented.
- The basic methodology and an appropriate research design are clearly identified.
- All data collection methods are clearly specified and are appropriate for the research question.
- The data analysis methods are appropriate for the research question and will allow that question to be answered.
- The theoretical framework of the study (if quantitative) is clearly articulated.
- The contribution to the field (or need for the study), including theoretical and practical implications of the study, are clearly articulated.
- Citations and the reference list are correctly formatted according to APA 6th edition.
- The writing in the plan is sufficiently scholarly—including editing for mechanical errors and proofreading—for a dissertation.

You will also want to review the **Track 3 Final Assessment Scoring Guide**, available under Resources, to gain an understanding of how the assignment will be assessed by the instructor.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U10S2] Unit 10 Study 2

**Track 3 Final Assessment Scoring**

Once you have received your score for the Final Assessment assignment, please review the following information to determine what this means for your work as an independent researcher and to get some direction on how you should proceed prior to comps and dissertation.

If you received a score between 85 and 100:

- You are meeting expectations in your development as an independent researcher as defined within the outcomes and competencies for your track.
- The content provided within your Research Plan is of submission quality to your school for Scientific Merit Review.
- Utilize the feedback from your instructor to improve your research knowledge and skills.
- Apply the information to refine your research plan.

If you received a score between 75 and 84:

- You are progressing in your development as an independent researcher as defined within the outcomes and competencies for your track.
- Sections within your Research Plan are not of submission quality to your school for Scientific Merit Review.
- Utilize the feedback from your instructor to identify the specific skills within the competencies that require your attention.
- Apply the information to address the gaps in your research plan.

If you received a score between 15 and 74:

- You are not meeting expectations in your development as an independent researcher as defined within the outcomes and competencies for your track.
- Your Research Plan is not of submission quality to your school for Scientific Merit Review.
- Utilize the feedback from your instructor to identify the competencies that require development.
- Apply the information to revise and develop your research plan.

If you received a score between 0 and 14:

- You are demonstrating unsatisfactory progress in your development as an independent researcher as defined within the outcomes and competencies for your track.
Your Research Plan is not of submission quality to your school for Scientific Merit Review.

- Work with your instructor to develop a Track Preparation Plan to facilitate your development within the competencies for your track.
- Apply the information to begin to develop your research plan.

[U10A2] Unit 10 Assignment 2
Completing the Weekend Experience Checklist

Once you have finished the Completing the Weekend Experience Checklist, submit it in this assignment. Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time. You must participate in all of the Weekend Experience sessions to get credit for this assignment. There will be no partial credit given. This is a graded assignment that will be worth 10% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

[U10S3] Unit 10 Study 3
Preparation Plan - Readiness for the Capstone Projects

As you approach the final task of your Colloquia experience, take a moment to review your accomplishments. You have grown from being a novice scholar (at the doctoral level) to being poised for independent scholarship in the comprehensive examination and independent research in the dissertation. One of the objectives of the Colloquia has been to prepare you by introducing you to each of the core skills of independent scholarship and research, and asking you to demonstrate and assess your mastery of them. At this stage of your doctoral program, we expect that you can accurately assess your skill levels and your preparation for the comprehensive examination and the dissertation. Are you prepared?

In this unit, you will review information regarding the comprehensive exam and dissertation process. You will also have an opportunity to create a plan for preparing for the comprehensive exam and the dissertation. Congratulations!

Readings
Review Preparing for the Comprehensive Examination and the Dissertation. This document provides extensive information regarding what to expect and what resources are available.

[U10A3] Unit 10 Assignment 3
Capstone Projects Preparation Plan

Complete each section of the Capstone Projects Preparation Plan Template. Respond in narrative format after each question and then complete the Action Steps chart articulating your specific plans to address each point.

Submit your preparation plan document through the Assignment Drop Box in the courseroom. The paper must be submitted no later than 11:59 PM Central

Resources
Website icon Completing the Weekend Experience Checklist Scoring Guide.
MS Word icon Track 3 Completing the Weekend Experience Checklist - Business and Technology.
MS Word icon Track 3 Completing the Weekend Experience Checklist - Counseling.
MS Word icon Track 3 Completing the Weekend Experience Checklist - Education.
MS Word icon Track 3 Completing the Weekend Experience Checklist - Psychology.
MS Word icon Track 3 Completing the Weekend Experience Checklist - Public Service Leadership.

Website icon Preparing for the Comprehensive Examination and the Dissertation.
This is a graded assignment that will be worth 5% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

Keep a copy of your Capstone Projects Preparation Plan to submit to your mentor when you are assigned one.

**Note**: The courseroom faculty instructor will evaluate your paper using a grading rubric. You can review the *Capstone Projects Preparation Plan Scoring Guide* to acquaint yourself with the requirements and the evaluation.

- Submit your "Readiness for the Capstone Projects" paper through the Assignment Drop Box in the courseroom. The paper must be submitted no later than 11:59 PM Central time two weeks after the close of the Weekend Experience. For example, if the Weekend Experience closed on Sunday, Feb. 1, the *Capstone Projects Preparation Plan* will be due at 11:59 PM Central time on Feb. 15.
- Keep a copy of your paper to submit to your mentor when you select one.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

**Unit 10 Updates And Handouts**
Periodically, information will be posted in this space for the good of the class.

**Ask Your Instructor**
This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the Messages tool found under Notifications.
**DISCUSSION PARTICIPATION SCORING GUIDE**

Due Date: Weekly.  
Percentage of Course Grade: 5%.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Non-performance</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies relevant course concepts, theories, or materials correctly.</td>
<td>Does not explain relevant course concepts, theories, or materials.</td>
<td>Explains relevant course concepts, theories, or materials.</td>
<td>Applies relevant course concepts, theories, or materials correctly.</td>
<td>Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence.</td>
</tr>
<tr>
<td>Collaborates with fellow learners, relating the discussion to relevant course concepts.</td>
<td>Does not collaborate with fellow learners.</td>
<td>Collaborates with fellow learners without relating discussion to the relevant course concepts.</td>
<td>Collaborates with fellow learners, relating the discussion to relevant course concepts.</td>
<td>Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialogue.</td>
</tr>
<tr>
<td>Applies relevant professional, personal, or other real-world experiences.</td>
<td>Does not contribute professional, personal, or other real-world experiences.</td>
<td>Contributes professional, personal, or other real-world experiences, but lacks relevance.</td>
<td>Applies relevant professional, personal, or other real-world experiences.</td>
<td>Applies relevant professional, personal, or other real-world experiences to extend the dialogue.</td>
</tr>
</tbody>
</table>

**Participation Guidelines**

Actively participate in discussions. To do this you should create a substantive post for each of the discussion topics. Each post should demonstrate your achievement of the participation criteria. In addition, you should also respond to the posts of at least two of your fellow learners for each discussion question unless the discussion instructions state otherwise. These responses to other learners should also be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. Also, respond to any follow-up questions the instructor directs to you in the discussion area.

To allow other learners time to respond, you are encouraged to post your initial responses in the discussion area by midweek. Comment to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).
**PREPARATION PLAN RESULTS SCORING GUIDE**

**Due Date:** End of Unit 1.
**Percentage of Course Grade:** 0%.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Completed the objectives and goals specified in the preparation plan for the Scholar Practitioner Outcome.</td>
<td>25%</td>
</tr>
<tr>
<td>Completed the objectives and goals specified in the preparation plan for the Critical Thinker Outcome.</td>
<td>25%</td>
</tr>
<tr>
<td>Completed the objectives and goals specified in the preparation plan for the Researcher Outcome.</td>
<td>25%</td>
</tr>
<tr>
<td>Completed the objectives and goals specified in the preparation plan for the Professional Communicator Outcome.</td>
<td>25%</td>
</tr>
<tr>
<td>Criteria</td>
<td>Non-performance</td>
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</tr>
<tr>
<td>The research topic is appropriate for the specialization and correctly formed: Key concept(s) or phenomena are stated in appropriate language; Relationships between/among the concepts are clearly specified (e.g., correlation, etc.). The target population is named; the concepts are appropriately focused. DRP (1.1)</td>
<td>8%</td>
</tr>
<tr>
<td>The research problem is correctly stated; Existing literature and key findings are summarized; Gaps or problems in the existing literature are clearly formulated; The research problem is explicitly stated, not implied. DRP (1.2, 2.1)</td>
<td>8%</td>
</tr>
<tr>
<td>The research questions are correctly formed: The research questions are aligned with the research problem, the research topic, and the title; Separate research questions and/or subquestions are identified as needed. for each intended analysis; The research questions can be answered by the data derived from the intended analysis. DRP (2.2)</td>
<td>14%</td>
</tr>
<tr>
<td>The methodology overview is named and is correctly selected for the research problem and question. DRP (2.3)</td>
<td>7%</td>
</tr>
<tr>
<td>Criteria</td>
<td>Non-performance</td>
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<tr>
<td>The title is correctly formed: It is aligned with the research question, it reflects the key variables or constructs to be studied, it reflects the method to be employed in the research, and it is concise (12 words or less). DRP (2.4)</td>
<td>One or more elements of the title are incorrectly formed.</td>
</tr>
<tr>
<td>The contribution to the field, including theoretical and practical implication, is articulated clearly. DRP (Qual 3.1-3.4, Quant 3.2-3.4)</td>
<td>The contribution is not articulated and both theoretical and practical implications are missing.</td>
</tr>
<tr>
<td>The theoretical framework is articulated clearly and is appropriate for the specialization and topic. DRP (Quant 3.1)</td>
<td>The theoretical framework is not articulated.</td>
</tr>
<tr>
<td>The research design is clearly identified and is appropriate to the research question. DRP (4.1)</td>
<td>The design is either not clearly identified or it is inappropriate for the question.</td>
</tr>
<tr>
<td>The sampling plan is stated fully, including the design, its method, and estimate sample size. (Quant 4.2, 4.3)</td>
<td>The sampling plan is missing.</td>
</tr>
<tr>
<td>The ethical challenges related to the specified sampling plan are discussed fully. (Quant 4.4)</td>
<td>The ethical challenges in the sampling plan are not discussed.</td>
</tr>
<tr>
<td>The reference list is correctly formatted according to APA 6th edition. (6.0)</td>
<td>The reference list contains less than 25 entries and/or is not correctly formatted according to APA 6th edition.</td>
</tr>
<tr>
<td>Sources are correctly cited using APA 6th edition. (ALL)</td>
<td>Sources are not correctly cited using APA 6th edition.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Non-performance</td>
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</tr>
<tr>
<td>The writing in each item is sufficiently scholarly in tone, and contains few editorial or mechanical (grammar, usage, typography, etc.) errors. (ALL)</td>
<td>The writing is insufficiently scholarly in tone, and contains more than two editorial or mechanical errors per page.</td>
</tr>
<tr>
<td>The Research Plan form is complete: Study information is filled out, all the items have been completed, and there is a reference list. (ALL)</td>
<td>The Research Plan form is Incomplete, lacking more than half of the required items.</td>
</tr>
</tbody>
</table>
## CONSTRUCTING A FORMAL RESEARCH DESIGN SCORING GUIDE

Due Date: End of Unit 3.
Percentage of Course Grade: 10%.

### CONSTRUCTING A FORMAL RESEARCH DESIGN SCORING GUIDE GRADING RUBRIC

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Non-performance</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Propose a research question that is stated clearly and is grammatically correct.</td>
<td>The research question is not stated clearly and is not grammatically correct.</td>
<td>The research question is stated somewhat clearly but is missing at least one key element and is not grammatically correct.</td>
<td>The research question is stated clearly and grammatically correct.</td>
<td>The research question is stated clearly and grammatically correct and includes all elements and is in alignment with the identified research topic.</td>
</tr>
<tr>
<td>Variables are clearly identified and described in one of four ways: (1) Independent variable(s) and the dependent variable(s) in an experimental or quasi-experimental study; OR (2) Identify the predictor and the outcome variable(s) in a predictive study; OR (3) Identify the variables being correlated in a correlational study; OR (4) Identify the variable(s) being asked about in the survey.</td>
<td>Variables are not clearly identified and described as to the type of variable.</td>
<td>Variables are somewhat clearly identified and described as to the type of variable.</td>
<td>Variables are clearly identified and described as to the type of variable.</td>
<td>Variables are clearly identified and described as to the type of variable; APA (2010) format for lists is used with zero errors.</td>
</tr>
<tr>
<td>Instruments are clearly identified and described in each of six areas: (1) Name of the instrument, formatted correctly, with a citation of the instrument’s author and year of publication. (2) Copyright information if any. (3) Constructs (variables) being measured by the instrument. (4) Population the instrument was normed for. (5) Validity coefficients or other statistics. (6) Reliability coefficients or other statistics.</td>
<td>The instruments are not clearly identified and are not described.</td>
<td>The instruments are somewhat clearly identified but not all of the six areas are addressed.</td>
<td>The instruments are clearly identified and described in each of six identified areas.</td>
<td>The instruments are clearly identified and described and all of the six areas are addressed with appropriate citations; APA (2010) formatting is used with zero errors.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Non-performance</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
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</tr>
<tr>
<td>All APA formatting and writing style requirements are followed, including: Full English prose sentences, APA formatted section headings for each element of the paper, proper citations and reference list, and correct mechanical convention (punctuation, spelling, grammar, usage, etc.). 25%</td>
<td>The paper does not have all required formatting items, or has more than two types of APA errors or more than two mechanical errors per page.</td>
<td>The paper has all the required formatting items, with no more than two types of APA errors and no more than two mechanical errors per page.</td>
<td>The paper has all required formatting items, with fewer than two types of APA errors and fewer than one mechanical error per page.</td>
<td>The paper has all required formatting items, with zero APA errors or mechanical errors.</td>
</tr>
</tbody>
</table>
**SELF-ASSESSMENT AS A QUALITATIVE RESEARCHER SCORING GUIDE**

**Due Date:** End of Unit 4.  
**Percentage of Course Grade:** 0%.

**SELF-ASSESSMENT AS A QUALITATIVE RESEARCHER SCORING GUIDE GRADING CHECKLIST**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Assess one's skills as a qualitative researcher.</td>
<td>100%</td>
</tr>
</tbody>
</table>
Due Date: End of Unit 9.
Percentage of Course Grade: 5%.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete all of the activities in the Track 3 courseroom in preparation for the Weekend Experience.</td>
<td>100%</td>
</tr>
</tbody>
</table>
**POSTER PRESENTATIONS SCORING GUIDE**

**Due Date:** End of Unit 9.  
**Percentage of Course Grade:** 30%.

**POSTER PRESENTATIONS SCORING GUIDE GRADING RUBRIC**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Non-performance</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply critical thinking in social science research methods by articulating the topic, problem statement, and research question(s) which are in alignment and supported by evidence from the literature. 14%</td>
<td>Does not apply critical thinking in social science research methods.</td>
<td>Inconsistently applies critical thinking in social science research methods and inconsistently articulates the topic, problem statement, and research question(s).</td>
<td>Demonstrates effective application in critical thinking in social science research methods by articulating the topic, problem statement, and research question(s) which are in alignment and supported by evidence from the literature.</td>
<td>Demonstrates effective application in critical thinking in social science research methods by articulating the topic, problem statement, and research question(s) which are in full alignment and supported by evidence from multiple sources from the literature.</td>
</tr>
<tr>
<td>Demonstrate advanced critical thinking skills in the independent research process by synthesizing ideas and concepts from the literature in proposing methodology and design for the study. 14%</td>
<td>Does not demonstrate advanced critical thinking skills in the independent research process.</td>
<td>Inconsistently demonstrates advanced critical thinking skills in the independent research process by only synthesizing some ideas and concepts from the literature in proposing methodology and design for the study.</td>
<td>Demonstrates advanced critical thinking skills in the independent research process by synthesizing ideas and concepts from the literature in proposing methodology and design for the study.</td>
<td>Demonstrates advanced critical thinking skills in the independent research process by synthesizing ideas and concepts from the literature in proposing methodology and design for the study and by utilizing the most relevant and applicable scholarly resources to support the chosen methodology and design.</td>
</tr>
<tr>
<td>Apply advanced critical thinking skills to articulate sampling plan and data collection plan which aligns with all parts of the research plan. 14%</td>
<td>Does not apply advanced critical thinking skills to articulate sampling plan and data collection plan.</td>
<td>Inconsistently applies advanced critical thinking skills to articulate sampling plan and data collection plan which only aligns with some parts of the research plan.</td>
<td>Applies advanced critical thinking skills to articulate sampling plan and data collection plan which aligns with all parts of the research plan.</td>
<td>Applies advanced critical thinking skills to articulate sampling plan and data collection plan which aligns with all parts of the research plan; sampling plan and data collection plan are specific and provide full detail of process and applicable literature supports both plans.</td>
</tr>
<tr>
<td>Evaluate various methods of data analysis selecting the most appropriate one for one’s specific research plan. 14%</td>
<td>Does not evaluate various methods of data analysis nor selects the most appropriate one for one’s specific research plan.</td>
<td>Inconsistently evaluates various methods of data analysis and selects the most appropriate one for one’s specific research plan.</td>
<td>Evaluates various methods of data analysis selecting the most appropriate one for one’s specific research plan.</td>
<td>Evaluates various methods of data analysis selecting the most appropriate one for one’s specific research plan and utilizes multiple applicable resources to support chosen data analysis method.</td>
</tr>
<tr>
<td>Apply advanced critical thinking skills to articulate how the chosen research will provide a contribution to the field. 14%</td>
<td>Does not apply advanced critical thinking skills to articulate how the chosen research will provide a contribution to the field.</td>
<td>Inconsistently applies advanced critical thinking skills to articulate how the chosen research will provide a contribution to the field.</td>
<td>Applies advanced critical thinking skills to articulate how the chosen research will provide a contribution to the field.</td>
<td>Applies advanced critical thinking skills to articulate how the chosen research will provide a contribution to the field for practitioners in the field and for the sample.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Non-performance</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Integrate ethics and academic integrity into the design of the independent research. 15%</td>
<td>Does not integrate ethics and academic integrity into the design of the independent research.</td>
<td>Inconsistently integrates ethics and academic integrity into the design of the independent research.</td>
<td>Integrates ethics and academic integrity into the design of the independent research.</td>
<td>Integrates ethics and academic integrity into the design of the independent research addressing the ethical challenges possible for each part of the research process.</td>
</tr>
<tr>
<td>Recognize one’s own personal attributes and challenges and apply academic communication skills in verbal and written interactions as an independent researcher. 15%</td>
<td>Does not recognizes one’s own personal attributes and challenges and Does not apply academic communication skills in verbal and written interactions as an independent researcher.</td>
<td>Inconsistently recognizes one’s own personal attributes and challenges and Inconsistently applies academic communication skills in verbal and written interactions as an independent researcher.</td>
<td>Recognizes one’s own personal attributes and challenges and applies academic communication skills in verbal and written interactions as an independent researcher.</td>
<td>Recognizes one’s own personal attributes and challenges and applies academic communication skills in verbal and written interactions as an independent researcher and verbalizes ways in which to mitigate personal challenges.</td>
</tr>
</tbody>
</table>
**Due Date:** End of Unit 10.
**Percentage of Course Grade:** 35%.

### TRACK 3 FINAL ASSESSMENT SCORING GUIDE GRADING RUBRIC

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Non-performance</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>The research topic is appropriate for the specialization and correctly formed: Key concept(s) or phenomena are stated in appropriate language; Relationships between/among the concepts are clearly specified (e.g., correlation, etc.). The target population is named; the concepts are appropriately focused. DRP (1.1)</td>
<td>One or more elements of the topic statement are incorrectly formed. Topic not endorsed by learner’s specialization/program. 7%</td>
<td>All elements of the topic statement are correctly formed, but one or more elements is unclear or too broadly focused.</td>
<td>The research topic is appropriate for the specialization and correctly formed: Key concept(s) or phenomena are stated in appropriate language; Relationships between/among the concepts are clearly specified (e.g., correlation, etc.). The target population is named; the concepts are appropriately focused. Topic is appropriate for the specialization/program. (1.1)</td>
<td>All elements are exceptionally well-formed, eloquently stated and appropriately focused; and there are no errors in APA-compliant grammar, usage or spelling. Topic is appropriate for the specialization/program.</td>
</tr>
<tr>
<td>The research problem is correctly stated; Existing literature and key findings are summarized; Gaps or problems in the existing literature are clearly formulated; The research problem is explicitly stated, not implied. DRP (1.2, 2.1) 7%</td>
<td>The research problem statement lacks either a summary of what is known or a summary of what is not known, or the research problem itself is not explicitly stated.</td>
<td>Both key findings and gaps or problems in the existing are stated, but the research problem itself is not explicitly stated.</td>
<td>The research problem is correctly stated; Existing literature and key findings are summarized; Gaps or problems in the existing literature are clearly formulated; The research problem is explicitly stated, not implied. (1.2, 2.1)</td>
<td>The research problem is eloquently stated; Existing literature and key findings are summarized and well supported; Gaps or problems in the existing literature are clearly formulated; The research problem is explicitly stated, not implied, and there are no errors in APA-compliant grammar usage, or spelling.</td>
</tr>
<tr>
<td>The research questions are correctly formed: The research questions are aligned with the research problem, the research topic, and the title; Separate research questions and/or subquestions are identified for each intended analysis; The research questions can be answered by the data derived from the intended analysis. DRP (2.2) 13%</td>
<td>The research questions are not aligned with the research problem, research topic, title, and/or analyses.</td>
<td>The content of the research questions are aligned with all of the other elements of the study (research problem, research topic, title, and/or analyses), but they are needing revisions to be concise and articulate.</td>
<td>The research questions are correctly formed: The research questions are aligned with the research problem, the research topic, and the title; Separate research questions and/or subquestions are identified for each intended analysis; The research questions can be answered by the data derived from the intended analysis. (2.2)</td>
<td>The research questions are concise and articulate the variables/constructs exceptionally well; The research questions are aligned with the research problem, the research topic, and the title; Separate research questions and/or subquestions are identified for each intended analysis; The research questions can be answered by the data derived from the intended analysis, and there are no errors in APA-compliant grammar usage, or spelling.</td>
</tr>
<tr>
<td>The methodology overview is named and is correctly selected for the research problem and question. DRP (2.3) 7%</td>
<td>The basic methodology is unnamed.</td>
<td>The basic methodology is appropriate for the research problem and question.</td>
<td>The basic methodology is named and is correctly selected for the research problem and question. (2.3)</td>
<td>The basic methodology is appropriate for the research problem and question, and its selection is logical and well supported.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Non-performance</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
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<td>The title is correctly formed: It is aligned with the research question, it reflects the key variables or constructs to be studied, it reflects the method to be employed in the research, and it is concise (12 words or less). DRP (2.4)</td>
<td>One or more elements of the title are incorrectly formed.</td>
<td>All elements of the title are correctly formed, but one or more elements is not aligned with the other elements of the study.</td>
<td>The title is correctly formed: It is aligned with the research question, it reflects the key variables or constructs to be studied, it reflects the method to be employed in the research, and it is concise (12 words or less). (2.4)</td>
<td>The title is exceptionally well-formed, eloquently stated, and fully aligned with the research question; It reflects the key variables or constructs to be studied; It reflects the method to be employed in the research, and it is concise (12 words or less).</td>
</tr>
<tr>
<td>The contribution to the field, including theoretical and practical implication, is articulated clearly. DRP (Qual 3.1-3.4, Quant 3.2-3.4)</td>
<td>The contribution is not articulated and both theoretical and practical implications are missing.</td>
<td>The contribution identifies theoretical and practical implications but they are not articulated clearly and sufficiently.</td>
<td>The contribution to the field, including theoretical and practical implication, is articulated clearly (Qual 3.1-3.4, Quant 3.2-3.4)</td>
<td>The contribution to the field, including theoretical and practical implications, is articulated clearly and sufficiently.</td>
</tr>
<tr>
<td>The theoretical framework is articulated clearly and is appropriate for the specialization and topic. DRP (Quant 3.1)</td>
<td>The theoretical framework is not articulated.</td>
<td>The theoretical framework is identified and is appropriate for the specialization and topic but is not articulated adequately. (Quant 3.1)</td>
<td>The theoretical framework is articulated clearly and is appropriate for the specialization and topic. (Quant 3.1)</td>
<td>The theoretical framework is clearly and fully articulated, and is appropriate for the specialization and topic.</td>
</tr>
<tr>
<td>The research design is clearly identified and is appropriate to the research question. DRP (4.1)</td>
<td>The design is either not clearly identified or it is inappropriate for the question.</td>
<td>The design is identified and is appropriate for the research question, but is not articulated clearly and sufficiently.</td>
<td>The research design is clearly identified and is appropriate to the research question. (4.1)</td>
<td>The research design is clearly identified and is appropriate to the research question, it is logical and well-supported.</td>
</tr>
<tr>
<td>The sampling plan is stated fully, including the design, its method, and estimate sample size. (Quant 4.2, 4.3)</td>
<td>The sampling plan is missing.</td>
<td>Describes the general steps for the sampling plan, but is not articulated clearly and sufficiently.</td>
<td>The sampling plan is stated fully, including the design, its method, and estimate sample size. (Quant 4.2, 4.3)</td>
<td>The sampling plan is stated fully, including the design, its method, and estimate sample size, and there are no missing steps.</td>
</tr>
<tr>
<td>The ethical challenges related to the specified sampling plan are not discussed. (Quant 4.4)</td>
<td>The ethical challenges in the specified sampling plan are not discussed.</td>
<td>The ethical challenges related to the specified sampling plan are discussed in a general way but are not specific to the plan or ways to mitigate them are not addressed.</td>
<td>The ethical challenges related to the specified sampling plan are discussed fully and ways to mitigate them are identified but not articulated. (Quant 4.4)</td>
<td>The ethical challenges related to specified sampling plan are discussed fully, providing specific examples and well thought out strategies for addressing them.</td>
</tr>
<tr>
<td>Data collection methods are described, are appropriate to the design, will provide the data necessary to answer the research question, and are supported by appropriate references. (Qual 5.1-5.2, Quant 5.8)</td>
<td>Data collection methods are not described.</td>
<td>Describes the general steps for data collection, but is not articulated clearly and sufficiently.</td>
<td>Data collection methods are described, are appropriate to the design, will provide the data necessary to answer the research question, and are supported by appropriate references. (Qual 5.1-5.2, Quant 5.8)</td>
<td>Data collection methods are described in correct sequential detail, are appropriate to the design, will provide the data necessary to answer the research question, and are supported by appropriate references.</td>
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<td>Criteria</td>
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<td>Data analysis methods are described, are</td>
<td>Data analysis methods are not described.</td>
<td>Data analysis methods are identified.</td>
<td>Data analysis methods are described, are appropriate to the design, will</td>
<td>Data analysis methods are articulated and well documented, are appropriate to the design, will allow the research question to be answered, and are supported by appropriate references. (Qual 5.5, Quant 5.10)</td>
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<td>allow the research question to be answered, and are supported by</td>
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<td>research question to be answered, and are</td>
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<td>appropriate references. (Qual 5.5, Quant 5.10)</td>
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<td>supported by appropriate references. (Qual</td>
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<td>The reference list is correctly formatted</td>
<td>The reference list contains less than 25 entries and/or is not correctly</td>
<td>The reference list has only a foundational number of sources and/or is</td>
<td>The reference list is within scope and is correctly formatted according to</td>
<td>The reference list is comprehensive, within scope, and correctly formatted</td>
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<tr>
<td>Sources are correctly cited using APA 6th</td>
<td>Sources are not correctly cited using APA 6th edition.</td>
<td>Sources are inconsistently cited according to APA 6th edition format</td>
<td>Sources are correctly cited using APA 6th edition. (ALL)</td>
<td>The reference list contains a minimum of 75 entries and is correctly formatted</td>
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<tr>
<td>edition. (ALL)</td>
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<td>standards, containing more than two errors.</td>
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<td>according to the APA 6th edition and has no errors.</td>
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<td>The writing in each item is sufficiently</td>
<td>The writing is insufficiently scholarly in tone, and contains more than two</td>
<td>The writing is sufficiently scholarly in tone, and contains fewer than</td>
<td>The writing in each item is sufficiently scholarly in tone, and contains</td>
<td>The writing in each item, is sufficiently scholarly in tone and in, and</td>
</tr>
<tr>
<td>scholarly in tone, and contains few editorial</td>
<td>editorial or mechanical errors per page.</td>
<td>two editorial or mechanical errors per five pages.</td>
<td>two editorial or mechanical (grammar, usage, typography, etc.) errors.</td>
<td>contains no editorial or mechanical (grammar, usage, typography, etc.) errors.</td>
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<td>or mechanical (grammar, usage, typography,</td>
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<td>etc.) errors. (ALL)</td>
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<td>The Research Plan form is complete: Study</td>
<td>The Research Plan form is incomplete, lacking more than half of the required</td>
<td>The Research Plan form is complete, but additional support is needed for</td>
<td>The Research Plan form is complete; Study information is filled out; all</td>
<td>The Research Plan form is complete; Study information is filled out; all</td>
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<tr>
<td>information is filled out, all the items</td>
<td>items.</td>
<td>no more than four sections.</td>
<td>the items have been completed, and there is a reference list. (ALL)</td>
<td>items have been completed, and there is a reference list. Ideas presented</td>
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<tr>
<td>have been completed, and there is a reference</td>
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<td>are exceptionally well thought out, well-supported, and has no errors in APA</td>
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The reference list is correctly formatted according to APA 6th edition. (6.0)

2%

The reference list contains less than 25 entries and/or is not correctly formatted according to APA 6th edition.

The reference list has only a foundational number of sources and/or is not correctly formatted according to APA 6th edition.

The reference list is within scope and is correctly formatted according to APA 6th edition. (6.0)

The reference list is comprehensive, within scope, and correctly formatted according to the APA 6th edition and has no errors.

The reference list contains less than 25 entries and/or is not correctly formatted according to APA 6th edition.

Sources are not correctly cited using APA 6th edition. (ALL)

Sources are inconsistently cited according to APA 6th edition format standards, containing more than two errors.

Sources are correctly cited using APA 6th edition. (ALL)

The reference list contains a minimum of 75 entries and is correctly formatted according to the APA 6th edition and has no errors.

Sources are inconsistently cited according to APA 6th edition format standards, containing more than two errors.

Sources are correctly cited using APA 6th edition. (ALL)

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Sources are correctly cited using APA 6th edition. (ALL)

The reference list contains a minimum of 75 entries and is correctly formatted according to the APA 6th edition and has no errors.
Due Date: End of Unit 10.
Percentage of Course Grade: 10%.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Successfully complete all of the activities during the Weekend Experience.</td>
<td>100%</td>
</tr>
</tbody>
</table>
Due Date: End of Unit 10.
Percentage of Course Grade: 5%.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed an accurate assessment of competencies related to the Scholar Practitioner outcome and stated appropriate objectives, action steps, and resources to meet the competencies prior to taking the capstone projects.</td>
<td>20%</td>
</tr>
<tr>
<td>Completed an accurate assessment of competencies related to the Critical Thinker outcome and stated appropriate objectives, action steps, and resources to meet the competencies prior to taking the capstone projects.</td>
<td>20%</td>
</tr>
<tr>
<td>Completed an accurate assessment of competencies related to the Researcher outcome and stated appropriate objectives, action steps, and resources to meet the competencies prior to taking the capstone projects.</td>
<td>20%</td>
</tr>
<tr>
<td>Completed an accurate assessment of competencies related to the Professional Communicator outcome and stated appropriate objectives, action steps, and resources to meet the competencies prior to taking the capstone projects.</td>
<td>20%</td>
</tr>
<tr>
<td>Integrated suggestions and feedback from the Colloquium instructor, cohort, and Consultants.</td>
<td>20%</td>
</tr>
</tbody>
</table>
Courseroom and Gradebook Setup

The PhD Colloquia courserooms for Tracks 1, 2, and 3 use a unique group discussion structure. Carefully review the PhD Colloquia Courseroom Setup Tutorial for detailed instructions on using this tool.

**Note**: Be careful not to delete a group, as this will delete all associated discussions.

The PhD Colloquia courserooms for Tracks 1, 2 and 3 use a custom gradebook setup. Please review the Gradebook Setup for Tracks 1, 2, and 3 for details on how to correctly use and interpret this customized grading setup.

Faculty Expectations

The following documents provide standard text for the Faculty Expectations discussion in the courseroom. Pay special attention to highlighted sections that require personalized input from the instructor.

- Track 1 Faculty Expectations.
- Track 2 Faculty Expectations.
- Track 3 Faculty Expectations.

Checklists

The tracking sheets below are provided for your convenience. You may want to create your own tracking form or courseroom checklist. It does not matter which you choose as long as you have some means of keeping track of each learner's completion (or non-completion) of the activities within each unit of each track.

These Word checklists are designed to be used as templates to get you started:

- Track 1 Colloquium Courseroom Faculty Tracking Sheet.
- Track 2 Colloquium Courseroom Faculty Tracking Sheet.
- Track 3 Colloquium Courseroom Faculty Tracking Sheet.

Faculty Handbooks

The Faculty handbooks contain important information for instructors in all three tracks.

- Faculty Handbook – PSL.
- Faculty Handbook – HASOBS.
- Faculty Handbook – SOBT.
- Faculty handbook – SOE.

Working With Consultants

As an instructor, you may need to refer your learners to various consultants within Capella to help further develop their skills as scholar-practitioners and independent researchers, or to help them fine-tune specific aspects of their Research Plan. This may include Writing Program Consultants, Library Consultants, IRB Consultants, or Research Consultants.

You will use the following forms for this process:

- Colloquium Consultant Referral Form.
- Colloquium Consultant Feedback Form.

Doc. reference: ir_phd_instructor_resources.html