



PSL Faculty Handbook v.05-13
Colloquium 2014

On-Site Support Services

Colloquium Information Booth

- Questions specific to the colloquium experience; schedule, logistics, dietary inquiries, special events, etc
- Hotel and facility, transportation questions
- Local Area questions
- Registration, check in and checkout questions
- Capella store

Faculty Support Booth

- Scheduling
- Transportation, travel or lodging questions
- Faculty pay questions
- Other (general Capella questions, school support, etc.)

Learner Services Booth

- Colloquium exceptions
- Disability accommodations at weekend experience
- Financial Aid
- Billing
- Academic – non-event related
- Academic Advising support
- Escalated learner situations

IT Support Desk

- eTech – audiovisual team and production partner
- Internet support for learners and faculty (wireless)
- Capella IT questions: Courseroom and iGuide support

Changes relating to weekend experience curriculum or materials are addressed by the school lead designee

Colloquium Security / Incident Protocol

4-step emergency procedure – included in all name badges

1. Make sure you are safe.
2. Pick up any house phone, dial **extension shown in schedule and in name badge** and report the emergency immediately.
3. Find a Capella staff member with a walkie and notify events team of location of incident.
4. If applicable, follow evacuation instructions as ordered by hotel security or police.

Emergency or real-time incidents:

Real-time incident: theft of several laptops in a specific location, warning of possible arson, threatening situation, etc.

Staff process: In the event of a real time incident, Capella staff (Learner Affairs representative and Event Manager) will determine if the incident is reportable and notify the hotel to inform registered attendants of the incident. Notification will be made through venues private network, targeting only Capella group registered attendees regarding the general details of the incident. No victim names will be reported.

Emergency incident: threat of bodily harm, fire, or natural disaster.

Staff process: In the event of an emergency incident, Capella staff (Learner Affairs and Event Manager) will determine if the incident is reportable and notify the hotel/event center to inform the registered attendants of the incident details. Notification will be made through the venue's alert procedures.

Staff are responsible for:

- Reviewing the Staff Colloquium Security/ Incident Protocol.
- Walking the space – be familiar with the location of the nearest emergency exits and hotel house phones.
- Knowing who the Event Manager and Learner Affairs rep are onsite.
- Keeping cell phones and walkies available and on your person.
- Staying calm in emergency situations.

Things to Remember

- Not all guests of hotel are with Capella University, and there will be a large amount of traffic of guests that are not attending the colloquium.
- A couple of things to keep in mind beyond the safety issues, are incidents that may involve media, attorneys or otherwise unplanned confrontations of a more devious manner. This could be a very general edict that all unique/unusual situations or individuals that are not learners be referred to either hotel security or Learner Affairs if Capella representation is required.

Area Hospital and Area Pharmacy
locations are listed in the schedule

Escalation Protocol – PhD Colloquium

The escalation protocol was designed to ensure that we are creating, supporting and maintaining an environment at colloquium that encourages and is conducive to great teaching and learning for all faculty and learners. It also ensures that the necessary staff/leaders are involved in onsite decisions and the appropriate stakeholders are notified of major incidents.

Onsite PhD Colloquium Roles

- Academic Director of Residencies
 - Provides onsite academic authority
- Colloquium Lead
 - Onsite authority for the school’s faculty onsite at colloquium
 - Partners with faculty, staff and onsite leadership to address faculty issues or learner issues related to colloquium
- Learner Affairs
 - Reviews university policy and procedure; provides university’s position
 - Consults with legal counsel, as needed
 - May provide financial accommodations, if applicable
- Disability Services
 - Resource for faculty, learners and staff who have questions/concerns regarding ADA accommodations
- Event Manager
 - Liaison with hotel/site contacts, logistics, etc.
 - Escalates security concerns with hotel (if applicable)

Types of Issues

Escalated issues may arise and be brought to the attention of any of the staff/faculty onsite. Concerns will fall within one of the following categories and involve the following onsite staff, faculty or leadership:

- **Colloquium – Learner issues:** The Colloquium Lead or Learner Affairs Representative is responsible for working with the appropriate staff and/or faculty to address or remediate academic or behavioral issues at the colloquium. (Exceptions to the residency attendance policy are owned by Learner Affairs. Learners making requests for exceptions onsite should be directed to the Capella desk to discuss their circumstances.)
- **Colloquium – Faculty issues:** The Colloquium Lead is responsible for working directly with the faculty member to remediate and/or address the issue. The Academic Director of Residencies and appropriate Faculty Chair are informed and consulted as concerns arise. Learner Affairs is informed if the issue has potential impact to the learner experience.
- **Colloquium – Logistical:** Logistical issues should be directed to the Colloquium Information desk. Staff will consult with the Event Manager to address learner concerns. Any financial accommodations that need to be made can be facilitated by Learner Affairs and/or the Event Manager.
- **Non-colloquium related:** Concerns regarding other Capella-related matters separate of colloquium should be referred to the Learner Services desk. Staff will work with the necessary Minneapolis staff to resolve the issue.

Communication Paths

The following onsite staff, faculty, and leadership are responsible for consulting with and/or notifying the following stakeholders about escalated issues that occur onsite.

Onsite Role	Consults with or reports incidents to:
Academic Director of Residencies	Event Manager
	Learner Affairs
	Colloquium Lead
	Chief Academic Officer
Colloquium Lead	Academic Director of Residencies
	Dean (when appropriate)
	Faculty Chair (when appropriate)
	Human Resources (when appropriate)
Learner Affairs	Learner Affairs team (when appropriate)
	Event Manager
	Academic Director of Residencies
	Disability Services (when appropriate)
	Legal Counsel (when appropriate)
Event Manager	Residency Operations Manager
	Academic Director of Residencies
	Director of Events (when appropriate)
Disability Services	Disability Services Supervisor
	Event Manager (when appropriate)
	Learner Affairs (when appropriate)

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Track 1 Colloquium Courseroom Overview

Learner Competencies

Colloquium Outcomes

1. Recognize the qualities and skills of a scholar practitioner professional within respective disciplines.
2. Recognize personal attributes of a scholar-practitioner.
3. Plan how to develop the scholar practitioner identity within the discipline.



1. Scholar Practitioner: Develop the attributes of scholarship as they are applied to practice.

1. Apply the process and characteristics of critical thinking.
2. Evaluate the importance and value of a scholarly discourse.
3. Support ideas and concepts with evidence from the literature.



2. Critical Thinker: Acquire the ability to analyze, critique, and synthesize information during all phases of the Ph.D. degree program learning process.

1. **Problem:** Assess research problems and questions in scholarly articles.
2. **Literature:** Evaluate the credibility of scholarly articles.
3. **Approach and Methodology:** Articulate basic Scientific method and research approaches.
4. **Analysis and conclusion:** Analyze the various methodologies used by scholars to answer research questions in the literature.
5. **Ethics:** Articulate the role of ethics and academic integrity in academic interactions and in scientific research.



3. Researcher: Conduct valid, reliable, and ethical research.

1. Apply academic communication skills in verbal and written interactions.



4. Professional Communicator: Communicate effectively in one's discipline and professional Practice.

Through participation in the Pre- and Post Courseroom, and F2F activities during the Weekend Experience (WE), learners will develop competencies that will enable them to achieve the Colloquium outcomes.

Track 1 Course Outline and Overview

The focus of the T1 courseroom curriculum is:

- building foundational research skills in reviewing the literature, using the library, thinking critically, and writing effectively;
- refining the research topic; and
- selecting the research design

The Colloquium Courseroom is set up differently from the usual courseroom. Instead of ten units, each taking about a week, there are six units. Units 1-4 will be completed before learners attend the Weekend Experience (except for the final Unit 4 assignment, which is the poster presentation). Units 5 and 6 will be completed when learners return home from the Weekend Experience.

Besides a course overview, Units 1–4 cover the following:

- Unit 1: Forming Cohorts and Academic Integrity.
- Unit 2: Library Skills, Dissecting Research Articles and Professional Communication Guide.
- Unit 3: Research Skills, Research Ethics, and the Scientific Merit Review Form.
- Unit 4: Preparing for the Weekend Experience.

Units 5 and 6 include the Final Assessment assignments. These are required and must be completed after the close of the Weekend Experience—the Unit 5 assignment within one week, and the Unit 6 assignment within the second week following the weekend.

Each unit contains covers key content topics, and comprises a variety of learning activities similar to your 10-week online courserooms:

- Reading.
- Reviewing presentations.
- Discussion questions.

Assessments

Most of the units include opportunities to assess the learners' progress in the form of:

- Objective quizzes.
- Discussion posts.
- Assignments.

At the Weekend Experience (WE), learners will engage in independent work following the sequence in the track-specific Learner Guidebook that will lead to completion of the initial parts of the research plan. They will engage in at least 3 presentations and receive formative feedback from their peers. Learner Guidebooks are available on the Residency Ops SharePoint site located at <https://collaborate.capella.edu/residency-operations/default.aspx>. Once you access the site, follow this breadcrumb to locate your school's specific Learner Guidebooks by track: PhD Colloquia > 2013 Guidebooks. A printed copy of the Guidebook will not be provided so if you want a printed copy, be sure to print your own copy at home before you arrive on-site at the event location. A digital copy of the Learner Guidebook will be loaded onto the session laptop.

Pre WE - 20%

- **3.5 wks - Units 1-4**
 - u03a1 Research Problem Statement – 10%
 - u04q1 Self-Assessment: Track 1 Courseroom Checklist – 5%
 - Discussion Participation -5%

WE - 40%

- **Thurs - Sunday**
 - u04a1 -Poster Presentation Faculty Evaluation – 30%
 - u05a2 - Weekend Experience checklist – 10%

Post WE - 40%

- **2 wks - Unit 5 and 6**
 - u05a1 Track 1: Final Assessment – 35%
 - u06a1 Preparation Plan for Track 2 – 5%

2013 Transition Plan and Grading Strategy

2013 is a transition year for learners in the new PhD colloquia curriculum. The three colloquia tracks are designed to provide a learning experience for learners to systematically develop within the doctoral outcomes and prepare for independent research. In this transition year, we will have many learners who completed a track or tracks in the current curriculum and grading model. To reach the goal of a Research Plan that is of quality for submission to the school Scientific Merit Review, most learners will need to complete all three tracks in the new curriculum. To prepare for the transition, the school colloquia leads developed a grading model based on data from the final assessments of learners in the current model. In addition, the leads selected four approved SMR/MRF forms from each school and asked current school SMR reviewers to grade these SMRs with the new Track III rubric for the final assessment. The combination of these two factors provided the basis to devise a grading system that considers the development of learners who have completed one or two tracks prior to 2013.

The competencies, activities, and assessments in the new curriculum serve two primary purposes. First, a learner's performance is assessed within specific competencies, yielding a grade. Second and most important, the assessment process provides the information to determine a learner's development within the doctoral competencies across the three tracks. With this information, learners are able to compose preparation plans to develop the skills required to construct a Research Plan of quality for submission to the school Scientific Merit Review. While the assignment of a grade is important, in 2013, the primary focus is to provide the learners with meaningful feedback that allows them to understand their current level of development within the doctoral competencies and the specific steps they need to complete to prepare for the comps exam and the dissertation. While the ideal state would be for learners to complete each track with an element of the Research Plan that is of quality for submission to the school Scientific Merit Review, reality necessitates an approach that informs learners and provides them with the opportunity to develop their skills for independent research.

Unfortunately, we will have learners who do not achieve even a minimal level of skill. We will also have learners who do not participate in the courseroom and/or the weekend experience. This will be a small minority of learners but these learners will receive an NS. Most learners will earn an S and they will fall within a wide range of development within the doctoral outcomes; however, learners will have a clear understanding of their current level of achievement and the steps necessary to be successful in the comps and dissertation phases of their programs. As we collect data from 2013 learners, we can adjust the grading model to better represent the performance of learners completing the new curriculum. Learners who only have to complete Track III are likely to have the most difficulty in 2013, followed by the learners in Track II who completed Track I in the old curriculum. Although Track I learners will be graded within the 2013 model, the expectation for the quality of their work should be high. We want this new group of learners to develop within the intended rigor of the new curriculum and to utilize the feedback to prepare for Tracks II and III.

2013 will be a challenging year, but an exciting year. For the first time, we will be able to provide our learners with formative feedback to better prepare them for the comps exam and the dissertation. At the very least, learners, who only complete Track III in 2013, will have a good

understanding of their current level of research skills and the opportunity to develop a personal Research Plan under the oversight of faculty. Before entering the comps exam and the dissertation, they will understand what they know, what they don't know, and what they need to do to be successful.

Grading Strategy

We currently have a problem of generating an accurate grade utilizing the automatic recording of assignments in the courseroom grade book. The following instructions will match the original intent of grading as provided in the Transition Plan.

1. All grades in grade book must be entered manually as 100 (Pass) or 0 (Fail) with the exception of u05a1. The grade book will convert this assessment grade correctly if all others are entered as 100 or 0. This means that the two graded assignments in each track (for which you use the grading rubrics to generate the score) are to be entered as a "100" if the raw score generated by the grading rubric is 70 or higher, and a "0" if the raw score is below 70.
2. For Units 5 & 6 Discussion Participation, please enter 100. There is no activity connected to these units. This is a work around in grade book. We are looking at a longer-term solution but for now, this is what we have to do because the final grade formula divisor is 3, not 2.
3. Use the raw scores generated by the grading rubrics to provide learners with developmental feedback. You can place the raw score with the feedback in the comments section of the rubric. Below, we are providing you with the language from the transition plan for feedback to learners based on their raw score on u05a1. There are two sources for feedback, the feedback you provide in the comments section of the grading rubric and the feedback generated by the grading rubric.
4. Inform learners that what they see in grade book does not reflect the numerical score generated by some of the quizzes. The numerical score serves to provide them with feedback. All activities are actually Pass or Fail for the course and as far as grade book is concerned.

2013 Grading Scale for the Final Assessment in each track

14 & below – Fail

15 – 52

52 – 79

80 – 100 – Submission Quality

Standard Developmental Language for Learners Based on Grade for the Final Assessment

If the learner’s raw score on the final assessment falls between **80-100**, then you are to provide them with this developmental feedback:

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 the learner’s raw score on the final assessment falls between **52-79**, then you are to provide them with this developmental feedback:

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 the learner’s raw score on the final assessment falls between **15-52**, then you are to provide them with this developmental feedback:

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 the learner’s raw score on the final assessment falls between **0-14**, then you are to provide them with this developmental feedback:

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 me 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.

TRACK ONE

Event	Weight	Score	Points	Decision
Pre-CR				Pass
u03a1	10%	100	10	
u04a1	5%	100	5	
DISC Participation	5%	100	5	
WE				
u04a2	30%	100	30	
u05a2	10%	100	10	
Post-CR				
u05a1	35%	15	5.25	
u06a1	5%	100	5	
100%		TOTAL	70.25	

Criteria for Failing

1. Learners who score 14 or below on the final assessment after the second attempt.
2. Learners who do not complete activities in the weekend experience (non-participation, absence).
3. Learners who do not earn sufficient combined grades in the courseroom and the weekend experience (non-participation, absence, poor performance on courseroom and weekend experience final assessments).
4. Learners who fail to submit a final assessment.

Learners Who Do Not Complete a Track Preparation Plan Prior to Colloquia

- Learners who complete Track I in Q1-2013 and beyond would complete the TPP before entering Track II.

At risk Learners/interventions

Faculty will identify learners who are at risk (i.e. struggling with skill development, participation, personal issues, etc.) in the courseroom, at the Weekend Experience and post-colloquium. They have been trained to use a Faculty Feedback and Intervention form that will trigger outreach from several departments based on the nature of the issue. Requests for outreach can be made to advising, customer care, the Writing Center, Library, and IRB.

Learners who have completed Track I in the 2012 model may not demonstrate the skill level to enter the next Track. These learners may or may not be at risk for failing but they will need additional training to be successful in the PhD capstones. Identified learners will be referred to the appropriate service for consultation and resource identification. The results of the intervention should be included in the learner’s Track Preparation Plan.

Process when a Learner Fails

If a learner fails their final assessment once, they have one retake. If the learner passes the final assessment on retake and have sufficient scores from the courseroom and Weekend Experience activities, they pass the colloquium. Learners who fail the colloquium must retake the Track. Currently, there is no tuition charge for retaking a Track. Learners will be responsible for travel, hotel, and personal expenses. When a learner

receives an N/S grade, they will be referred to their advisor and Customer Care to determine the next steps. **Please do not discuss the process with learners. Customer Care and advising will contact the learner.**

Exceptions for Learners Attending Back-to-Back Colloquia/Exceptions Process

Many of the learners who will attend colloquia in the new model in 2013 will have only a few quarters of coursework remaining but still need to complete two or more colloquia. In 2013, learners will not be delayed and prohibited from moving forward in their program. If a learner needs to take two colloquia back-to-back, they will be allowed to do so through our exceptions process; however, a learner may not attend two overlapping colloquia. Learners who request an exception will not have the time to complete the actions steps identified in their Track Preparation Plan and will not be sufficiently prepared for the next track. When advisors receive requests for exceptions, they will engage the learner in a “Buyer Beware” conversation, which advises the learner that the purpose of the new requirement of having at least a quarter break between colloquia is to have the time to complete the action steps in the learner’s TPP.

TRACK 1 COURSEROOM - SUMMARY OF UNITS

Link to the Track 1 Courseroom PDF on the Learner iGuide - <https://campus.capella.edu/web/residencies/phd-colloquium/the-experience/phd-track-1>

Unit 1: *Forming Cohorts and Academic Integrity* - In Unit 1, learners will form research cohorts, will review and self-assess their knowledge of academic integrity issues and APA format and style, and will self-assess their scholarly writing.

Unit 2: *Library Skills, Dissecting Research Articles, and Professional Communication* – In this unit, learners will review and begin to demonstrate the library skills necessary to develop literature reviews on their research topic, and will begin or add to their literature review on a research topic.

Unit 3: *Research Ethics, and Reviewing the Scientific Merit of Proposed Topics* – In Unit 3, learners will explore and self-assess their understanding of research ethics and be introduced to the Research Plan. They will review how to transform a research topic into a research problem through building an extensive literature review.

Unit 4: *Preparing for the Weekend Experience* – In this fourth unit that they will need to complete prior to attending the Weekend Experience, learners will review a presentation on what will take place and what to expect at the Weekend Experience, including professional etiquette and attire, as well as what to bring and what to prepare ahead of time. They will prepare a 3-minute presentation on their research topic that they will present at the Weekend Experience.

Post-Residency Final Assessment Assignments

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

Unit 5: *Final Assessment Assignment* - The first assessment will be a one to three-page paper, excluding title page, abstract, and references. Assignment details can be found in Module 2.1.

Unit 6: *Preparing for Track II* - The second assessment will be a Preparation Plan articulating the learners’ plans for continuing to develop their research topic and literature review prior to the next track.

NOTE: The tables that follow identify the learning outcomes for each unit along with the corresponding Colloquium outcomes (in parentheses), a summary of the unit’s instructional elements, and a list of resources that support the unit’s content.

Track 1 Courseroom Unit 1: Forming Cohorts and Academic Integrity		
Learning Outcomes	Course Components: Readings, DQ’s, quizzes, assignments	Supporting Resources
<p>1. Explore expectations and competencies associated with the colloquium experience (O1: scholar-practitioner).</p> <p>2. Define academic integrity and how it applies to one's work (O1: scholar-practitioner).</p> <p>3. Demonstrate an understanding of academic writing skills (O4: professional communicator).</p> <p>4. Demonstrate knowledge of APA style and formatting (O4: professional communicator).</p>	<p>Readings focus on: colloquium expectations and competencies, academic writing and integrity, and APA style writing.</p> <p>Discussion questions focus on: Academic Integrity</p> <p>Quizzes focus on: Writing skills and APA style writing</p> <p>Assignments focus on: Academic integrity and writing skills</p>	<ul style="list-style-type: none"> ☐ Resources from Capella’s Writing Center including: <ul style="list-style-type: none"> ☐ <i>Academic Integrity – Write Responsibly</i> - http://www.capella.edu/AcademicHonesty/index_ah.asp ☐ <i>Academic Honesty –Integrating Sources</i> - http://www.capella.edu/AcademicHonesty/IntegratingSources/00-IntegratingSources.asp ☐ <i>Academic Integrity: APA Style and Format</i> - http://www.capella.edu/interactivemedia/WritingProgram/parentshell.html?childnum=2 ☐ <i>The Writing Process</i> - http://www.capella.edu/writingCenter/writingProcess.aspx ☐ <i>Writer’s Toolkit</i> - https://campus.capella.edu/web/writing-program/writing-across-the-curriculum/writers-toolkit ☐ <i>Writing Handbook</i> - http://www.capella.edu/writingCenter/writingHandbook.aspx ☐ <i>APA: Finding Answers</i> - http://www.capella.edu/interactivemedia/apa_findingAnswers/findingAnswers/apa_findingAnswers_wrapper.asp ☐ Contents of the personal <i>Writing Self Assessment</i> - http://media.capella.edu/CourseMedia/Colloquia_Track1/WritingAssessment/wrapper.asp ☐ <i>APA Style and Formatting Self-Assessment</i> - http://www.capella.edu/interactivemedia/apa_module/OuterWrapper.asp#startLocation=elements1 ☐ Capella’s <i>Academic Honesty Policy</i> - http://www.capella.edu/iGuidePA/PDF/poliInstructoresProcedures/academic_honesty.pdf

Track 1 Courseroom - Unit 1 Instructor Action Items Table

The competencies, activities, and assessments in the new curriculum serve two primary purposes. First, a learner’s performance is assessed within specific competences, yielding a grade. Second and most important, the assessment process provides the information to determine a learner’s development within the doctoral competencies across the three tracks. With this information, learners are able to compose preparation plans to develop the skills required to construct a Research Plan of quality for submission to the school Scientific Merit Review.

While the assignment of a grade is important, in 2013, the primary focus is to provide the learners with meaningful feedback that allows them to understand their current level of development within the doctoral competencies and the specific steps they need to complete to prepare for the comps exam and the dissertation. While the ideal state would be for learners to complete each track with an element of the Research Plan that is of quality for submission to the school Scientific Review, reality necessitates an approach that informs learners and provides them with the opportunity to develop their skills for independent research.

Note: The Unit 1 Instructor Intervention Table does NOT include all of the assignments and quizzes in Unit 1, but only the ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u01a1	The Academic Integrity Pledge	Ungraded	Learner completes and posts the <i>Academic Integrity Pledge</i>	Instructor verifies that learner has posted the <i>Academic Integrity Pledge</i> . If completed, records a “100” in the courseroom gradebook. If not completed, records a “0” in the courseroom gradebook.

U01d1	Defining Academic Integrity	Ungraded	Regular discussion	In order to receive the full 5% for their Discussion Participation, learners need to post responses to all of the courseroom discussion topics. Instructor needs to pay special attention and provide corrective feedback if needed. If learners post responses to all discussion topics in Units 1-2, instructor records a “100” in the courseroom gradebook. If not, or if one is left out, the instructor records a “0” in the courseroom gradebook for Discussion Participation Units 1-2.
u01a2	Self-Assessment: Writing Assessment Track 1	Ungraded	Learners are told that once they have either received the minimum score of 80% or have taken the assessment a third time without reaching the minimum score, they are to save the e-mail with the final assessment results as a PDF, submit it to the assignment area and notify their instructor that it is there. Then, they are told to move on to this unit's third quiz, Self-Assessment – Writing Assessment Track 1 Results, and post their scores.	Instructor verifies that learner has completed <i>the Self-Assessment: Writing Assessment Track 1</i> . If completed, records a “100” in the courseroom gradebook. If not completed, records a “0” in the courseroom gradebook.
u01q1	Self-Assessment – Summarizing, Paraphrasing, Quoting	Ungraded	<p>The quiz uses three examples of using ideas from another author. Each presents the original material first, the offers two examples (first of summarizing, then of paraphrasing, and last of directly quoting). After each set of examples, learners are told to answer the questions that follow.</p> <p>Learners will have three opportunities to achieve a score of 80% or higher. If, after three attempts, they have not reached 80% correct, they are told to contact their instructor to discuss options.</p>	Instructor verifies that learner has completed the u01q1 Assessment - Summarizing, Paraphrasing, Quoting. If completed, records a “100” in the courseroom gradebook. If not completed, records a “0” in the courseroom gradebook.

u01q2	Self-Assessment – APA Style and Format	Ungraded	<p>Quiz – Learners take this 20-question quiz after reviewing APA information in iGuide. <i>APA Style and Formatting at</i> http://campustools.capella.edu/redirect.aspx?linkid=2222 <i>APA Style and Formatting Module</i> http://www.capella.edu/interactivemedia/WritingProgram/parsentshell.html?childnum=2</p> <p>This multiple-choice quiz will gauge the learner’s understanding of the material presented in this unit and provide an opportunity for the learner to demonstrate mastery of the following course competency: Apply academic communication skills in verbal and written interactions. Learners will have three opportunities to achieve a score of 80% or higher. If, after three attempts, they have not reached 80% correct, they are told that they need to contact their instructor to discuss options.</p>	Instructor verifies that learner has completed the u01q2 Self-Assessment – APA Style and Format. If completed, records a “100” in the courseroom gradebook. If not completed, records a “0” in the courseroom gradebook.
u01q3	Self-Assessment – Writing Assessment Track 1 Results	Ungraded	<p>This quiz provides an opportunity for learners to demonstrate their mastery of the following course competency: Apply academic communication skills in verbal and written interactions.</p> <p>Learners had three opportunities to reach a score of 80% in the Writing Assessment - Track 1. Once they either achieved a score of 80%, or took the assessment three times, they should have submitted the results page to the assignment area of the Self-Assessment – Writing Assessment Track 1 and notified the instructor that it was there. Learners are told that if they have not done this, they must do so before completing this quiz. They will then use this quiz tool to input the results of the assessment.</p>	Instructor verifies that learner has completed the u01q3 Self-Assessment – Writing Assessment Track 1 Results. If completed, records a “100” in the courseroom gradebook. If not completed, records a “0” in the courseroom gradebook. If the learner’s third attempt still does not yield a passing score of 80% or better, the instructor may decide to refer the learner to the Writing Program Consultant using the Consultant Referral Form provided in the Instructor Resources on the Courseroom Home Page.

Track 1 Courseroom Unit 2 – Library Skills, Dissecting Research Articles, and Professional Communication

Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
<p>1. Prepare to write a well-formed research topic (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher, O4: Professional Communicator).</p> <p>2. Demonstrate effective library research skills (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher).</p> <p>3. Identify the key research concepts that form the foundation of the research (O2 Critical Thinker, O3: Researcher).</p>	<p>Readings focus on: formulating the research topic, library skills, dissecting qualitative and quantitative research articles, and writing a literature review.</p> <p>Discussion questions focus on: refining the research topic, scholarly communication, and formulating discussion question responses</p> <p>Quizzes focus on: research topic, library skills, dissecting research articles, literature review, scholarly communication, and creating course papers</p> <p>Assignments focus on: library skills, literature review, and evaluating a discussion response.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Contents of Professional Communication and Writing Guide <input type="checkbox"/> Resources from Capella's Library including: <ul style="list-style-type: none"> <input type="checkbox"/> Information Skills Self-Assessment - http://media.capella.edu/NonCourseMedia/library/selfAssessment/selfAssessment.html <input type="checkbox"/> Library Research and Information Literacy Skills - https://campus.capella.edu/web/library/library-research-skills <input type="checkbox"/> Library Guides – Program Research Guides - http://capellauniversity.libguides.com/index.php <input type="checkbox"/> Program Research Guides - http://capellauniversity.libguides.com/searchtags.php?iid=780&gid=0&tag=program_research <input type="checkbox"/> Library Research Skills Final Assessment – http://media.capella.edu/NonCourseMedia/library/finalAssessment/finalAssessment.html <input type="checkbox"/> Evaluating Source Quality - https://campus.capella.edu/web/library/library-research-skills/evaluating-source-quality <input type="checkbox"/> Media pieces specifically related to professional communication – Track 1 courseroom <input type="checkbox"/> Media pieces specifically related to Writing/Evaluating a literature review or course paper - http://www.capella.edu/interactivemedia/OnlineWritingCenter/interactive/litReview/litReview_outerWrapper.asp <input type="checkbox"/> Media and documents created specifically for the T1 course

Track 1 Courseroom - Unit 2 Instructor Action Item Table

Note: This *Instructor Intervention Table* does NOT include all of the assignments and quizzes in Unit 2, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u02d1	Research Topic Critique	Ungraded	Regular Discussion	In order to receive the full 5% for their Discussion Participation, learners need to post responses to all of the courseroom discussion topics. Instructor needs to pay attention and provide corrective feedback if needed. If learners post responses to all discussion topics in Units 1-2, instructor records a "100" in the courseroom gradebook. If not, or if one is left out, the instructor records a "0" in the courseroom gradebook for Discussion Participation Units 1-2.
u02a1	Library Skills Self-Assessment	Ungraded	Learner Completes the iGuide <i>Information Skills Self-Assessment</i> and then posts the results. This is the "Pre-test" for the library skills section. Information Skills Self-Assessment: http://media.capella.edu/NonCourseMedia/library/selfAssessment/selfAssessment.html	Instructor verifies that the learner has completed the self-assessment. If completed, records a "100" in the courseroom gradebook. If not completed, records a "0" in the courseroom gradebook.

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u02a2	Library Research Skills Final Assessment	Ungraded	<p>Learner Completes the iGuide Library Research Skills Final Assessment: http://media.capella.edu/NonCourseMedia/library/finalAssessment/finalAssessment.html</p> <p>Learners are told to save the results e-mail they receive as a PDF or HTML file and post it in the u02a2 assignment dropbox. After they have posted their results in the assignment area, they are told to go into the <i>Library Research Skills Final Assessment Score</i> activity and enter their score.</p> <p><i>Note:</i> Learners should receive a passing grade of 80%, or 13 correct out of 16. If they do not receive a passing score, they are told to review the material in the results e-mail.</p>	<p>Instructor verifies that the learner has completed the <i>Library Research Skills Final Assessment</i>. If completed, records a “100” in the courseroom gradebook. If not completed, records a “0” in the courseroom gradebook.</p> <p>Instructor reviews the results of the Learner’s self-assessment. If learner scores less than 80% (less than 13 out of 16), the instructor directs learner to specific Library skills tutorials to review to strengthen knowledge in deficient areas.</p>
u02q2	Library Research Skills Final Assessment Score	Ungraded	<p>Quiz – Learners input the results from <i>u02a2 Library Research Skills Final Assessment</i>, and if they select the option that they scored less than 80% on the research skills assessment, learners are told to contact their instructor to discuss further options.</p>	<p>Instructor verifies that the learner has completed the <i>Library Research Skills Final Assessment</i>. If completed, records a “100” in the courseroom gradebook. If not completed, records a “0” in the courseroom gradebook. If the learner’s third attempt still does not yield a passing score of 80% or better, the instructor may decide to refer the learner to the Library Consultant using the Consultant Referral Form provided in the Instructor Resources on the Courseroom Home Page.</p>

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u02a3	Literature Review	Ungraded	Learner writes up the results of the two library searches (u02s5: Building Library Research Skills – Searching) on their research topic and posts it to the Assignment area. Learner will then completed u02q3 as a self-assessment on how they did on the lit review.	Instructor verifies that the learner has completed the Literature Review.
u02q3	Self-Assessment: Literature Review	Ungraded	Learner completes a self-assessment on how they did on u02a3 Literature Review . They are told: Doctoral learners completing a literature review at this stage of their academic journey (Track 1), should score at least 6 points (60%). Consider the areas in which you score 0 points as areas to be better understood and improved by the time you reach Track 2.	Instructor verifies that the learner has completed the self-assessment of the lit review, and identifies learners who may be having difficulty. These may be learners for whom a referral to the Library or Writing Consultant may be helpful using the Consultant Referral Form provided in the Instructor Resources on the Courseroom Home Page.

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u02a5	Self Assessment – Evaluation Results	Ungraded	The learner takes a media self-assessment in u02s10: <i>Writing a Literature Review or Course Paper</i> , and they post the results here, and post a second document explaining what they will do to improve their results.	Instructor verifies that the learner has completed both the self-assessment and the paper explaining steps learner will take to improve. Look for learners who may be having difficulty. These may be learners for whom a referral to the Library or Writing Consultant may be helpful using the Consultant Referral Form provided in the Instructor Resources on the Courseroom Home Page.
u2q4	Self-Assessment – Dissecting Research Articles	Ungraded	Quiz – Learners take this 17-question quiz after completing the following activities: u02s6 Dissecting Research Articles u02s7 Dissecting a Quantitative Article u02s8 Dissecting a Qualitative Article	Instructor verifies that the learner has completed both the self-assessment and the paper explaining steps learner will take to improve. Learners must achieve a final score of 12 out of 17 correct (70%) on the self-assessment. If learner does not achieve a score of 70%, this may be a learner for whom a referral to the Library or Writing Consultant may be helpful using the Consultant Referral Form provided in the Instructor Resources on the Courseroom Home Page.

Notes:

Track 1 Courseroom Unit 3 – Research Skills: Research Ethics and Reviewing the Scientific Merit of Proposed Topics

Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
<p>1. Explain how Capella supports and promotes ethical research (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher).</p> <p>2. Identify Capella resources for designing, reviewing, conducting, and sharing research (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher).</p> <p>3. Review the ethical foundations that form the base of Capella University's vision for responsible conduct of research (O3: Researcher).</p> <p>4. Review case studies that have influenced ethics in research (O3: Researcher).</p> <p>5. Identify strategies and best practices that serve to encourage the protection of human subjects in human research (O3: Researcher).</p> <p>6. Develop a research problem statement derived from the research topic(O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher).</p>	<p>Readings focus on: ethics in research, Capella's IRB site, assessing risk in research, and developing a research problem statement</p> <p>Discussion question focuses on: Developing oral presentation on research topic for WE</p> <p>Quizzes focus on: ethics and risk assessment in research,</p> <p>Assignment focuses on: Presenting the research topic and research problems</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The Nuremburg Code, Helsinki Declaration, & Belmont Report - http://www.hhs.gov/ohrp/archive/irb/irb_appendices.htm#j5 <input type="checkbox"/> Be familiar with the information available on your school's Research page on igitude - https://campus.capella.edu/web/research-at-capella/research-in-your-school/school-of- <input type="checkbox"/> Web page <i>Ethics in Mental Health Research</i> (http://www.emhr.net) – be familiar with the case studies such as Tuskegee Syphilis Study. <input type="checkbox"/> Web page <i>Human Research Protections</i> (http://www.hhs.gov/ohrp) – be familiar with the <i>Risk Assessment Webinar & Human Research Protection Checklist</i> <input type="checkbox"/> Media and documents created specifically for the T1 course

Track 1 Courseroom - Unit 3 Instructor Action Items Table

Note: This *Instructor Intervention Table* does NOT include all of the assignments and quizzes in Unit 3, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u03a1 Graded Assignment	Research Problem Statement	GRADED: 10 %	Learners post the Research Problem Statement to the assignment area.	Instructor uses Scoring Guide (Rubric) to grade the problem statement
Participation Grade	Participation Grade in courseroom grade book (Units 1-4)	GRADED: 5%	Learners must respond to discussions in ALL instances according to direction. It is an “all or nothing” grade.	Instructor checks on learners’ participation in discussion then inputs grade. If learners post responses to all discussion topics in Units 1-2, 3-4, then the instructor records a “100” in the courseroom gradebook in each column. If not, or if even one discussion topic is left out, the instructor records a “0” in the courseroom gradebook for Discussion Participation Units 1-2, 3-4. NOTE: in order for the final grade formula to work properly, instructors should also record a “100” or a “0” in the courseroom gradebook column for Discussion Participation for Units 5-6.

Notes:

Track 1 Courseroom Unit 4 – Preparing for the Weekend Experience

Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
<p>1. Identify activities for each of the days at residency (O1: Scholar Practitioner).</p> <p>2. Identify expectations for learners during residency and what things to bring to residency (O1: Scholar Practitioner).</p> <p>3. Ensure all Track 1 courseroom components and deliverables have been completed and submitted (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher).</p>	<p>Readings focus on: preparing for the WE, reviewing peer feedback forms, and reviewing the research plan template</p> <p>Quizzes focus on: completion of courseroom activities</p> <p>Assignment focuses on: completion of courseroom activities</p>	<p><input type="checkbox"/> Be prepared with the curriculum and activities for the Weekend Experience. See u04s1 in Learning Unit 4.</p> <p><input type="checkbox"/> Be familiar with the evaluation forms for the Weekend Experience. See u04s2 in Learning Unit 4.</p>

Notes:

Track 1 Courseroom - Unit 4 Instructor Action Items Table

Note: This *Instructor Intervention Table* does NOT include all of the assignments and quizzes in Unit 4, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u04a1	Self-Assessment: Track 1 Courseroom Checklist	GRADED: 5 %	Learners post the results from the <i>Self-Assessment: Track 1 Courseroom Checklist</i> (located in u04a1 assignment description), to the u04a1 assignment area.	Instructor verifies that the learner completed all of the required courseroom activities and uses the Scoring Guide (Checklist) to grade the assignment. If all activities were completed, Instructor records a "100" in the courseroom gradebook. If not completed, Instructor records a "0" in the courseroom gradebook.


<p>u04a2</p>	<p>Poster Presentations</p>	<p>GRADED: 30 %</p>	<p>Learner creates their Poster and submits it to the u04a2 assignment area by 8:00am Sunday.</p>	<p>Each learner has 12 minutes to present, structured as follows:</p> <ul style="list-style-type: none"> a. Poster presentation: less than 5 minutes. b. Peer Q and A: about 2 minutes. <p>Private evaluation: about 2 minutes. Peers use the Modified WritingFeedback Tool: Oral Presentations to submit feedback electronically to the presenter. Faculty Instructors can request copies of each presenter’s feedback, or not. Peer summative feedback: about 3 minutes. Encourage learners to listen to your peers’ feedback and evaluate the verbal feedback in comparison with the private feedback.</p> <p>Faculty instructors should appoint a learner to keep time for all of the segments for each presenter.</p> <p>Instructor pulls up the Scoring Guide (Rubric) for the Poster Presentation and grades the presentation as the learner is presenting, and provides public constructive feedback as needed.</p> <p>Instructor encourages learners to read and consider the feedback they receive at a later time.</p>
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Notes:

Track 1 Courseroom Unit 5 – Track 1 Final Assessment		
Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
1. Complete and submit the Weekend Experience Checklist and Track 1 Final Assessment by 11:59 pm Sunday. (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher, O4 Professional Communicator).	Assignment focuses on: Further developing the Research Plan	u05a2 - Weekend Experience Checklist, and u05a1 - Track 1 Final Assessment requirements and scoring guide. Both of these are school specific and located in Unit 5.

Track 1 Courseroom - Unit 5 Instructor Action Items Table

Note: This *Instructor Intervention Table* does NOT include all of the assignments and quizzes in Unit 5, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u05a1 	Track 1 Final Assessment <i>**Learner must pass this assessment with a score of at least 15 generated by the u05a1 grading rubric to pass Colloquium Course.</i>	GRADED: 35%	Learners create a paper that presents their poster from the final poster session, in narrative form. The paper sums up their work in the courseroom and the Weekend Experience. They are to utilize the feedback they received in the Track 1 courseroom and the Weekend Experience to refine their work and complete the assignment. Paper is submitted to the assignment area.	All grades in grade book must be entered manually as 100 (Pass) or 0 (Fail) with the exception of u05a1. Instructor uses the u05a1Grading Rubric to grade the Final paper, and does not convert the raw score to “0” or “100.” Remind learners not to wait until the last minute to submit the final assessment in order to aid the final grading process. Instructor completes grading the Final Assessment by Wednesday. If the Learner fails the Final Assessment, they have until the next Sunday at 11:59pm to resubmit the assessment.
u05a2	Completing the Weekend Experience Checklist –	GRADED: 10%	Learner completes the checklist for the Weekend Experience and then they post it to the u05a2 assignment area.	The Instructor then verifies that the learner did complete each session of the Weekend Experience. If completed, records a “100” in the courseroom gradebook. If not completed, records a “0” in the courseroom gradebook.

Track 1 Courseroom Unit 6 – Preparing for Track 2		
Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
1. Begin preparing for Track 2 (O1: Scholar Practitioner).	<p>In u06s1 Learners are to read the Track 1 Preparation Plan template (see http://www.capella.edu/iGuidePA/PDF/residencies/phd_completion/Track_1_Preparation_Plan.pdf).</p> <p>This template describes work that is to be completed prior to starting Track 2.</p> <p>Assignment focuses on: Creating a Preparation Plan using the Track 1 Preparation Plan template to prepare for Track 2.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Preparing for Track 2 assignment requirements and scoring guide <input type="checkbox"/> General contents/focus of Track 2

Track 1 Courseroom - Unit 6 Instructor Action Items Table

Note: This *Instructor Intervention Table* does NOT include all of the assignments and quizzes in Unit 6, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u06a1	Track 1 Preparation Plan - due Sunday at 11:59pm.	GRADED: 5%	Learner writes up a three-paragraph document using the Track 1 Preparation Plan template, outlining their preparation plans for Track 2.	<p>Instructor uses the u06a1 Grading Rubric to grade the Track 1 Preparation Plan. Remind learners not to wait until the last minute to submit the final assessment in order to aid the final grading process. Instructor completes grading the Final Assessment by Wednesday. If the Learner fails the Final Assessment, they have until Sunday at 11:59pm to resubmit the assessment.</p> <p>NOTE: IF the learner fails the resubmitted Final Assessment, they fail the Colloquia Track...but they WILL be required to resubmit the Preparation Plan with what their plans will be to get back on track. The resubmitted Prep Plan will be due by FRIDAY at 11:59pm of the third week following the WE. HOWEVER, we will not specifically say that in the courseroom. Instead, the learner will be told to work with their instructor to resubmit the Prep Plan. The due date of the resubmitted Prep Plan SHOULD be included in the Instructor notes, though!</p>

Track 1 Courseroom Checklist

Green is graded

Unit 1 - Forming Cohorts and Academic Integrity
All Unit 1 Study Activities (u01s1, u01s2, u01s3, u01s4)
u01d1 - Defining Academic Integrity
u01d2 - Applying Academic Integrity to Scholarly Writing
u01q1 - Self-Assessment - Summarizing, Paraphrasing, Quoting
u01a1 - The Academic Integrity Pledge
u01q2 - Self-Assessment – APA Style and Format
U01a2 - Self-Assessment – Writing Assessment Track 1
u01q3 - Self-Assessment - Writing Assessment Track 1 Results
Unit 2 - Library Skills, Dissecting Research Articles, and Professional Communication
All Unit 2 Study Activities (u02s1, u02s2, u02s3, u02s4, u02s5, u02s6, u02s7, u02s8, u02s9, u02s10)
u02q1 - Self-Assessment – Research Topic Quiz
u02d1 - Research Topic Critique
u02a1 - Library Skills Self-Assessment
u02a2 - Library Research Skills Final Assessment
u02q2 - Library Research Skills Final Assessment Score
u02a3 - Literature Review
u02q3 - Self-Assessment – Literature Review
u02q4 - Assessment – Dissecting Research Articles
u02d2 - Importance of Scholarly Communication
u02d3 - Keeping Communications at the Scholarly Level
u02d4 - Responding to Discussions – Content Issues
u02d5 - Responding to Discussions – Critical Analysis
u02a4 - Evaluating a Discussion Response
u02a5 - Self Assessment – Evaluation Results

(checklist continued on next page)

Unit 3 – Research Ethics and Reviewing the Scientific Merit of Proposed Topics
All Unit 3 Study Activities (u03s1, u03s2, u03s3, u03s4, u03s5)
u03q1 - Self-Assessment - Declarations and the Common Rule
u03q2 - Self-Assessment – Ethical Scenarios
u03q3 - Self-Assessment – Risk Assessment
u03a1 - Research Problem Statement
u03d1 - Oral Presentation
Unit 4 - Preparing for the Weekend Experience
All Unit 4 Study Activities (u04s1, u04s2)
u04a1 - Self-Assessment – Track 1 Courseroom Checklist
Unit 5 – Final Assessment
No Unit 5 Study Activities
u05a1 - Track 1 Final Assessment (Due Sunday after WE) (35%)
u05a2 - Completing the Weekend Experience Checklist (Due Sunday after WE) (10%)
Unit 6 – Preparing for Track 2
All Unit 6 Study Activities (u06s1)
u06a1 Track 1 Preparation Plan- Readiness for Track 2 (5%)

Notes:

TRACK 1 Weekend Experience Overview

Overview: The purpose of this Weekend Experience (WE) Overview is to provide an *overview* of Weekend Experience, including:

- the specific faculty roles and tasks related to each of the face-to-face sessions,
- the content knowledge and skills the Colloquium faculty will be expected to bring to their role as the Instructor, and
- the purpose of the Learner Guidebook (LG) as a workbook-like document that learners can use to document their work in each face-to-face session.

The Logic of Track I

TRACK I follows the logical steps of initiating the crafting of the dissertation proposal. After developing a researchable topic, learners will search the existing literature:

- To find support for the learner’s topic to discover if the topic is being worked on in your specialization area.
- To find in the existing literature a research problem, something incomplete or needing improvement in the line of research in the learner’s specialization area.

Learners will also seek in the literature evidence of a need for work on the learner’s topic. The evidence of need justifies asserting that studying the topic will advance the science in the learner’s specialization.

Learners will begin to learn how to write a literature review that justifies or demonstrates how the topic, the research problem, and the design of the study will advance science. This write-up of how the study will advance science demonstrates the first part of scientific merit. In Track I, learners will focus on how the study will advance science in his/her specialization. The other parts of scientific merit that the learners will learn about in his/her coursework and in Tracks II and III are:

- The selection of an appropriate methodology.
- The creation of an appropriate research design.

When the learner is in the dissertation, he/she will present the literature review (and later, the full methodology) for evaluation by the learner's mentor and committee. And finally, the learner will incorporate feedback, revise, and resubmit to his/her mentor and committee for further evaluation.

- In Track I, contact with the Instructor is important. As the weekend experience progresses, learners should be more confident and beginning to work within the cohort and/or smaller group with the Instructor shifting more into the facilitator role. In Track II, learners work more within a small group and independently with the Instructor serving as a consultant/facilitator. In Track III, learners should be primarily working with each other and more independently. In Track III, the Instructor should be primarily in the mentor role.

Application of the Logic in Track I

In ED8002 and ED8009 (the two PSL PhD First Courses) in the T1 Courseroom, and in the Weekend Experience, the learners are invited to practice and are assessed on the following:

- Learners develop a researchable topic and locate it in the existing literature of research and theory.
- Learners use the existing literature to:
 - Support the topic.
 1. Develop a problem statement.
 2. Show the need for the study.
 3. Demonstrate how it will advance the science of his/her specializations.
 - Learners craft appropriate scholarly presentations of the elements of their proposal for formative, summative, and evaluative feedback.
 - Learners practice basic approaches to evaluation of research proposals, for their work and their peers' work.

- Learners receive instructor feedback to self-evaluate their assessment skills.

Learners are required to complete all eleven (includes the closing session on Day 4) sessions, and will engage in two categories of activities during these sessions: preparation and presentation. Both categories of activities are designed to help learners focus on developing:

- A research topic for their dissertation.
- A basic literature review supporting and justifying their topic and outlining its scientific merit.
- A statement of a research problem discovered in the literature review.

The tables on the following pages identify the session activities for each session and summarize the Instructor’s role and tasks associated with each activity, along with a checklist of the required skills/knowledge the Instructor will be expected to demonstrate in order to successfully guide the learner through each session. Space for Instructor notes follows each session description. The following acronyms are used in the tables that follow:

Preparation activities (PRP) - Activities that entail learners working independently (i.e., researching their topics via the Internet or Library, writing, revising, self-assessing, etc...) with the Instructor being available for consultation as needed, and selecting learners to present in sessions 1, 2, 4, 7, or 8.

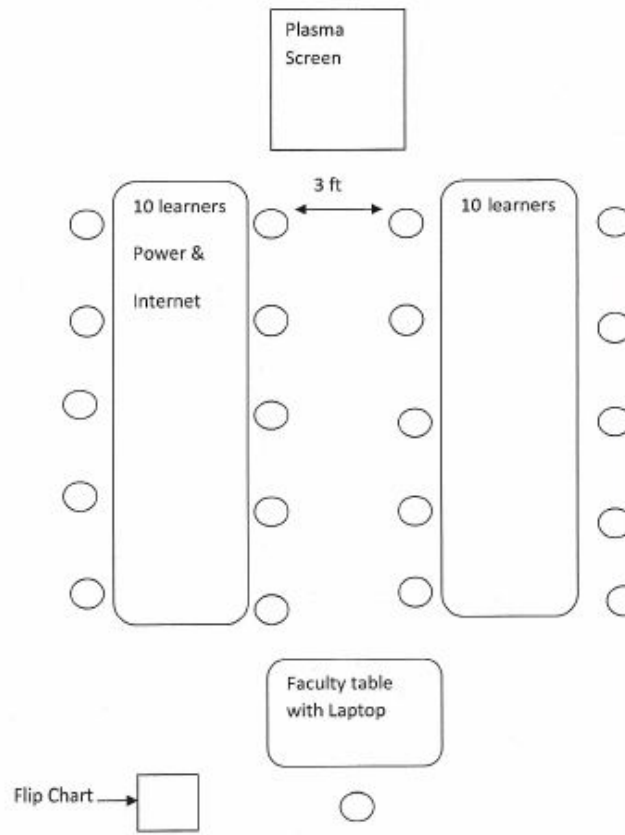
Presentation activities (PRS) – Activities that entail learners presenting the results of their work as well as giving and receiving feedback. The INSTRUCTOR will evaluate each learner’s work and provide public and private feedback according to various rubrics. Learners will be required to present the results of their work in one of the following sessions: 1, 2, 4, 7, or 8 for a total of three presentations in Track 1. The INSTRUCTOR will select the learners who will present each time to ensure that everyone completes their three required presentations.

Learner Guidebook (LG) - In the column labeled, “LG Pages,” space is provided for you to note specific page references to the Learner Guidebooks you review the curriculum.

The next two pages include a schematic of the Track 1 seating arrangement for a cohort of 20 learners, and schedule of the time blocks for each session.

****Never end a session early. You can always use the extra time to refine or move to next activity.**

Track 1 Seating Arrangement



Track 1 Weekend Experience Schedule

Day	Time	Hr:M		Session Title
Thursday	5:00-6:45p	1:45	Session 1	Evaluating Scholarly Writing and Presentations
Friday	8:00-9:30a	1:30	Session 2	Research Topic Presentations
	9:30-9:45a	:15	Break	
	9:45-11:15a	1:30	Session 2 <i>con't</i>	Research Topic Presentations - <i>Continued</i>
	11:15-12:00p	:45	Session 3	Revising Research Topics and Expanding the Literature Review
	12:00-1:15p	1:15	Lunch	
	1:15-3:00p	2:45	Session 3 <i>con't</i>	Revising Research Topics and Expanding the Literature Review - <i>Continued</i>
	3:00-3:15p	:15	Break	
	3:15-5:45p	2:30	Session 4	Showing Scientific Merit, Part 1: Finding existing literature to support the <i>Problem Statement</i> and the <i>Advancing Knowledge</i> statement
Saturday	8:00-8:30a	:30	Session 5	The Research Plan Form
	8:30-9:30a	1:00	Session 6	Showing Scientific Merit, Part 2: Drafting the Literature Review
	9:30-9:45a	:15	Break	
	9:45-12:00p	2:15	Session 6 <i>con't</i>	Showing Scientific Merit, Part 2: Drafting the Literature Review - <i>Continued</i>
	12:00-1:15p	1:15	Lunch	
	1:15-3:00p	1:45	Session 7	Evaluating Literature Reviews
	3:00-3:15p	:15	Break	
	3:15-5:45p	2:30	Session 8	Showing Scientific Merit, Part 3: Drafting the Research Plan Sections "Problem Statements" and "Advancing Scientific Knowledge"
	6:00-7:00p		Session 9	Poster Development – Learners on their own.
Sunday	8:00-11:50a	3:50	Session 10	Poster Presentations
	9:30-10:00	:30	Break	
	11:50-12:00	:10		Closing Session

Track 1 Weekend Experience Summary of Activities with Learner Presentations using Feedback tool

Activity	Learners Number & Feedback Tool
1.2	5 learners present (1-5) <i>Modified Writing Feedback Tool: Oral Presentations</i>
2.1	All learners present <i>Modified Writing Feedback Tool: Oral Presentations</i>
4.2	5 learners present (6-10) <i>Modified Writing Feedback Tool: Oral Presentations</i>
7.2	5 learners present (11-15) <i>Modified Writing Feedback Tool: Analysis of Elements of Literature Reviews (All Learners do self-assessment on their own)</i> <i>Modified Writing Feedback Tool: Oral Presentations</i>
8.3	5 learners present (16-20) <i>Modified Writing Feedback Tool: Oral Presentations</i>
10.1	All learners present <i>Modified Writing Feedback Tool: Oral Presentations</i>

TRACK 1 WEEKEND EXPERIENCE DETAILED SESSION DESCRIPTIONS/INSTRUCTIONS

Day 1 – Evening - Session 1 – Evaluating Scholarly Writing and Presentations (1 hour 45 minutes) - Focuses on structure and format of scholarly writings at the paragraph level, the post and response level in the courseroom, and the paper level (literature review). The session also focuses on correct APA citation and referencing for academic integrity and credibility. In Session 6, learners work on the content and argument dimensions of the literature review. Session 1 refreshes the work done in the Colloquia Courseroom. Learners will be:

- Expanding the literature review on their topic.
- Writing a research problem statement.
- Writing an advance the science statement.

During the weekend experience, learners will continue to work in the groups established in the Colloquia Courseroom. Session activities in the Weekend Experience will include cohort and group activities.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills Checklist
	<p>1.1 – PRP - Activity 1.1 requires one hour to complete. Using the Modified Capella Writing Feedback Tool, learners evaluate the structure and organization of the course paper they selected in their Pre-Colloquium courseroom activities. Space is provided in the Guidebook for learners for record their notes for this activity.</p> <ol style="list-style-type: none"> 1. Learners may self-select to review the writing presentations in the courseroom prior to beginning the activity. 2. Learners evaluate a recent course paper or (For Psychology, the course paper from PSY7110) and 	<p>Bullets 1-3 require 50 minutes</p>	<p><input type="checkbox"/> Modified Capella Writing Feedback Tool, also linked to the u04s2 courseroom activity in Unit 4.</p>

	<p>provide self-critique in notes on his/her paper regarding proper structure and format.</p> <p>3. Learners self-assess the same paper form above bullet point using the Modified Capella Writing Feedback Tool.</p> <p>Learners prepare self-evaluation oral presentation no more than three minutes in length.</p>	<p>Allow about 10 minutes</p>	
	<p>1.2 – PRS - Activity 1.2 requires 45 minutes to complete. Faculty Instructor selects the learners who will present in Session 1. Remaining learners will present in Sessions 4, 7, or 8. Peers provide feedback using Modified Capella Writing Feedback Tool (p. 11) and submit electronically to presenter. <i>Instructor provides public feedback using Modified Writing Feedback Tool: Oral Presentations while showing his/her feedback on the big screen for learners to see. Learners will reflect on their feedback of peer in comparison to Instructors’ feedback of peer</i></p> <ul style="list-style-type: none"> • Five learners (#1-5), each taking three minutes, present their self-evaluation, and receive two-minutes of feedback from the faculty instructor. • Learners who are not presenting will evaluate the presentations and then use the INSTRUCTOR’S feedback to self-assess his/her evaluations of the presentation.. • Session Q&A (5 minutes). 	<p>Allow 10 min to prepare; 45 min for presenting</p>	<ul style="list-style-type: none"> <input type="checkbox"/> How to use the Modified Writing Feedback Tool: Oral Presentations; also linked to the u04s2 courseroom activity in Unit 4. <input type="checkbox"/> “2+2” feedback techniques (Note: these are feedback techniques that PSL learners learned about in First Course).

Notes:

Day 2- Morning - Session 2: Research Topic Presentations (3 hours) – Learners will publicly present the **3-minute** presentation on their research topic that they prepared in the Colloquium courseroom.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills Checklist
	<p>2.1 – PRS - Instructor will briefly explain how to use the Modified Writing Feedback Tool: Oral Presentations rubric to evaluate peers’ presentations and provide constructive comments to help them improve their skills. Presenter’s peers will use the rubric to evaluate and provide constructive feedback electronically to the presenter. <u>All learners</u> will present for 3 min with an additional 3-4 min for Q & A, completing feedback tool, instructor verbal feedback (show feedback tool on big screen), and transition to next learner.</p> <p>Timing is as follows:</p> <ul style="list-style-type: none"> • Presentation: Three minutes. • Q & A: One minute. • Complete evaluations privately: One minute. • FI formative feedback: Two minutes. • Transition to next presenter: Thirty seconds. <p>Note: To ensure that all learners are able to present, divide the cohort into two groups (Group A & B), and let one group present before the morning break (Group A), and the other group (Group B) present after the morning break.</p>	<p>Allow 3 hours total</p>	<p><input type="checkbox"/> Be able to explain the Modified Writing Feedback Tool: Oral Presentations rubric; also linked to the u04s2 courseroom activity in Unit 4.</p>

Notes:

Day 2 – Morning (before lunch) - Session 3 – Revising Research Topics and Expanding the Literature Review (45 minutes) –

Utilizing the feedback received from Activity 2.1, learners will be able to work independently to revise and gain preliminary approval for their research topics in consultation with their peers and the Instructor.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>3.1 –PRP - Using the feedback they received in Session 2, learners will revise their research topics in consultation with the instructor. When the topic has been revised and improved, learners will present it individually to the instructor for preliminary approval. Once they obtain approval from the instructor, learners can move immediately to Session 4 to expand their literature review on their selected topic.</p> <p>NOTE: Learners need to be reminded that the tentative approval of their topic in Track 1 is preliminary. Final topic approval must be obtained from their specialization chair designee during the RP review process, and approval at this Track 1 residency is not a guarantee that the specialization chair will accept the topic.</p>	<p>Allow 45 minutes before lunch</p>	<p>Be familiar with acceptable topic areas and other resources within each of your school’s specializations that you can direct the learners to for additional assistance. Be able to explain the Modified Writing Feedback Tool: Oral Presentations rubric, pp. 11; also linked to the u04s2 courseroom activity in Unit 4.</p>

Notes:

Day 2 – Afternoon (after lunch) - Session 3 continued – Revising Research Topics and Expanding the Literature Review (1 hour & 45 minutes) – Utilizing the feedback received from Activity 2.1, learners will be able to work independently to revise and gain preliminary approval for their research topics in consultation with their peers and the Instructor.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>3.1 –PRP – (continued)</p> <p>Process: In this session, learners utilize the feedback from Activity 2.1 to refine their research topics.</p> <p>When the topic has been revised and improved, the learner individually presents it to the Instructor for preliminary approval. Once each learner receives the Instructor’s preliminary approval, they continue to work on their literature reviews.</p>	<p>Allow 1 hour and 45 minutes after lunch</p>	<p>Be familiar with acceptable topic areas and other resources within each of your school’s specializations that you can direct the learners to for additional assistance. Be able to explain the Modified Writing Feedback Tool: Oral Presentations rubric, pp. 11; also linked to the u04s2 courseroom activity in Unit 4.</p>

Notes:

Day 2 – Afternoon - Session 4 – Showing Scientific Merit, Part 1: Finding existing literature to support the Problem Statement and the Advancing Knowledge statement. (2.5 hours) – Learners will be able to work independently and with faculty consultation as needed to prepare sections 1.4 and 3.1 of their Research Plans. [Note: All learners will have done a preliminary 3-article search in the Colloquium T-1 CR].

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>4.1 –PRP - Using their laptops, and the skills they developed in Dissecting Research Articles in the Track 1 courseroom, learners will utilize Summon searches to find, evaluate, and summarize research articles to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support their topics (what is known). <input type="checkbox"/> Demonstrate need (relevance to field) for a study on a research problem (what is not known or needs improvement). <input type="checkbox"/> Determine how the study will advance the science of the field. <input type="checkbox"/> Their searches and note taking will be guided by a set of questions provided in the Learner Guidebook. INSTRUCTORS will consult and offer formative feedback. The outcome will be accessing and using articles to: <input type="checkbox"/> Develop a problem statement or need for the study. <input type="checkbox"/> Demonstrate Advancing Scientific knowledge in his/her specialization. <p>Learners utilize the Research Plan Form, Sections 1.4 Research Problem (1.5 in the qualitative Research Plan) and 3.1 Advancing Scientific Knowledge as a guide to develop the activity.</p> <p>Learners work on laptops searching the Capella Library databases for articles related to their topic. Learners will add at least five additional articles relevant to their topic to their expanding literature reviews started in the Track I courseroom.</p>	<p>Allow 2.5 hrs</p>	<p>The Capella Library, Ref Works, the Capella Library’s scholarly research log, and your own preferred academic or scholarly search engines.</p>

	<p>The Instructor meets individually with each cohort learner in a pre-designated sequence that the instructor determines to check on progress and problems. The Instructor also serves as coach and consultant when invited by a learner to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refine search terms. <input type="checkbox"/> Discuss theoretical issues. <input type="checkbox"/> Determine what is needed from the search to support the topic, demonstrate relevance, and advance the science of the field. <p>Instructors will select five learners to present their findings to their peers during the last 45 minutes of this session. Five learners (#6-10) present their results, and receive feedback from the Instructor.</p> <p>Learners not presenting evaluate their peers' presentations and utilize the instructor's feedback to self-assess their personal evaluations for accuracy. (Occurs as a parallel activity with Faculty feedback.)</p> <p>[NOTE: Learners could start early on this session if they receive preliminary approval in Session 3 before it concludes, but they can only work independently up until the last 45 minutes of this session.]</p>		
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Notes:

Day 3 – Morning - Session 5: The Research Plan Form (30 minutes) – Instructors and learners will review a copy of the four items and their instructions (addressed in the T1 courseroom) from the Research Plan Form. Learners may want to review Research Plan presentations in the courseroom before beginning the activity.

<p style="text-align: center;">Qualitative Research Plan</p> <p>1.4 Research Topic. 1.5 Research Literature Review. 3.1 Advancing Scientific Knowledge. 6.0 References</p>	<p style="text-align: center;">Quantitative Research Plan</p> <p>1.3 Research Topic. 1.4 Research Problem. 3.1 Advancing Scientific Knowledge. 6.0 References (no section 5.9)</p>	<p style="text-align: center;">Mixed Methods Research Plan</p> <p>1.3 Research Topic. 1.4 Research Problem. 1.5 Need for the Study or Research Problem. 3.1 Advancing Scientific Knowledge.</p>
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<p style="text-align: center;">LG Page #</p>	<p style="text-align: center;">Activity / Description</p>	<p style="text-align: center;">Time</p>	<p style="text-align: center;">Instructor Content Knowledge/Skills</p>
	<p>5.1 –PRP – Instructors will lead a discussion and Q&A session on the instructions for completing the Research Plan forms (Qual, Quant, and Mixed).</p> <p>NOTE: When the discussion and Q&As are concluded, learners can begin working in Session 6. Learners should attempt to tackle research questions or titles until Track 2. They should spend this time in Track 1, and the time in between Tracks 1 and 2, in deepening and expanding their literature reviews, which are the basis for the research problem statement. The problem statement they draft here will most likely be deepened and changed before Track 2. Since the research question (which is based on the problem) will probably change as well, and since the title should be built on the basis of the question, there is little point in writing either of them now.</p>	<p style="text-align: center;">Allow 30 min</p>	<p>Instructions for completing the Research Plan forms (Qual, Quant, and Mixed).</p>

Notes:

Day 3- Morning - Session 6: Showing Scientific Merit, Part 2: Drafting the Literature Review (1 hour before the Break; 2 hours 15 minutes after the Break). Instructor will explain that there is no minimum or maximum requirement to the number of references in learners’ literature reviews. Learners will then be directed, on the basis of the articles they have found so far, to write up a preliminary literature review.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>6.1 –PRP – As learners resume the work from Activity 4.1, Showing Scientific Merit, Part 1: Finding existing literature to support the Problem Statement and the Advancing Knowledge statement, Instructors will provide consultation as needed on the MEAL plan as learners work independently.</p> <p>Learners will utilize the articles that have collected to write a preliminary literature review. They may select to review literature review presentations in Unit 2 in the courseroom. Learners need to ensure they have responded to the six questions in the guidebook and incorporated the dos and don’ts listed in the guidebook. Utilizing the MEAL plan is essential in developing the learners’ literature review and writing skills.</p> <p>If learners complete the activity, they can begin the evaluation process in Activity 7.1.</p> <p>NOTE: Learners should be encouraged to begin working on a three-minute presentation summarizing their self-assessment of their literature review as they complete their evaluations. A list of the items that they might include in their three-minute summaries is provided in the Activity 7.2 description. If selected by the instructor, they will present their summaries in Activity 7.2.</p>	<p>3 hrs 15 min total</p>	<p>Know the MEAL plan and how to explain it. Handouts available on iGuide (i.e., “Paragraphing with the MEAL Plan” and “Example of a MEAL Plan Paragraph Analysis”)</p>

Notes:

Day 3 – Afternoon - Session 7: Evaluating Literature Reviews (1 hour 45 minutes) - In this session, learners will practice evaluating the literature reviews they drafted in Session 6. The instructor selects learners to present the results of their literature review evaluations.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>7.1 –PRP – Using the Modified Writing Feedback Tool: Analysis of Elements of Literature Reviews, learners are to self-assess the literature review they drafted in Session 6, and prepare a three-minute presentation that summarizes their self-assessment of their literature review. They do not need to provide a title page or abstract for this or the previous exercise; they can ignore that part of the self-assessment. The instructor will select the learners to present their three-minute presentations, and notify the group when to begin the presentations.</p>	<p>Allow 45min</p>	<p>Know the MEAL plan and how to explain it. Handouts available on iGuide (i.e., “Paragraphing with the MEAL Plan” and “Example of a MEAL Plan Paragraph Analysis”)</p>
	<p>7.2 –PRS – The Instructor selects five learners (#11-15) make their three-minute presentations on the results of their self-evaluations. The Instructors will offer two-minute formative feedback using the <i>Modified Writing Feedback Tool: Oral Presentations</i> by showing feedback on the big screen and submitting it to each presenter. Learners can use the Instructor’s feedback privately to self-assess their personal evaluative skills, and peers evaluate using the <i>Modified Writing Feedback Tool: Oral Presentations</i>, and submit their comments to each presenter.</p>	<p>Allow 45min</p>	<p>Know how to use the <i>Modified Writing Feedback Tool: Oral Presentations</i> to provide publicly displayed feedback.</p>

Notes:

Day 3 – Afternoon -Session 8- Showing Scientific Merit, Part 3: Drafting the Research Plan Sections “Problem Statements” and “Advancing Scientific Knowledge.” (2 hours 30 minutes after the Break) - Learners draft a statement of the research problem (known in qualitative research as the need for the study), and complete the Research Plan items for research problems and Advancing Scientific knowledge – essentially, a first draft of the Track 1 Final Assignment u05a1. Learners do not identify a methodology at this point; that should be deferred until Track 2 when the research question will be formalized. Methodology selection follows and is driven by the development of the formal research question.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>8.1 –PRP – Working individually and in consultation with the instructor, learners draft a concise one- to three-paragraph statement of the research problem. Learners may choose to review the IRB presentations in the courseroom for the relevant items of the Research Plan. Learners should proof read their statements, and revise for grammar, usage, mechanics, et cetera, including citations and references before presenting their problem statement to the instructor for review and preliminary approval.</p> <p>NOTE: In Activity 8.3, learners will present the results of Activities 8.1 and 8.2 in two-to-three-minute presentations. Each presentation should include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Restating their research topic (from Session 2) <input type="checkbox"/> Describing their study’s research problem (from Activity 8.1) <input type="checkbox"/> Describing how their study will advance Scientific knowledge (from Activity 8.2) <p>Therefore, learners cannot proceed to Activity 8.2 until they have instructor approval of their work in Activity 8.1.</p>	<p>Allow 50 minutes</p>	<p>Know the characteristics presented in the Learner Guidebook and in the T1 courseroom of a well-articulated research problem statement.</p>
	<p>8.2 –PRP – Working individually and in consultation with the instructor, learners craft well-written, one-to-three APA-compliant paragraph to answer the relevant items explaining how their proposed study will advance the knowledge base of their specialization. They should use the instructions provided in their Research Plans to guide how they articulate their explanation. Learners may choose either the qualitative or the quantitative Research Plan, provided that their searches have revealed a genuine need for a study using that methodology. Learners should proof</p>	<p>Allow 50 minutes</p>	<p>Know the characteristics presented in the Learner Guidebook and in the T1 courseroom, and be able to explain what it means to advance the knowledge base.</p>

	<p>read their statements, and revise for grammar, usage, mechanics, et cetera, including citations and references before presenting their explanation to the instructor for review and preliminary approval. Instructors should remind learners that the tentative approval they are providing is preliminary. Approval of the Research Plan must be obtained from the school specific review team.</p> <p>NOTE: In Activity 8.3, learners will present the results of Activities 8.1 and 8.2 in two-to-three-minute presentations. Each presentation should include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Restating their research topic (from Session 2) <input type="checkbox"/> Describing their study’s research problem (from Activity 8.1) <input type="checkbox"/> Describing how their study will advance Scientific knowledge (from Activity 8.2) <p>Therefore, learners cannot proceed to Activity 8.3 until they have instructor approval.</p>		
	<p>8.3 – PRS -Five learners (#16-20) prepare and report the results of their activities 8.1 and 8.2 in three-minute presentations. Learners should follow the guidelines for these presentation presented in their Guidebooks (Activity 8.3). All learners will privately evaluate for clarity, concision, and relevance to topic. The Instructor will offer public two-minute formative feedback using the <i>Modified Writing Feedback Tool: Oral Presentations</i> showing feedback on the big screen and sending it to the presenter, which learners can use privately to self-assess their personal evaluative skills. Peers evaluate and submit their comments to each presenter.</p> <p>NOTE: Before the conclusion of Session 8, the Instructor reviews the Evening Activity – Poster Development. A room and materials will be available for learners to develop their poster for Session 9 – Poster Presentations Session. Please inform the learners no faculty will be present. This is an optional activity but learners must have a prepared poster for the beginning of Session 9.</p>	<p>Final 50 minutes</p>	<p>Know how to use the <i>Modified Writing Feedback Tool: Oral Presentations</i> to provide public feedback.</p>

Notes:

Day 3 Session 9 – (evening) Poster Presentations Preparation (1 hour) – From 6:00-7:00 pm, Learners will have access to a designated room (direct learners to their schedules for the room location) with markers and poster paper provided to create a poster for Sunday morning’s poster presentations.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>9.1 –PRP – Learners will use the remaining time, if any, to create a poster for Sunday morning’s poster presentations containing—in bullet format, not complete sentences— the information provided in the Guidebook to guide the development of their posters.</p> <p>They are told to create a full-size poster containing—in bullet format—the following information:</p> <ol style="list-style-type: none"> 1. The research topic. 2. Summary of the literature review developed to date: <ol style="list-style-type: none"> a) Databases searched. b) List of all keywords used for searching. c) Number of articles collected to date relevant to research topic. 3. The problem statement. 4. Their specialization (Criminal Justice, Emergency Management, General Human Services, Public Safety Leadership, Healthcare Administration, Non-Profit Management, Social and Community Services) plus any additional specialized doctoral coursework relevant to dissertation topic. 5. How the study will advance the science in their specialization (use bullet points, not full sentences). <p>The poster should be one poster-size page in length. If necessary, a second page may be used. No poster should be longer than two pages, and one that can be presented orally in five minutes or less.</p> <p>NOTE: Remind learners that the instructors will announce the order of the presentations at 8am sharp on Sunday morning. Learners need to come to the Poster Session fully prepared to present.</p>	<p>Learners on their own, Sat evening</p>	

Notes:

Day 4 Session 10 – Poster Presentations Session (3 hours 50 minutes) - Learners begin at 8:00 am and must present their posters. Learners take breaks only as needed to ensure that each learner has 12 minutes of time in which to present their posters, and engage in required evaluation and feedback activities. However, coffee and tea will be available between 9:30 and 10:00AM outside of the session rooms that learners can enjoy as their session activities permit.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>10.1 - PRS Learners are told that when it is their turn, they have 12 minutes to present, structured as follows:</p> <ol style="list-style-type: none"> 1. Poster presentation: less than 5 minutes. 2. Peer Q and A: about 2 minutes. 3. Private evaluation: about 2 minutes. Peers and faculty use the Modified Writing Feedback Tool: Oral Presentations to submit feedback electronically to each presenter. 4. Peer summative feedback: about 3 minutes. Listen to your peers' feedback and evaluate the verbal feedback in comparison with the private feedback. 5. Faculty instructors will provide constructive feedback as needed. 6. Submit your feedback to each cohort peer electronically. <p>Remind learners to read and consider the feedback they receive at a later time, and encourage them to incorporate it as appropriate into the Track 1 final assessment assignment in the Track 1 courseroom.</p>	<p>3hrs. 50 min.</p>	<p>How to use and submit the <i>Modified Writing Feedback Tool: Oral Presentations</i> electronically to the presenter.</p> <p>Review the rubric in the courseroom for the poster presentation.</p> <p>Learners need to submit an electronic version of the posters to the assignment area in the courseroom prior to 8am Sunday morning. This way Instructor will have access to the rubric for the poster session.</p>

Notes:

Day 4 – Morning – Session 10.2 - Closing Session (10 minutes) - At **11:50 AM**, learners and the Instructor will:

Share closing comments.

Remind learners about the Final Assessments.

Checkout: Ask learners to have a **picture ID** and their **name badge** ready for checkout. **Departure: 12:00 PM** sharp. Please do not excuse learners before **12:00** or **hold them past 12:00**.

Track 2 Colloquium Courseroom Overview

Through Participation in the Pre- and Post Courseroom, and F2F activities during the Weekend Experience (WE), learners will develop competencies that will enable them to achieve the Colloquium outcomes.

Learner Competencies

1. Articulate the qualities and skills of the scholar practitioner professional during the research design process.
 2. Recognize one's own personal attributes as a scholar-practitioner during the research design process.
 3. Analyze personal progress to develop the scholar practitioner identity during the research design process.
-
1. Apply advanced critical thinking skills to research methods and design.
 2. Synthesize ideas and concepts from previous research to form new frameworks to guide new research.
 3. Support ideas and concepts with evidence from the literature in proposing research methods and design.
-
1. **Problem:** Develop research questions that align with an identified problem.
 2. **Literature:** Analyze the existing literature to identify knowledge gaps in the literature.
 3. **Approach and Methodology:** Propose a research methodology that aligns with an identified problem.
 4. **Analysis and Conclusion:** Analyze the various methods available for data analysis.
 5. **Ethics:** Apply ethics and academic integrity in scientific research.
-
1. Apply academic communication skills in verbal and written interactions within the scientific research process.

Colloquium Outcomes

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1. **Scholar Practitioner:** Develop the attributes of scholarship as they are applied to practice.
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- 
2. **Critical Thinker:** Acquire the ability to analyze, critique, and synthesize information during all phases of the Ph.D. degree program learning process.
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- 
3. **Researcher:** Conduct valid, reliable, and ethical research.
-
- 
4. **Professional Communicator:** Communicate effectively in one's discipline and professional practice.

Track 2 Course Outline and Overview

The focus of the **T2 courseroom** curriculum is:

- writing (writing for academic audience);
- enhanced library skills;
- IRB resources;
- research question;
- purpose statement;
- theoretical focus of the study;
- methodology;
- research design; and
- designing the sampling plan (completing initial sections of research plan).

The Colloquium Courseroom is set up differently from the usual courseroom. Instead of ten units, each taking about a week, there are six units. Unit 1-4 will be completed before learners attend the Weekend Experience. The end of Unit 4 actually covers the Weekend Experience. Units 5 and 6 will be completed when learners return home from the Weekend Experience.

Besides a course overview, Units 1–4 cover the following:

- Unit 1: Scholarly Writing, Enhanced Library Skills, the IRB Resources.
- Unit 2: From the Research Problem to the Research Question and Purpose.
- Unit 3: Theoretical Foundations of the Study, Selecting the Correct Methodology and Research Design.
- Unit 4: Designing the Sampling Plan and Preparing for the Weekend Experience.

Units 5 and 6 include the Final Assessment assignments. These are required and must be completed after the close of the Weekend Experience—the Unit 5 assignment within one week, and the Unit 6 assignment within the second week following the weekend.

Each unit contains covers key content topics, and comprises a variety of learning activities similar to your 10-week online courserooms:

- Reading.
- Reviewing presentations.
- Discussion questions.

Assessments

Most of the units include opportunities to assess the learners' progress in the form of:

- Objective quizzes.

- Discussion posts.
- Assignments.

At the Weekend Experience (WE), learners will engage in independent work following the sequence in the track-specific Learner Guidebook that will lead to completion of the initial parts of the research plan. They will engage in at least 3 presentations and receive formative feedback from their peers. Learner Guidebooks are available on the Residency Ops SharePoint site located at <https://collaborate.capella.edu/residency-operations/default.aspx>. Once you access the site, follow this breadcrumb to locate your school’s specific Learner Guidebooks by track: PhD Colloquia > 2013 Guidebooks. A printed copy of the Guidebook will not be provided so if you want a printed copy, be sure to print your own copy at home before you arrive on-site at the event location. A digital copy of the Learner Guidebook will be loaded onto the session laptop.

Pre WE - 20%	WE - 40%	Post WE - 40%
<ul style="list-style-type: none"> • 3.5 wks - Units 1-4 <ul style="list-style-type: none"> • u02a1 – 10% • u04a2 - Self-Assessment: Track 2 Courseroom Checklist – 5% • Discussion participation grade (Units 1-4) 5% 	<ul style="list-style-type: none"> • Thurs - Sunday <ul style="list-style-type: none"> • u04a3 - Poster Presentation – 30% • u05a2 - Weekend Experience checklist – 10% 	<ul style="list-style-type: none"> • 2 wks - Unit 5 and 6 <ul style="list-style-type: none"> • u05a1 - Track 1: Final Assessment – 35% • u06a1 - Preparing for Track 3 – 5%

2013 Transition Plan and Grading Strategy

2013 is a transition year for learners in the new PhD colloquia curriculum. The three colloquia tracks are designed to provide a learning experience for learners to systematically develop within the doctoral outcomes and prepare for independent research. In this transition year, we will have many learners who completed a track or tracks in the current curriculum and grading model. To reach the goal of a Research Plan that is of quality for submission to the school Scientific Merit Review, most learners will need to complete all three tracks in the new curriculum. To prepare for the transition, the school colloquia leads developed a grading model based on data from the final assessments of learners in the current model. In addition, the leads selected four approved SMR/MRF forms from each school and asked current school SMR reviewers to grade these SMRs with the new Track III rubric for the final assessment. The combination of these two factors provided the basis to devise a grading system that considers the development of learners who have completed one or two tracks prior to 2013.

The competencies, activities, and assessments in the new curriculum serve two primary purposes. First, a learner’s performance is assessed within specific competences, yielding a grade. Second and most important, the assessment process provides the information to determine a learner’s development within the doctoral competencies across the three tracks. With this information, learners are able to compose preparation plans to develop the skills required to construct a Research Plan of quality for submission to the school Scientific Merit Review. While the assignment of a grade is important, in 2013, the primary focus is to provide the learners with meaningful feedback that allows them to understand their current level of development within the doctoral competencies and the specific steps they need to complete to prepare for the comps exam and the dissertation. While the ideal state would be for learners to complete each track with an element of the Research Plan that is of quality for submission to the school Scientific Merit Review, reality necessitates an approach that informs learners and provides them with the opportunity to develop their skills for independent research.

Unfortunately, we will have learners who do not achieve even a minimal level of skill. We will also have learners who do not participate in the courseroom and/or the weekend experience. This will be a small minority of learners but these learners will receive an NS. Most learners will earn an S and they will fall within a wide range of development within the doctoral outcomes; however, learners will have a clear understanding of their current level of achievement and the steps necessary to be successful in the comps and dissertation phases of their programs. As we collect data from 2013 learners, we can adjust the grading model to better represent the performance of learners completing the new curriculum. Learners who only have to complete Track III are likely to have the most difficulty in 2013, followed by the learners in Track II who completed Track I in the old curriculum. Although Track I learners will be graded within the 2013 model, the expectation for the quality of their work should be high. We want this new group of learners to develop within the intended rigor of the new curriculum and to utilize the feedback to prepare for Tracks II and III.

2013 will be a challenging year, but an exciting year. For the first time, we will be able to provide our learners with formative feedback to better prepare them for the comps exam and the dissertation. At the very least, learners, who only complete Track III in 2013, will have a good understanding of their current level of research skills and the opportunity to develop a personal Research Plan under the oversight of faculty.

Before entering the comps exam and the dissertation, they will understand what they know, what they don't know, and what they need to do to be successful.

Grading Strategy

We currently have a problem of generating an accurate grade utilizing the automatic recording of assignments in the courseroom grade book. The following instructions will match the original intent of grading as provided in the Transition Plan.

1. All grades in grade book must be entered manually as 100 (Pass) or 0 (Fail) with the exception of u05a1. The grade book will convert this assessment grade correctly if all others are entered as 100 or 0. This means that the two graded assignments in each track (for which you use the grading rubrics to generate the score) are to be entered as a "100" if the raw score generated by the grading rubric is 70 or higher, and a "0" if the raw score is below 70.
2. For Units 5 & 6 Discussion Participation, please enter 100. There is no activity connected to these units. This is a work around in grade book. We are looking at a longer-term solution but for now, this is what we have to do because the final grade formula divisor is 3, not 2.
3. Use the raw scores generated by the grading rubrics to provide learners with developmental feedback. You can place the raw score with the feedback in the comments section of the rubric. Below, we are providing you with the language from the transition plan for feedback to learners based on their raw score on u05a1. There are two sources for feedback, the feedback you provide in the comments section of the grading rubric and the feedback generated by the grading rubric.
4. Inform learners that what they see in grade book does not reflect the numerical score generated by some of the quizzes. The numerical score serves to provide them with feedback. All activities are actually Pass or Fail for the course and as far as grade book is concerned.

2013 Grading Scale for the Final Assessment in each track

14 & below – Fail

15 – 52

52 – 79

80 – 100 – Submission Quality

Standard Developmental Language for Learners Based on Grade for the Final Assessment

If the learner’s raw score on the final assessment falls between **80-100**, then you are to provide them with this developmental feedback:

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 the learner’s raw score on the final assessment falls between **52-79**, then you are to provide them with this developmental feedback:

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 the learner’s raw score on the final assessment falls between **15-52**, then you are to provide them with this developmental feedback:

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 the learner’s raw score on the final assessment falls between **0-14**, then you are to provide them with this developmental feedback:

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.

TRACK TWO

Event	Weight	Score	Points	Decision
Pre-CR				Pass
u02a1	10%	100	10	
u04a2	5%	100	5	
Participation	5%	100	5	
WE				
u04a3	30%	100	30	
u05a2	10%	100	10	
Post-CR				
u05a1	35%	15	5.25	
u06a1	5%	100	5	
100%		TOTAL	70.25	

Criteria for Failing

1. Learners who score 14 or below on the final assessment after the second attempt.
2. Learners who do not complete activities in the weekend experience (non-participation, absence).
3. Learners who do not earn sufficient combined grades in the courseroom and the weekend experience (non-participation, absence, and poor performance on courseroom and weekend experience final assessments).
4. Learners who fail to submit a final assessment.

Learners Who Do Not Complete a Track Preparation Plan Prior to Colloquia

- Learners who complete Track 2 in Q1-2013 and beyond would complete the TPP before entering Track III.

At risk Learners/interventions

Faculty will identify learners who are at risk (i.e. struggling with skill development, participation, personal issues, etc.) in the courseroom, at the Weekend Experience and post-colloquium. They have been trained to use a Faculty Feedback and Intervention form that will trigger outreach from several departments based on the nature of the issue. Requests for outreach can be made to advising, customer care, the Writing Center, Library and IRB.

Learners who have completed Track I or Track II in the 2012 model may not demonstrate the skill level to enter the next Track. These learners may or may not be at risk for failing but they will need additional training to be successful in the PhD capstones. Identified learners will be referred to the appropriate service for consultation and resource identification. The results of the intervention should be included in the learner's Track Preparation Plan.

Process when a Learner Fails

If a learner fails their final assessment once, they have one retake. If the learner passes the final assessment on retake and have sufficient scores from the courseroom and Weekend Experience activities, they pass the colloquium. Learners who fail the colloquium must retake the Track. Currently, there is no tuition charge for retaking a Track. Learners will be responsible for travel, hotel, and personal expenses. When a learner receives an N/S grade, they will be referred to their advisor and Customer Care to determine the next steps. **Please do not discuss the process with learners. Customer Care and advising will contact the learner.**

Exceptions for Learners Attending Back-to-Back Colloquia/Exceptions Process

Many of the learners who will attend colloquia in the new model in 2013 will have only a few quarters of coursework remaining but still need to complete two or more colloquia. In 2013, learners will not be delayed and prohibited from moving forward in their program. If a learner needs to take two colloquia back-to-back, they will be allowed to do so through our exceptions process; however, a learner may not attend two overlapping colloquia. Learners who request an exception will not have the time to complete the actions steps identified in their Track Preparation Plan and will not be sufficiently prepared for the next track. When advisors receive requests for exceptions, they will engage the learner in a “Buyer Beware” conversation, which advises the learner that the purpose of the new requirement of having at least a quarter break between colloquia is to have the time to complete the action steps in the learner’s TPP.

TRACK 2 COURSEROOM SUMMARY OF UNITS

Link to the Track 2 Courseroom PDF on the Learner iGuide - <https://campus.capella.edu/web/residencies/phd-colloquium/the-experience/phd-track-2>

Unit 1: Scholarly Writing, Enhanced Library Skills, the IRB Resources – In this unit, learners will display an increased understanding of scholarly writing by demonstrating an awareness of audience expectations through the choice of style, language and content used to communicate ideas and make them meaningful to the reader. They will deepen library research skills by using controlled vocabulary to search for more focused results, mining bibliographies and searching cited references, and searching by methodology as well as by type (e.g., experimental, correlational, theoretical, etc.). Finally, learners will demonstrate an understanding of the process for submitting an IRB application and obtaining approval.

Unit 2: From the Research Problem to the Research Question and Purpose – In this unit, learners will apply social science research methods by refining the topic and problem statement outlining a compelling argument for the proposed study. They will develop research question(s) that align with the identified topic and problem. Learners will synthesize ideas and concepts with evidence from the literature in proposing research method and design for the study, and apply advanced critical thinking skills to articulate sampling plan that aligns with all parts of the research plan. They will apply ethics and academic integrity in scientific research, and demonstrate recognition of one’s own personal attributes and challenges as a scholar-practitioner during the research design process. Finally, learners will apply academic communication skills in verbal and written interactions within the scientific research process.

Unit 3: Theoretical Foundations of the Study, Selecting the Correct Methodology and Research Design – In this unit, learners will demonstrate an understanding of the role of research philosophies in the research process. They will define the ontological, axiological, epistemological, and methodological assumptions of logical positivism and interpretivism (social constructivism). Learners will identify the underlying research philosophies guiding quantitative and qualitative research designs, and identify a specific philosophical paradigm to guide a preferred research design for a study. They will examine the key goals of quantitative and qualitative research designs, and describe the different research designs that fall under the quantitative and qualitative methodologies.

Unit 4: Designing the Sampling Plan and Preparing for the Weekend Experience – In this unit, learners will demonstrate ability to draft a preliminary sampling plan, and identify ethical challenges in sampling. They will synthesize ideas and concepts with evidence from the literature in proposing research method and design for the study. Learners will apply advanced critical thinking skills to articulate sampling plan which aligns with all parts of the research plan, and demonstrate recognition of one’s own personal attributes and challenges as a scholar-practitioner during the research design process. Finally, learners will apply academic communication skills in verbal and written interactions within the scientific research process.

Post-Residency Final Assessment Assignments

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

Unit 5: Final Assessment Assignment - The first assessment will be a paper based on their poster presentation, which is the first few sections of the Research Plan, and complete a Weekend Experience checklist.

Unit 6: Preparing for Track 3 - The second assessment will be an outline of the learners' plans for continuing to develop their research topic, literature review, research problem, research questions, theoretical foundations, methodology/design, and sampling plan, before attending Track 3 -- including articulating action steps, resources, and date to be completed.

NOTE: The tables that follow identify the learning outcomes for each unit along with the corresponding Colloquium outcomes (in parentheses), a summary of the unit's instructional elements, and the required skills/knowledge you will need to have to successfully guide the learner through the unit.

Track 2 Courseroom Unit 1 – Scholarly Writing, Enhanced Library Skills, the IRB Resources

Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
<p>1. Articulate the qualities and skills of the scholar practitioner professional during the research design process (O1: scholar-practitioner).</p> <p>2. Recognize one's own personal attributes as a scholar-practitioner during the research design process (O1: scholar-practitioner).</p> <p>3. Analyze personal progress to develop the scholar practitioner identity during the research design process (O1: scholar-practitioner).</p> <p>4. Synthesize ideas and concepts from previous research to form new frameworks to guide new research (O2: critical thinker).</p> <p>5. Support ideas and concepts with evidence from the literature in proposing research methods and design (O2: critical thinker).</p> <p>6. Ethics: Apply ethics and academic integrity in Scientific research (O3: researcher).</p> <p>7. Apply academic communication skills in verbal and written interactions within the Scientific research process (O4: professional communicator).</p>	<p>Readings focus on: colloquium expectations and competencies, writing for and academic audience, mastering the literature in your field, library advanced searching techniques, IRB resources</p> <p>Discussion questions focus on: cohort introductions, evaluating an article, writing for an academic audience,</p> <p>Quizzes focus on: IRB process,</p> <p>Assignments focus on: APA formatted reference list of articles on topic from advanced searching</p>	<ul style="list-style-type: none"> ☐ Resources from Capella's Writing Center including: <ul style="list-style-type: none"> • Media piece on Writing for an Academic Audience http://www.capella.edu/writingCenter/handoutsModules.aspx ☐ Resources from Capella's Library including: <ul style="list-style-type: none"> • Link titled <i>Literature Review Process</i> which shows advanced searching techniques such as bibliography mining, and controlled vocabulary searching - http://media.capella.edu/noncoursemedia/library/literaturereview/literaturereviewprocess.html. ☐ Resources from Capella's IRB office including: <ul style="list-style-type: none"> • The IRB Process Map - http://media.capella.edu/noncoursemedia/research/irbprocess/irbprocess_wrapper.asp • IRB A-Z Handbook - http://www.capella.edu/iGuidePA/PDF/academics/IRB-AtoZ-Handbook.pdf • Media and documents created specifically for the T2 course

Notes:

Note: This *Instructor Action Item Table* does NOT include all of the assignments and quizzes in Unit 1, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Track 2 Courseroom – Unit 1 Instructor Action Item Table

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u01d1	Introductions	Ungraded	Regular Discussion	Instructor reviews introduction discussion to get an idea of who is taking the course. NOTE: If learners post responses to all discussion topics in Units 1-2, instructor records a “100” in the courseroom gradebook. If not, or if one is left out, the instructor records a “0” in the courseroom gradebook for Discussion Participation Units 1-2.

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u01a1	Preparation Plan Results	Ungraded	Learner submits results of the Preparation Plan developed in Track 1 to the u01a1 assignment drop box.	<p>Instructor reviews results and comments as needed.</p> <p>NOTE: If a learner completed Track 1 in 2012 or earlier, they will not have a Track 1 Preparation Plan (see http://www.capella.edu/iGuidePA/PDF/residencies/phd_completion/Track_1_Preparation_Plan.pdf) to submit. Their grade will not be affected by not submitting a <i>Track 1 Preparation Plan</i> to this assignment. Instead, the learner is asked to submit the date and location of the previous Colloquium Track they completed along with a brief summary of their research topic, and their areas of challenge when it comes to their development as a researcher. They will use this as a foundation for the <i>Track 2 Preparation Plan</i> (see http://www.capella.edu/iGuidePA/PDF/residencies/phd_completion/Track_2_Preparation_Plan.pdf) they will create in this course. During this Colloquium course all learners will develop a Preparation Plan for their Track 3 Colloquium.</p>

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u01a2	Updating the Research Plan	Ungraded	Learner copies information from the Track 1 Research Plan template into the Track 2 Research Plan template and posts it in the courseroom.	<p>Instructor reviews results and comments as needed.</p> <p>NOTE: If a learner completed Track 1 in 2012 or earlier, they will not have a Preparation Plan to update. Their grade will not be affected by not updating a prior <i>Preparation Plan</i> for this assignment. Instead, ask the learner to submit a brief summary of the research topic they are considering, and 4-5 reference citations for supporting sources. They will copy their summary and resources into the appropriate Track 2 Research Plan template (provided with the u01a2 assignment description) and post it to the u01a2 assignment area.</p>
u01q1	Assessment: Writing for an Academic Audience	Ungraded	<p>Quiz – Learners have three tries to reach 80% on this 20-question quiz.</p> <p>If learner does not achieve a score of 80% after three tries, they are asked to contact their instructor. The instructor may decide to refer the learner to the Writing Program Consultant using the Consultant Referral Form provided in the Instructor Resources on the Courseroom Home Page.</p>	<p>After the Instructor/Learner discussion regarding the results from the u01q1 Assessment: Writing for an Academic Audience, Instructor goes into gradebook and records a “100” in the courseroom gradebook. If not completed, instructor records a “0” in the courseroom gradebook.</p>

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u01a3	Advanced Searching Techniques	Ungraded	<p>Learner is directed to practice the following advanced searching techniques presented on the Library Mini-site while searching for a minimum of 10 articles to add to their Literature Review:</p> <ul style="list-style-type: none"> • Searching by controlled vocabulary. • Mining bibliographies and searching references. • Searching by methodology. • Searching for articles on your research topic by type. • Linking Google Scholar to the Capella Library. <p>Learner submits the results of the search in the u01a3 assignment dropbox:</p> <ul style="list-style-type: none"> • At least two articles on your topic discovered using controlled vocabulary searching. • At least two articles on your topic discovered using bibliography mining. • At least three articles on your topic discovered using cited reference searching. • At least two articles on your topic discovered using methodology searching. • At least one article found on Google Scholar and held by the Capella library. <p>For each article discovered, write a brief description of what it adds to your literature review on the dissertation topic. As always, provide correct in-text citations.</p>	Instructor reviews results and comments as needed.

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u01a4	APA Reference List	Ungraded	Learner creates a properly formatted APA reference list and adds the references to the "References" section of their Research Plan. Learner then uses the Quiz Tool in u01q2 APA Reference List Submission to indicate that they have completed and posted the assignment.	Instructor verifies that the assignment has been completed and posed to the u01a4 APA Reference List assignment area. If the learner has NOT posted the assignment, Instructor checks u01q2 to verify that the learner has NOT indicated that they HAVE completed the assignment.
u01q2 NOTE: Learners use the Quiz Tool to indicate that they have completed the u01a4 assignment.	APA Reference List Submission	Ungraded	Quiz – After posting their Research Plans to the assignment area in the u01a4 APA Reference List assignment, Learners use the Quiz Tool to indicate that they have completed the assignment.	After the Instructor verifies that the assignment has been completed and submitted to the u01a4 APA Reference List assignment area, the instructor records a “100” in the courseroom gradebook. If assignment is not completed, records a “0” in the courseroom gradebook.
u01q3	Assessment: IRB Review Process	Ungraded	After reviewing the “ The IRB Process Map ” on iGuide -- https://campus.capella.edu/web/research-at-capella/review/irb-review/IRB-process -- the Learner completes this 20 question quiz.	Instructor verifies that the learner has completed the quiz for the IRB Review Process. Look for learners who may be having difficulty. The instructor may decide to ask learner to go back and review the “ The IRB Process Map ” on iGuide -- https://campus.capella.edu/web/research-at-capella/review/irb-review/IRB-process and answer any questions or offer clarification.

Notes:

Track 2 Courseroom Unit 2 – From the Research Problem to the Research Question and Purpose

Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
<p>1. Developing well formed research question(s) and the purpose statement. (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher, O4: Professional Communicator).</p> <p>2. Identify variables appropriate to the research topic and problem (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher).</p> <p>3. Develop an oral presentation presenting the research topic, problem, question(s), and purpose (O2 Critical Thinker, O3: Researcher, O4: Professional Communicator).</p>	<p>Readings focus on: developing the research questions, understanding variables, crafting the purpose statement, preparing the oral presentation (presenting topic, problem, question, and purpose)</p> <p>Discussion questions focus on: reviewing the evolution of the topic and problem from T1, developing the research questions, peer feedback of the oral presentation,</p> <p>Quizzes focus on: research questions, summative info</p> <p>Assignment focuses on: the research questions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Media and documents created specifically for the T2 course. <input type="checkbox"/> Topics of media and handouts include: <ul style="list-style-type: none"> • Crafting research questions and purpose statements.

Notes:

Note: This *Instructor Action Item Table* does NOT include all of the assignments and quizzes in Unit 2, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Track 2 Courseroom – Unit 2 Instructor Action Item Table

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u02d1	Research Topic and Problem Statement from Track 1	Ungraded	Regular Discussion	Instructor reviews discussion to get an idea of what research topics and problems learners are working on. NOTE: If a learner completed Track 1 in 2012 or earlier, they may not have a Research Topic and Problem Statement to post from Track 1. Suggest that the learner post the brief summary of the topic they are considering and answer all of the questions listed in the discussion topic to the best of their ability. REMINDER: If learners post responses to all discussion topics in Units 1-2, instructor records a “100” in the courseroom gradebook. If not, or if one is left out, the instructor records a “0” in the courseroom gradebook for Discussion Participation Units 1-2.
u02q1	Self-Assessment: Research Questions	Ungraded	After completing several studies regarding creating a Research Question, the Learner completes this 20 question quiz.	Instructor verifies that the learner has completed the self-assessment quiz regarding research questions. Look for learners who may be having difficulty.

u02a1	Your Research Question	GRADED: 10%	The learner submits their Research Question	Instructor grades this assignment using the grading rubric, providing constructive developmental feedback to the learner.
u02d2	Peer Review of Three-Minute Oral Presentation	Ungraded	Regular Discussion	Instructor reviews discussion to get a preview of Oral Presentations learners are working on. REMINDER: If learners post responses to all discussion topics in Units 1-2, instructor records a “100” in the courseroom gradebook. If not, or if one is left out, the instructor records a “0” in the courseroom gradebook for Discussion Participation Units 1-2.
u02q2	Unit 2 Summative Assessment Quiz	Ungraded	<p>Quiz – Learners have three tries to reach 80% on this 20-question quiz.</p> <p>If learner does not achieve a score of 80% after three tries, they are directed to contact their instructor. The instructor may decide to refer the learner to the school-specific Research Consultant for some additional assistance using the Consultant Referral Form provided in the Instructor Resources on the Courseroom Home Page.</p>	After the Instructor/Learner discussion regarding the results from the u02q2 Unit 2 Summative Assessment Quiz , Instructor goes into gradebook and changes score to 100%, thus releasing future assignments. If learner does not complete quiz, Instructor records a “0” in the courseroom gradebook.

Notes:

Track 2 Courseroom Unit 3 – Theoretical Foundations of the Study, Selecting the Correct Methodology, and Research Design

Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
<p>1. Describe the philosophical assumptions in research and define them within the context of research methodology (O2 Critical Thinker, O3: Researcher).</p> <p>2. Propose a research methodology that aligns with an identified problem (O2 Critical Thinker, O3: Researcher).</p> <p>3. Apply academic communication skills in written interactions regarding research design and philosophy (O4: Professional Communicator).</p>	<p>Readings focus on: research philosophy, research methodology, and design.</p> <p>Discussion question focuses on: selecting and providing rationale for choice of methodology and design,</p> <p>Quizzes focus on: research philosophy, research methodology and design</p>	<p>Media and documents created specifically for the T2 course focused on research philosophy, research methodology and design.</p>

Notes:

Note: This *Instructor Action Item Table* does NOT include all of the assignments and quizzes in Unit 3, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Track 2 Courseroom – Unit 3 Instructor Action Item Table

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u03q1	Research Philosophy	Ungraded	After reviewing material regarding Research Philosophy, the Learner completes this 10-question quiz.	Instructor verifies that the learner has completed the quiz regarding research philosophy. Look for learners who may be having difficulty.
u03q2	Methodologies and Designs	Ungraded	After reviewing school-specific material regarding research methodologies and designs, the Learner completes a school-specific quiz.	Instructor verifies that the learner has completed the correct quiz regarding research philosophy. Look for learners who may be having difficulty. There are 5 school-specific quizzes. Learners need only complete the one associated with their school.

Notes:

Track 2 Courseroom Unit 4 – Designing the Sampling Plan and Preparing for the Weekend Experience

Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
<p>1. Identify activities for each of the days at residency (O1: Scholar Practitioner).</p> <p>2. Identify expectations for learners during residency and what things to bring to residency (O1: Scholar Practitioner).</p> <p>3. Ensure all Track 1 courseroom components and deliverables have been completed and submitted (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher).</p> <p>4. Apply ethical considerations to sampling (O3: Researcher).</p> <p>5. Identify and describe theories and methods of sampling based on the learner's research focus (O2: Critical Thinker, O3: Researcher, O4: Professional Communicator).</p>	<p>Readings focus on: sampling plans, ethical challenges in sampling, preparing for the WE, reviewing peer feedback forms, and reviewing the research plan template</p> <p>Quizzes focus on: sampling theory, sampling plans, ethical challenges in sampling,</p> <p>Assignment focuses on: completion of courseroom activities</p> <p>Discussion question focuses on: presenting a sampling plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Be prepared with the curriculum and activities for the Weekend Experience (see u04s5). <input type="checkbox"/> Be familiar with the Track 2 Colloquium Courseroom Checklist (see link in u04s5). <input type="checkbox"/> Be familiar with the Evaluation Forms for the Track 2 Weekend Experience (see u04s6).

Notes:

Note: This *Instructor Action Item Table* does NOT include all of the assignments and quizzes in Unit 4, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Track 2 Courseroom - Unit 4 Instructor Action Item Table

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u04q1	Sampling Theory	Ungraded	After reviewing material regarding Sampling Theory, the Learner completes this 16-question quiz.	Instructor verifies that the learner has completed the quiz regarding sampling theory. Look for learners who may be having difficulty.
u04q2	Elements of Sampling Plans	Ungraded	After reviewing material regarding Sampling Plans, the Learner completes this 10-question quiz.	Instructor verifies that the learner has completed the quiz regarding sampling theory. Look for learners who may be having difficulty.
u04q3	Ethical Challenges in Sampling	Ungraded	After reviewing material regarding Ethical Challenges in Sampling, the Learner completes this 12-question quiz.	Instructor verifies that the learner has completed the quiz regarding ethical challenges in sampling. Look for learners who may be having difficulty.
various	Discussion Participation	GRADED: 5 %	Learner posts in each discussion.	Instructor grades the Learner Participation in the gradebook. REMINDER: If learners post responses to all discussion topics in Units 3-4, instructor records a "100" in the courseroom gradebook. If not, or if one is left out, the instructor records a "0" in the courseroom gradebook for Discussion Participation Units 3-4.


u04a1	Self-Assessment: Track 1 Courseroom Checklist	GRADED: 5 %	Learners post the results from the <i>Self-Assessment: Track 2 Courseroom Checklist</i> (located in u04a1 assignment description), to the u04a1 assignment area.	Instructor verifies that the learner completed all of the required courseroom activities and uses the Scoring Guide (Checklist) to grade the assignment. If all activities were completed, Instructor records a "100" in the courseroom gradebook. If not completed, Instructor records a "0" in the courseroom gradebook.
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<p>u04a3</p>	<p>Oral Poster Presentations</p>	<p>GRADED: 30 %</p>	<p>Learner creates an electronic version of poster and submits it to the assignment area by 8:00am Sunday.</p> <p>The poster should include the following:</p> <ul style="list-style-type: none"> • Research Topic. • Research Problem Statement. • Research Question. • Methodology. • Basic Design (or approach). • Sampling Plan. • Ethical Challenges. 	<ul style="list-style-type: none"> • Poster presentation: less than 5 minutes. • Peer Q and A: about 2 minutes. • Private evaluation: about 2 minutes. Peers use the Modified Writing Feedback Tool: Oral Presentations to submit feedback electronically to the presenter. Faculty Instructors can request copies of each presenter’s feedback, or not. • Peer summative feedback: about 3 minutes. Encourage learners to listen to your peers’ feedback and evaluate the verbal feedback in comparison with the private feedback. • Faculty instructors should appoint a learner to keep time for all of the segments for each presenter. • Instructor pulls up the Scoring Guide (Rubric) for the Poster Presentation and grades the presentation as the learner is presenting, and provides public constructive feedback as needed. • Instructor encourages learners to read and consider the feedback they receive at a later time.
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Track 2 Courseroom Unit 5 – Track 2: Final Assessment		
Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
1. Complete and submit the Weekend Experience Checklist and Track 1 Final Assessment by 11:59 pm Sunday. (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher, O4 Professional Communicator).	Assignment focuses on: Further developing the Research Plan.	u05a2 - Weekend Experience Checklist and u05a1 - Track 2 Final Assessment requirements and scoring guide. Both of these are school specific and located in Unit 5.

Note: This *Instructor Action Item Table* does NOT include all of the assignments and quizzes in Unit 5, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Track 2 Courseroom –Unit 5 Instructor Action Item Table

Activity Code	Title	Grading Percentage	Description	Instructor Actions
 u05a1	Track 2 Final Assessment **Learner must pass this assessment to pass Colloquium Course	GRADED: 35%	Learners create a paper that presents their poster from the final poster session, in narrative form. The paper sums up their work in the courseroom and the Weekend Experience. They are to utilize the feedback they received in the Track 2 courseroom and the Weekend Experience to refine their work and complete the assignment. Paper is submitted to the u05a1 assignment area.	All grades in grade book must be entered manually as 100 (Pass) or 0 (Fail) with the exception of u05a1. Instructor uses the u05a1Grading Rubric to grade the Final paper, and does not convert the raw score to “0” or “100.” Remind learners not to wait until the last minute to submit the final assessment in order to aid the final grading process. Instructor completes grading the Final Assessment by Wednesday. If the Learner fails the Final Assessment, they have until Sunday at 11:59pm to resubmit the assessment.

u05a2	Completing the Track 2 Weekend Experience Checklist	GRADED: 10 %	Learner completes the checklist for the Weekend Experience and then they post it to the assignment area.	The Instructor then verifies that the learner did complete each session of the Weekend Experience. If completed, Instructor records a "100" in the courseroom gradebook. If not completed, records a "0" in the courseroom gradebook.
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Notes:

Track 2 Courseroom Unit 6 – Preparing for Track 3		
Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
1. Begin preparing for Track 3 (O1: Scholar Practitioner, O4 Professional Communicator).	Learners will review a document describing work that is to be completed before Track 3. Assignment focuses on: Creating a Preparation Plan to prepare for Track 3.	<ul style="list-style-type: none"> <input type="checkbox"/> Track 2 Preparation Plan assignment requirements and scoring guide. <input type="checkbox"/> General contents/focus of Track 3.

Notes:

Note: This *Instructor Action Item Table* does NOT include all of the assignments and quizzes in Unit 6, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Track 2 Courseroom – Unit 6 Instructor Action Item Table

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u06a1	Track 2 Preparation Plan	GRADED: 10%	Learner writes up a three-paragraph document using the Track 2 Preparation Plan assignment template provided with the assignment description, articulating their preparation plans for Track 3.	<p>Instructor uses Scoring Guide (Checklist or Rubric) to grade the Track 2 Preparation Plan assignment. Remind learners not to wait until the last minute to submit the final assessment in order to aid the final grading process. Instructor completes grading the Final Assessment by Wednesday. If the Learner fails the Final Assessment, they have until Sunday at 11:59 pm to resubmit the assessment.</p> <p>NOTE: IF the learner fails the resubmitted Final Assessment, they fail the Colloquia Track...but they WILL be required to resubmit the Preparation Plan with what their plans will be to get back on track. The resubmitted Prep Plan will be due by FRIDAY at 11:59pm of the third week following the WE. HOWEVER, we will not specifically say that in the courseroom. Instead, the learner will be told to work with their instructor to resubmit the Prep Plan. The due date of the resubmitted Prep Plan SHOULD be included in the Instructor notes, though!</p>

Notes:

Track 2 Courseroom Checklist

Green is graded

Activity
Unit 1 – Scholarly Writing, Enhanced Library Skills, the IRB Resources
All Unit 1 Study Activities (u01s1, u01s2, u01s3, u01s4, u01s5)
u01d1 Introductions
u01a1 Preparation Plan Results
u01a2 Updating the Research Plan
u01d2 Evaluate the Jackson and Rodgers Article
u01d3 Writing for an Academic Audience
u01q1 Assessment: Writing for an Academic Audience
u01a3 Advanced Searching Techniques
u01a4 APA Reference List
u01q2 APA Reference List Submission
u01q3 Assessment IRB Process Quiz
Unit 2 – From the Research Problem to the Research Question and Purpose
All Unit 2 Study Activities (u02s1, u02s2, u02s3, u02s4, u02s5, u02s6, u02s7)
u02d1 Research Topic and Problem Statement from Track 1
U02q1 Self-Assessment: Research Questions
u02a1 Your Research Question (10%)
u02d2 Peer Review of Oral Presentation
u02q2 Unit 2 Summative Assessment Quiz
Unit 3 – Theoretical Foundations of the Study, Selecting the Correct Methodology, and Research Design
All Unit 3 Study Activities (u03s1, u03s2)
u03q1 Assessment: Research Philosophy and Assumptions
u03q2 Assessment: Methodologies and Research Designs
u03d1 Methodologies and Research Designs

(checklist continued on next page)

Unit 4 – Designing the Sampling Plan and Preparing for the Weekend Experience
All Unit 4 Study Activities (u04s1, u04s2, u04s3, u04s4, u04s5, u04s6)
u04q1 Assessment: Sampling Theory
u04q2 Assessment: Elements of Sampling Plans
u04q3 Assessment: Ethical Challenges in Sampling
u04a1 Sampling Plan Flow Chart
u04d1 Sampling Design
u04a2 Self-Assessment: Track 2 Courseroom Checklist (This checklist) (5%)
Participation Grade – Instructor enter into gradebook, based on peer responses (5%)
u04a3 Poster Presentations (30%)
Unit 5 – Final Assessment
u05a1 Final Assessment Assignment (Due Sunday after WE) (35%)
u05a2 Completing the Weekend Experience Checklist (Due Sunday after WE) (10%)
Unit 6 – Track 2 Preparation Plan
u06a1 Track 2 Preparation Plan - (5%)

Notes:

Track 2 Weekend Experience Overview

Overview: The purpose of this Weekend Experience (WE) Overview is to provide an *overview* of Weekend Experience, including:

- the specific faculty roles and tasks related to each of the face-to-face sessions,
- the content knowledge and skills the faculty member will be expected to bring to their role as the Colloquium courseroom and Weekend Experience Instructor, and
- the purpose of the Learner Guidebook (LG) as a workbook-like document that learners can use to document their work in each face-to-face session.

The Logic of Track 2

TRACK 2 continues Track 1's following of the logical steps of creating a dissertation proposal. The development of a **research problem** occurred in Track I. In Track 2 learners:

Craft a **research question** and collect the information necessary to address the problem.

- Based on the question, select the correct **methodology** and the most appropriate **research design** available within that methodology.
- On the basis of the research question, determine the **target population** and the characteristics of the **sample**.
- The remaining elements of the research design will be addressed in Track 3.

In Track 3 learners will develop a **Research Plan** that, together with the **literature review**, demonstrates how the topic, the research problem, and the design of the study will advance science within the specialization. A completed **Research Plan** demonstrates the first three parts of **scientific merit**:

- The literature review leading to a research problem and question.
- The selection of an appropriate **methodology**.
- The creation of an appropriate **research design**.

The Scientific merit of a study is determined via a formal academic evaluation of the learner's **Research Plan**. The Research Plan is addressed Tracks 2 and 3 of the Colloquia.

Application of the Logic

Learners are required to complete all eleven sessions (including the closing session on Day 4), and will engage in two categories of activities during these sessions: preparation and presentation. Both categories of activities are designed to help learners focus on developing the next elements of the Research Plan, and are assessed on the following:

- ❑ Learners develop **research questions** based on the problem statements developed in Track 1.
- ❑ Learners select the appropriate **methodology** and **research design** to answer their research questions, and craft preliminary **sampling plans** appropriate to their research questions.
- ❑ Learners craft appropriate **scholarly presentations** of these elements of their Research Plans for formative, summative, and evaluative feedback.
- ❑ Learners practice basic approaches to **evaluation** of Research Plans, both their own work and their peers' work, and receive indirect feedback on their assessment skills.

In Track 2, learners work at tables in the small groups established prior to the Weekend Experience in the Track 2 courseroom. Compared to Track 1, learners in Track 2 work more as a peer group to discuss and solve problems. The INSTRUCTOR noticeably shifts more into the consultant role. In Track 3, learners should be working within the group to discuss and resolve most issues.

Track 2 learners will also work on other skills associated with scholarly research:

- Learners will craft and present appropriate **scholarly presentations** of the elements of their Research Plan covered in Track 2 for formative and evaluative feedback.
- Learners will practice basic approaches to the **evaluation** of research proposals, evaluating their own work and that of their peers and receiving indirect feedback on their assessment skills.

The tables on the following pages identify the activities for each session and summarize the Instructor's role and tasks associated with each activity, along with a checklist of the required skills/knowledge the Instructor will be expected to demonstrate in order to successfully guide the learner through each session. Space is provided on each page for notes that you might want to make to personalize your copy of this Handbook. The following acronyms are used in the tables that follow:

Preparation activities (PRP) - Activities that entail learners working independently (i.e., researching their topics via the Internet or Library, writing, revising, self-assessing, etc...) with the Instructor being available for consultation as needed, and selecting learners to make presentations interspersed throughout the colloquium sessions. The PRP sessions are intended for activities related only to the residency. Learners are asked to not browse the Internet, attend other courses, or check their personal e-mail in any session. Be sure to model scholarly

etiquette at all times, especially when giving public feedback. Remember to be attentive so you can provide critical formative feedback on their presentations.

Presentation activities (PRS) – Activities that entail learners presenting the results of their work as well as giving and receiving feedback. The Colloquium Instructor will evaluate each learner’s work and provide public and private feedback according to various rubrics. Learners will be required to present:

1. The research questions they developed in the courseroom. The Instructor and peers offer feedback on their presentation.
2. Their revised research question and purpose statement of the Research Plan (Quan, Qual, or Mixed).
3. The results of the weekend’s work on Section 1 of the Research Plan during the poster session on the last day.

The Instructor will select the learners who will present each time to ensure that everyone completes their three required presentations. Peers will provide each presenter with rubric-based feedback for the second and third presentations. The Instructor will then offer each presenter brief feedback publically. This allows the learner’s peers to assess their own critical feedback to each presenter.

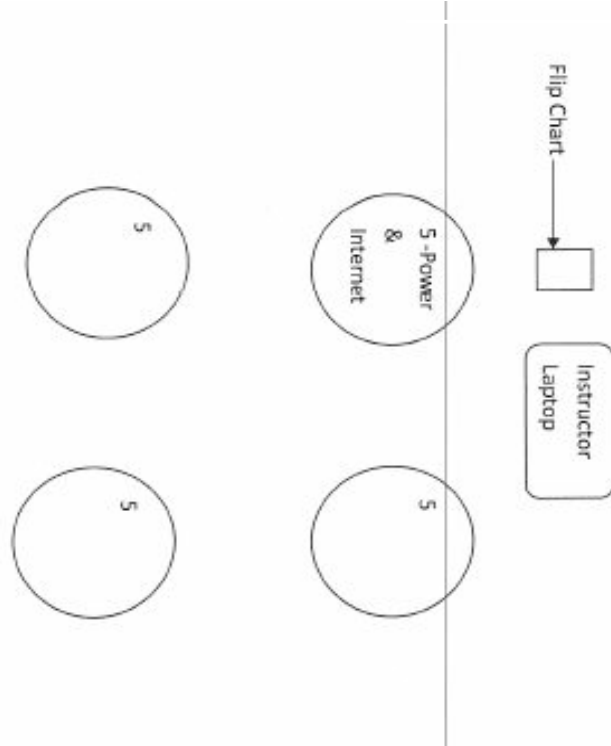
Learner Guidebook (LG) - In the column labeled, “LG Pages,” space is provided for you to note specific page references to the Learner Guidebook as you review the curriculum.

Note About Attendance: Learners must attend and complete all sessions. They are asked not to leave for any reason other than a serious emergency or a brief break if needed, and not to skip even a portion of any session. The activities in the residency are designed to build on one another and are not meant to be completed quickly or in one sitting. Breaks are provided at regular, pre-set intervals (see the Schedule for details). If a session continues across one or more breaks, the work will simply continue after the break.

The next two pages include a

- schematic of the Track 2 seating arrangement for a cohort of 20 learners, and
- schedule of the time blocks for each session.

Track 2 Seating Arrangement



The room for Track 2 is set up with worktables. Table assignments are based on the small cohorts established in the Track 2 courseroom. This is to ensure that each learner’s colleagues become familiar with their proposed study and that feedback and discussion are well informed. Ask learners to please sit at their assigned table for the entire weekend and take seriously their responsibility to help their colleagues to improve their work as much as possible. **There is no projection equipment or screen provided.**

Notes:

TRACK 2 WEEKEND EXPERIENCE SESSION SCHEDULE

Day	Time	Hr:Min	Session #	Session Title
Thursday	5:00-6:45p	1:45	Session 1	Crafting Research Questions and the Purpose (of the Research) Statement
Friday	8:00-8:30a	:30	Session 2	Refining and Upgrading the Research Question and Purpose Statement
	8:30-9:30a	1:00	Session 3	Presenting Research Question and Purpose Statements
	9:30-9:45a	:15	Break	
	9:45a-12:00p	2:15	Session 3 <i>con't</i>	Presenting Research Question and Purpose Statements - <i>Continued</i>
	12:00-1:15p	1:15	Lunch	
	1:15-3:00p	2:45	Session 4	Refining the Research Question and Selecting the Correct Methodology and Research Design
	3:00 – 3:15p	:15	Break	
	3:15-5:45p	2:30	Session 4 <i>con't</i>	Refining the Research Question and Selecting the Correct Methodology and Research Design - <i>Continued</i>
			Session 5	Theoretical Foundations: Research Philosophy and Theoretical
Saturday	8:00-9:30a	1:30	Session 6	Selecting the Correct Methodology and Research Design
	9:30-9:45a	:15	Break	
	9:45-12:00p	2:15	Session 6 <i>con't</i>	Selecting the Correct Methodology and Research Design - <i>Continued</i>
			Session 7	Defining the Target Population and Sample Characteristics
	12:00-1:15p	1:15	Lunch	
	1:15-3:00p	1:45	Session 8	Designing the Sampling Plan
	3:00 -3:15p	:15	Break	
	3:15-5:45p	2:30	Session 8 <i>con't</i>	Designing the Sampling Plan - <i>Continued</i>
			Session 9	Ethical Challenges in Sampling
	6:00-7:00p		Session 9 <i>con't</i>	Poster Development – This time learners are on their own.
Sunday	8:00-11:50a	3:50	Session 10	Poster Presentations
	9:30-10:00a	:30	Break	
	11:50a-12:00p	:10		Closing Session

Activities with Learner Presentations & Feedback tool used

Activity	Learners Number & Feedback Tool
1.1	5 (All) learners present at each round table <ul style="list-style-type: none"> • <i>Modified Writing Feedback Tool: Oral Presentations</i> • <i>Scholarly Communications Evaluation Rubric: Research Questions and Purpose Statements</i>
3.1	All learners present to full cohort <i>Scholarly Communications Evaluation Rubric: Research Questions and Purpose Statements</i>
9.1	5 (All) learners present at each round table No feedback tool used
10.1	All learners present <i>Modified Writing Feedback Tool: Oral Presentations</i>

Notes:

TRACK 2 WEEKEND EXPERIENCE DETAILED SESSION DESCRIPTIONS/INSTRUCTIONS

Day 1 – Evening - Session 1: Crafting Research Questions and the Purpose (of the Research) Statement (1 hour 45 minutes). Learners introduce their research question in its early draft stage to their colleagues and receive peer feedback on their scholarly presentation skills to further refine, revise, and rewrite their research question and purpose statement. Before learners begin Activity 1.1, the INSTRUCTOR briefly explains how to use the Modified Writing Feedback Tool: Oral Presentations to evaluate presentations and how to provide constructive comments that can help presenters improve their verbal presentation skills. **[Note:** Learners will have crafted a research problem statement by the end of Track I. They will have been instructed to expand their lit review on their topic and to revise and improve their problem statement prior to Track 2. They will have created a brief one-page presentation of their research questions and purpose statements based on a tutorial in the T-2 Courseroom (CR). This is the basis for the work of this session. They should therefore have some knowledge of how to craft a research question and the statement of their study’s purpose (goals). The research question and the purpose statement are items 1.2 and 5.1 on the Research Plan. The secondary purpose of this session (and of all sessions where learners assess each other’s work) is to provide experience and skill building in the critical thinking necessary to evaluate professional communication.]

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills Checklist
	<p>1.1 – PRS – Faculty instructor leads cohort in review and discussion (brief) of how to evaluate the structure and format of a well-crafted research question. Learners work with their peers at their assigned tables, and make a 3-minute presentation of their research question and purpose statement following the prescribed format on the Guidebook. An additional 12 minutes is allocated to this activity per presentation for Discussion Q & A, and completing the <i>Modified Capella Writing Feedback Tool: Oral Presentations</i> and the <i>Scholarly Communications Evaluation Rubric: Research Questions and Purpose Statements</i> rubrics.</p> <ul style="list-style-type: none"> • Presentation 3 minutes. • Discussion 7 minutes • Evaluation 5 minutes. • Total time 15 minutes. <p>Faculty instructor moves table-to-table monitoring activity. Learners submit their evaluations back to the presenters electronically.</p>	1hr 45min	Prescribed 3-minute presentation format; <i>Modified Capella Writing Feedback Tool: Oral Presentations</i> and the <i>Scholarly Communications Evaluation Rubric: Research Questions and Purpose Statements</i> rubrics (pp. 8-11).

Notes:

Day 2 – Morning – Session 2: Refining and Upgrading the Research Question and Purpose Statement (30 minutes) – Learners will incorporate and integrate feedback received in Session 1 into a revised version of their research question and purpose statement presentation (from the courseroom). Learners will eventually present the upgraded version of their presentation to the large group and the INSTRUCTOR. Based on the feedback received at the previous session, the INSTRUCTOR moves to each table to determine if learners have questions regarding the feedback they received from Session 1. Using the feedback, learners revise and refine their research questions and purpose statement.

Note: There is no break scheduled between this session and the next. When Activity 2.1 is complete, Activity 3.1 begins immediately.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	2.1 – PRP - Learners are to use this session to improve their research questions and purpose statements in preparation for presenting their revised improved version to the large group and the Instructor in Activity 3.1. Instructor will provide consultation as needed as learners work independently.	Allow 30min	Be able to explain the Modified Writing Feedback Tool: Oral Presentations rubric; also linked to the u04s2 courseroom activity in Unit 4.

Notes:

Day 2 – Morning - Session 3: Presenting Research Question and Purpose Statements, (3 hours 15 minutes) – This is a cohort activity. Each learner presents to the entire cohort. Learners will make a presentation describing their research questions and purpose statements. After each presentation and brief Q and A for clarification, the audience offers feedback using the same rubric from Session 1 (i.e., Modified Writing Feedback Tool: Oral Presentations), sending it to the presenter via Track 2 courseroom e-mail. When the INSTRUCTOR offers public feedback, learners are directed to assess their own feedback for clarity and focus.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>3.1 PRS (Part 1) – All learners present to the entire cohort. The INSTRUCTOR will determine the order in which learners make their presentations, and provide public feedback to each presenter, modeling the correct use of the Scholarly Communication Evaluation rubric located in the Colloquium courseroom.</p> <p>The presenter sits or stands in a central location to make the presentation.</p> <p>Timing is as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentation: Three minutes. <input type="checkbox"/> Q & A: Two minutes. <input type="checkbox"/> Complete evaluations: One minute. <input type="checkbox"/> FI formative feedback and Ls self-assessment of own evaluation: Three minutes. <input type="checkbox"/> Transition to next presenter: 30 seconds. <ul style="list-style-type: none"> <input type="checkbox"/> Learners evaluating the presentations utilize the Instructor’s feedback on quality and content of the presentation, including the form of the research question and the consistency of the purpose statement with the research question to self-assess their own evaluations for accuracy. (Occurs as a parallel activity with Faculty feedback.) <input type="checkbox"/> Learners submit to the INSTRUCTOR one completed <i>Scholarly Communication Evaluation Rubric: Well-Formed Research Questions and Purpose Statements</i> for one of their peers from their table. 	<p>3hr 15min</p>	<p>Be able to explain the Scholarly Communication Evaluation rubric</p>

Day 2 – Afternoon - Session 4: Refining the Research Question and Selecting the Correct Methodology and Research Design (3 hrs.) – Learners will be able to work independently and with faculty consultation as needed to revise and further refine their research question and purpose statement until the instructor indicates that both are sufficiently developed to receive preliminary approval. Once learners receive preliminary approval of the research question, they can begin work on selecting the correct methodology (quantitative vs. qualitative vs. mixed) for their research question.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>4.1 –PRP - Using their laptops, and based on the feedback they received in Sessions 2 and 3, learners will refine their research question and purpose statement. Learners present their results to the instructor for preliminary approval or additional feedback of:</p> <ul style="list-style-type: none"> • The research question and purpose statement. • Their selection of methodology. • Their choice of an appropriate research design based on the question. <p>After a brief orientation, no more than five minutes, the learners work on laptops to revise and refine further their research questions and the purpose statements. The faculty instructor will circulate and consult as needed. Learners will individually present their research questions and purpose statements for the faculty instructor’s approval. When a learner completes Activity 4.1, they move to Activity 4.2 to select an appropriate methodology.</p> <p>NOTE: Once instructor approval is obtained, learners should copy their research question(s) and purpose statement into the appropriate sections of their QUANT, QUAL, or MIXED Method Research Plans.</p>	<p>Allow 2hrs.</p>	
	<p>4.2 –PRP - Learners are presented with a series of questions that they need to answer in order to select the correct methodology (quantitative, qualitative, or mixed) for their study. Instructor will provide consultation as needed as learners work independently. NOTE: Learners are to present their selection of methodology to the instructor for approval before moving on to Session 5. One approval is granted, learners may proceed to Session 5 immediately.</p>	<p>Allow 1hr (Note: Allow 3 hrs total for 4.1 and 4.2)</p>	

Day 2-Afternoon- Session 5: Theoretical Foundations: Research Philosophy and Theoretical Framework (1 hour and 15 min) – In this session, based on a tutorial in the courseroom, learners craft a statement of the second element of the “Theoretical Foundations” of their study, namely, the research philosophical assumptions (positivistic or post-positivistic). In Track 1, learners crafted the first element—the assumptions taken for granted by members of the school of thought most closely associated with their research topic.

[Note: The theoretical framework to be used for selecting key constructs and for interpreting the data will be worked on in Track 3.]

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>5.1 –PRP – INSTRUCTOR provides consultation as needed as learners work independently to describe in a four-paragraph statement the underlying philosophical assumptions of the methodology they have selected. They are asked to follow the MEAL plan for crafting each paragraph. Specific guidelines for writing these paragraphs are provided in the Guidebook.</p> <ul style="list-style-type: none"> • Learners work in small groups at their tables and consult with their peers at the table and the INSTRUCTOR to complete the specified draft. • Utilizing the MEAL plan, the learners write a four-paragraph statement describing the underlying philosophical assumptions of the methodology they have selected. • Each paragraph should discuss one of the four kinds of philosophical assumptions. • Learners draft a well-written paragraph for each set of assumptions. 	<p>Allow 1 hr. 15 min.</p>	<p>Track 2 Courseroom tutorial on philosophical assumptions (i.e., Ontological, Epistemological, Axiological, and Methodological assumptions). Know the MEAL plan and how to explain it. Handouts available on iGuide (i.e., “Paragraphing with the MEAL Plan” and “Example of a MEAL Plan Paragraph Analysis”)</p>

Notes:

Day 3 – Morning Session – Session 6: Selecting the Correct Methodology and Research Design. (2 hrs) – Drawing from the content (i.e., a presentation and a handout) provided in their Track 2 courserooms, and the feedback received from their discussion posting outlining their choices of methodology and research design (with the INSTRUCTOR’s approval of the question and purpose statement in previous sessions), learners will in this session prepare a new version of their research design statement. Space is provided in the Learner Guidebook for learners to write their new research design statement.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>6.1 –PRP – Instructor will provide consultation and approval as needed as learners work independently to prepare a new version of their research design statement. The faculty instructor approved the question and purpose statement in previous sessions. In consultation with the faculty instructor, the learner selects the appropriate methodology to apply to the question.</p> <p>NOTE: Instructor will review and approve the revised design statements, including the methodology choice. After receiving the faculty instructor’s approval, learners will review the available designs (see u03s2 in the CR) within that methodology handout and their school’s <i>Acceptable Methods</i> documents (see iGuide’s Research in Your School page), and will:</p> <ul style="list-style-type: none"> • Write a paragraph giving the methodology and design. • A second paragraph providing a rationale for their choice based on the research question. <p>Learners present the first draft to the Instructor for feedback and incorporate the feedback in a second draft. The Instructor reviews and approves the alignment of the:</p> <ul style="list-style-type: none"> • Research question and purpose statement. • Selection of methodology. • Choice of an appropriate research design based on their research questions. <p>When not consulting, the faculty instructor will complete formative assessment feedback on the learner’s assessments of the morning’s presentations.</p>	<p>Allow 1hr 30min</p>	<p>Know the structure of a conventional research design statement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The methodology (repeated). <input type="checkbox"/> The sampling plan (including strategy, design, and size). <input type="checkbox"/> Measures to be used (if quantitative). <input type="checkbox"/> The data collection methods. <input type="checkbox"/> The data analysis methods. <input type="checkbox"/> Ethical considerations with each element. <p>NOTE: If the learner is having difficulty with the choice of methodology or research design, the Instructor may decide to refer the learner to the school-specific Research Consultant using the Consultant Referral Form provided in the Instructor Resources on the Courseroom Home Page.</p>

	<p>6.2 – PRP - Instructor will provide consultation and approval as needed as learners work independently to create a design diagram for their study. Space is provided in their Learner Guidebooks for creating the design diagram. The faculty instructor approves the design diagram.</p>	<p>Allow 30min (2 hrs total for 6.1 and 6.2)</p>	<p>How to diagram a research design (see u03s2 in the T2 CR)</p>

Notes:

Day 3 – Morning Session – Session 7: Defining the Target Population and Sample Characteristics (2 hours) - Learners will begin the first of three sessions (7, 8, and 9) dedicated to addressing the components of a sampling plan for their Research Plan. In this first of the three sessions, learners will begin differentiating and describing the target population and the characteristics of the sample drawn from that population. Session 8 works on the actual plan or methods for recruiting and obtaining the sample participants, followed by Session 9 in which learners work on ethical challenges in the sampling plan. Guidelines for completing this activity are provided in the Learner Guidebook.

LG Page(s)	Activity / Description	Time	INSTRUCTOR Content Knowledge/Skills Checklist
	7.1 –PRP – INSTRUCTORS will provide consultation and approval as needed as learners work independently to craft a brief sentence or paragraph describing the essential characteristics of the target population specified in their research question.	2 hrs total for all session 7 activities	Know how to write appropriate descriptions of target populations. A list of characteristics is provided in the Learner Guidebook.
	7.2 –PRP – INSTRUCTORS will provide consultation and approval as needed as learners work independently to operationalize (specify the inclusion criteria) the essential characteristics of the population specified in their research question.		Know the difference between inclusion criteria and exclusion criteria when describing sample characteristics (see the Learner Guidebook).
	7.3 – PRP - INSTRUCTORS will provide consultation and approval as needed as learners work independently to list all the exclusion criteria—any conditions or characteristics that would make a candidate unsuitable for their study.		Know the difference between inclusion criteria and exclusion criteria when describing sample characteristics (see p. 28 of the Learner Guidebook).
	7.4 – PRP - INSTRUCTORS will provide consultation and approval as needed as learners work independently to craft two well-formed paragraphs the guidelines provided in their Guidebooks to describe the inclusion criteria and exclusion criteria (Activities 7.2 and 7.3).		Know the difference between inclusion criteria and exclusion criteria when describing sample characteristics (see the Learner Guidebook). Know the MEAL plan. Handouts available on iGuide (i.e., " Paragraphing with the MEAL Plan " and " Example of a MEAL Plan Paragraph Analysis ")

Notes:

Day 3 – Afternoon – Session 8: Designing the Sampling Plan (2 hours 30 minutes) - In this second of the three sessions, learners will address the sample recruitment plan (how candidates will be identified, informed, and finally consented into the study sample). This includes describing the sampling frame if they plan to use one. In Track 2, Unit 4, learners created a flowchart outlining their recruitment plan. In this session, learners will revisit and refine that flowchart and describe in words what the flow chart contains. Guidelines for completing this activity are provided in the Learner Guidebook.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>8.1 –PRP – Working individually and in consultation with the INSTRUCTOR as needed, learners draft a sampling plan in six paragraphs, using the flowchart they developed in the Track 2 courseroom, Unit 4, as the basis for their description of the recruitment plan. Guidelines for this activity are provided in the Guidebook.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners can begin the session by reviewing the ethical challenges in the sampling plan video in the courseroom. <input type="checkbox"/> Then Learners identify ethical challenges to their own sampling plan developed in the activities in Session 7. <input type="checkbox"/> Learners refer back to the flowchart developed in the courseroom. <input type="checkbox"/> Learners complete 6 paragraphs including a summary and: <ul style="list-style-type: none"> • Sampling <i>strategy</i> (probability or non-probability). • Sampling <i>design</i> (random selection and/or assignment, purposive, convenience, and so on) • Sample <i>size</i>. • Method of determining sample size. • A recruitment plan. <p><i>[Note: Before the conclusion of Session 8, the INSTRUCTOR reviews the Evening Activity – Session 9 Poster Development from 6:00-7:00 pm. Direct learners to check their schedules for the room where materials (poster paper and markers) will be available for them to develop their poster for Session 10 – Poster Presentations Session. Please inform the learners no faculty will be present. This is an optional activity but learners must have a prepared poster for the beginning of Session 10.]</i></p>	<p>Allow 2hrs 30min</p>	<p>Know the characteristics of a recruitment plan that are presented in the Learner Guidebook and in the T2 courseroom.</p>

Notes:

Day 3 – Afternoon - Session 9: Ethical Challenges in Sampling (2 hrs.) - In this third of the three sessions, learners work at their tables with their small group members during Activity 9.1. The Instructor moves from table to table facilitating the discussion. Learners will address the ethical challenges in sampling (covered in Unit 4 in the Track 2 courseroom). Guidelines for completing this activity are provided in the Learner Guidebook.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>9.1 –PRP – For the first 15 minutes of this activity, learners are asked to reflect on all ethical challenges to their sampling plan, using the Belmont principles as their guide (Learner Guidebook). After reflecting, learners will share and discuss the ethical challenges to their sampling plan with their colleagues at the table. One colleague at each table should keep time so all table colleagues have equal time for feedback. In the evening of Day 3, learners will use the provided markers and poster paper to create a poster for the next morning’s poster presentations, which begin at 8:00 am. Posters will identify the following, in bullets, not complete sentences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research Topic. <input type="checkbox"/> Research Problem Statement. <input type="checkbox"/> Research Question. <input type="checkbox"/> Methodology. <input type="checkbox"/> Basic Design (or approach). <input type="checkbox"/> Sampling Plan. <input type="checkbox"/> Ethical Challenges. 	<p>Allow 2 hrs.</p>	<p>Know the ethical challenges in sampling (that are covered in Unit 4 in the Track 2 courseroom).</p> <p>Important Note: Instructor provides consultation as needed as learners work independently. Remind learners that at 8:00 a.m. Sunday, the Instructor will announce the order of poster presentations. Learners need to plan to arrive early to the poster session—and be ready to present. Remind learners to submit an electronic version of the poster presentation in the u04a3 courseroom assignment drop box prior to 8am Sunday.</p>

Notes:

Day 4 Session 10 – Poster Presentations Session (3 hours 50 minutes) - Learners begin at 8:00 am and must present their posters. Learners take breaks only as needed to ensure that each learner has 12 minutes of time in which to present their posters, and engage in required evaluation and feedback activities. However, coffee and tea will be available between 9:30 and 10:00AM outside of the session rooms that learners can enjoy as their session activities permit.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>10.1 - PRS Learners are told that when it is their turn, they have 12 minutes to present, structured as follows:</p> <ol style="list-style-type: none"> 1. Poster presentation: less than 5 minutes. 2. Peer Q and A: about 2 minutes. 3. Private evaluation: about 2 minutes. Peers and faculty use the Modified Writing Feedback Tool: Oral Presentations to submit feedback electronically to each presenter. 4. Peer summative feedback: about 3 minutes. Listen to your peers' feedback and evaluate the verbal feedback in comparison with the private feedback. 5. Faculty instructors will circulate through the room and provide constructive feedback as needed. 6. Submit your feedback to each cohort peer electronically. <p>Remind learners to read and consider the feedback you receive at a later time, and encourage them to incorporate it as appropriate into the Track 2 final assessment assignment in the Track 2 courseroom.</p>	<p>3hrs. 50 min.</p>	<p>How to use and submit the <i>Modified Writing Feedback Tool: Oral Presentations</i> electronically to the presenter.</p> <p>Review the rubric in the courseroom for the poster presentation.</p> <p>Learners need to submit an electronic version of the posters to the assignment area in the courseroom prior to 8am Sunday morning. This way Instructor will have access to the rubric for the poster session.</p>

Notes:

Day 4 – Morning – Session 11 - Closing Session (10 minutes):

At **11:50 AM**, learners and the faculty instructor will:

- Share closing comments.
- Remind learners about the Final Assessments.

Checkout: Ask learners to have a **picture ID** and their **name badge** ready for checkout.

Departure: 12:00 PM sharp. Please do not excuse learners before **12:00** or **hold them past 12:00**.

Track 3 Colloquium Courseroom Overview

Through Participation in the Pre- and Post Courseroom, and F2F activities during the Weekend Experience (WE), learners will develop competencies that will enable them to achieve the Colloquium outcomes.

Learner Competencies

Colloquium Outcomes

1. Apply advanced critical thinking skills to formulate a research problem.
2. Apply advanced critical thinking skills in the independent research process.
3. As an independent researcher, supports ideas and concepts with evidence from the literature.



1.

Scholar Practitioner: Develop the attributes of scholarship as they are applied to practice.

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.



2.

Critical Thinker: Acquire the ability to analyze, critique, and synthesize information during all phases of the Ph.D. degree program learning process.

1. **Problem:** Propose a problem to fill a specific knowledge gap in the literature that is appropriate for independent research.
2. **Literature:** Develop a literature review that identifies and supports a problem appropriate for independent research.
3. **Approach and Methodology:** Develop a methodological approach to support a problem appropriate for independent research.
4. **Analysis and Conclusion:** Evaluate various methods of data analysis for a problem appropriate for independent research.
5. **Ethics:** Integrate ethics and academic integrity into the design of independent research.



3.

Researcher: Conduct valid, reliable, and ethical research.

2. Apply academic communication skills in verbal and written interactions within the scientific research process as an independent researcher.



4.

Professional Communicator: Communicate effectively in one’s discipline and professional practice.

Track 3 Course Outline and Overview

The focus of the **T3 courseroom** curriculum is:

- evaluate research design
- determine implications of the dissertation for the field,
- determine instruments,
- establish the role of the researcher,
- propose data collection and analysis procedures.
- determine interview and survey protocols
- formulate hypotheses and expected findings
- determine ethical challenges
- plan for the capstone projects and Chapters 1-3 of the Research Plan.

The Colloquium Courseroom is set up differently from the usual courseroom. Instead of ten units, each taking about a week, there are six units. Unit 1-4 will be completed before learners attend the Weekend Experience. The end of Unit 4 actually covers the Weekend Experience. Units 5 and 6 will be completed when learners return home from the Weekend Experience.

Besides a course overview, Units 1–4 cover the following:

- Unit 1: Current State of Research Design after Two Tracks and Implications of the Dissertation for the Field.
- Unit 2: Instruments, the Role of the Researcher, Data Collection Procedures, and Data Analysis Procedures.
- Unit 3: Interview and Survey Protocols, Other Qualitative Procedures, Hypotheses, and Expected Findings.
- Unit 4: Ethical Challenges and IRB Information, The Capstone Projects, Chapters 1 and 3 of the Proposal, and Preparing for the Weekend Experience.

Units 5 and 6 include the Final Assessment assignments. These are required and must be completed after the close of the Weekend Experience—the Unit 5 assignment within one week, and the Unit 6 assignment within the second week following the weekend. Each unit contains covers key content topics, and comprises a variety of learning activities similar to your 10-week online courserooms:

- Reading.
- Reviewing presentations.
- Discussion questions.

Assessments

Most of the units include opportunities to assess the learners' progress in the form of:

- Objective quizzes.
- Discussion posts.
- Assignments.

At the Weekend Experience (WE), learners will engage in independent work following the sequence in the track-specific Learner Guidebook that will lead to completion of the initial parts of the research plan. They will engage in at least 3 presentations and receive formative feedback from their peers. Learner Guidebooks are available on the Residency Ops SharePoint site located at <https://collaborate.capella.edu/residency-operations/default.aspx>. Once you access the site, follow this breadcrumb to locate your school's specific Learner Guidebooks by track: PhD Colloquia > 2013 Guidebooks. A printed copy of the Guidebook will not be provided so if you want a printed copy, be sure to print your own copy at home before you arrive on-site at the event location. A digital copy of the Learner Guidebook will be loaded onto the session laptop.

Pre WE - 20%	WE - 40%	Post WE - 40%
<ul style="list-style-type: none">• 3.5 wks - Units 1-4• u03a1 - 10%<ul style="list-style-type: none">• u04q1 Self-Assessment: Track 3 Courseroom Checklist – 5%• Discussion Participation grade - 5%	<ul style="list-style-type: none">• Thurs - Sunday<ul style="list-style-type: none">• u04a2 - Poster Presentation Faculty Evaluation – 30%• u04a1 - Weekend Experience checklist – 10%	<ul style="list-style-type: none">• 3 wks - Unit 5 and 6<ul style="list-style-type: none">• u05a1 Track 3: Final Assessment – 35%• u06a1 Preparing for Comps/Diss – 5%

2013 Transition Plan and Grading Strategy

2013 is a transition year for learners in the new PhD colloquia curriculum. The three colloquia tracks are designed to provide a learning experience for learners to systematically develop within the doctoral outcomes and prepare for independent research. In this transition year, we will have many learners who completed a track or tracks in the current curriculum and grading model. To reach the goal of a Research Plan that is of quality for submission to the school Scientific Merit Review, most learners will need to complete all three tracks in the new curriculum. To prepare for the transition, the school colloquia leads developed a grading model based on data from the final assessments of learners in the current model. In addition, the leads selected four approved SMR/MRF forms from each school and asked current school SMR reviewers to grade these SMRs with the new Track III rubric for the final assessment. The combination of these two factors provided the basis to devise a grading system that considers the development of learners who have completed one or two tracks prior to 2013.

The competencies, activities, and assessments in the new curriculum serve two primary purposes. First, a learner's performance is assessed within specific competences, yielding a grade. Second and most important, the assessment process provides the information to determine a learner's development within the doctoral competencies across the three tracks. With this information, learners are able to compose preparation plans to develop the skills required to construct a Research Plan of quality for submission to the school Scientific Merit Review. While the assignment of a grade is important, in 2013, the primary focus is to provide the learners with meaningful feedback that allows them to understand their current level of development within the doctoral competencies and the specific steps they need to complete to prepare for the comps exam and the dissertation. While the ideal state would be for learners to complete each track with an element of the Research Plan that is of quality for submission to the school Scientific Review, reality necessitates an approach that informs learners and provides them with the opportunity to develop their skills for independent research.

Unfortunately, we will have learners who do not achieve even a minimal level of skill. We will also have learners who do not participate in the courseroom and/or the weekend experience. This will be a small minority of learners but these learners will receive an NS. Most learners will earn an S and they will fall within a wide range of development within the doctoral outcomes; however, learners will have a clear understanding of their current level of achievement and the steps necessary to be successful in the comps and dissertation phases of their programs. As we collect data from 2013 learners, we can adjust the grading model to better represent the performance of learners completing the new curriculum. Learners who only have to complete Track III are likely to have the most difficulty in 2013, followed by the learners in Track II who completed Track I in the old curriculum. Although Track I learners will be graded within the 2013 model, the expectation for the quality of their work should be high. We want this new group of learners to develop within the intended rigor of the new curriculum and to utilize the feedback to prepare for Tracks II and III.

2013 will be a challenging year but an exciting year. For the first time, we will be able to provide our learners with formative feedback to better prepare them for the comps exam and the dissertation. At the very least, learners, who only complete Track III in 2013, will have a good understanding of their current level of research skills and the opportunity to develop a personal Research Plan under the oversight of faculty.

Before entering the comps exam and the dissertation, they will understand what they know, what they don't know, and what they need to do to be successful.

Grading Strategy

We currently have a problem of generating an accurate grade utilizing the automatic recording of assignments in the courseroom grade book. The following instructions will match the original intent of grading as provided in the Transition Plan.

1. All grades in grade book must be entered manually as 100 (Pass) or 0 (Fail) with the exception of u05a1. The grade book will convert this assessment grade correctly if all others are entered as 100 or 0. This means that the two graded assignments in each track (for which you use the grading rubrics to generate the score) are to be entered as a "100" if the raw score generated by the grading rubric is 70 or higher, and a "0" if the raw score is below 70.
2. For Units 5 & 6 Discussion Participation, please enter 100. There is no activity connected to these units. This is a work around in grade book. We are looking at a longer-term solution but for now, this is what we have to do because the final grade formula divisor is 3, not 2.
3. Use the raw scores generated by the grading rubrics to provide learners with developmental feedback. You can place the raw score with the feedback in the comments section of the rubric. Below, we are providing you with the language from the transition plan for feedback to learners based on their raw score on u05a1. There are two sources for feedback, the feedback you provide in the comments section of the grading rubric and the feedback generated by the grading rubric.
4. Inform learners that what they see in grade book does not reflect the numerical score generated by some of the quizzes. The numerical score serves to provide them with feedback. All activities are actually Pass or Fail for the course and as far as grade book is concerned.

2013 Grading Scale for the Final Assessment in each track

14 & below – Fail

15 – 52

52 – 79

80 – 100 – Submission Quality

Standard Developmental Language for Learners Based on Grade for the Final Assessment

If the learner's raw score on the final assessment falls between **80-100**, then you are to provide them with this developmental feedback:

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 the learner's raw score on the final assessment falls between **52-79**, then you are to provide them with this developmental feedback:

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 the learner's raw score on the final assessment falls between **15-52**, then you are to provide them with this developmental feedback:

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 the learner's raw score on the final assessment falls between **0-14**, then you are to provide them with this developmental feedback:

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.

TRACK THREE

Event	Weight	Score	Points	Decision
Pre-CR				Pass
u02a1	10%	100	10	
u04a1	5%	100	5	
Participation	5%	100	5	
WE				
u04a2	30%	100	30	
u05a2	10%	100	10	
Post-CR				
u05a1	35%	15	5.25	
u06a1	5%	100	5	
100%		TOTAL	70.25	

Criteria for Failing

5. Learners who score 14 or below on the final assessment after the second attempt.
6. Learners who do not complete activities in the weekend experience (non-participation, absence).
7. Learners who do not earn sufficient combined grades in the courseroom and the weekend experience (non-participation, absence, poor performance on courseroom and weekend experience final assessments).
8. Learners who fail to submit a final assessment.

Learners Who Do Not Complete a Track Preparation Plan Prior to a Colloquia

- Learners who complete Track 2 in Q1-2013 and beyond would complete the TPP before entering Track III.

At risk Learners/interventions

Faculty will identify learners who are at risk (i.e. struggling with skill development, participation, personal issues, etc.) in the courseroom, at the Weekend Experience and post-colloquium. They have been trained to use a Faculty Feedback and Intervention form that will trigger outreach from several departments based on the nature of the issue. Requests for outreach can be made to advising, customer care, the Writing Center, Library and IRB.

Learners who have completed Track I or Track II in the 2012 model may not demonstrate the skill level to enter the next Track. These learners may or may not be at risk for failing but they will need additional training to be successful in the PhD capstones. Identified learners will be referred to the appropriate service for consultation and resource identification. The results of the intervention should be included in the learner's Track Preparation Plan.

Process when a Learner Fails

If a learner fails their final assessment once, they have one retake. If the learner passes the final assessment on retake and have sufficient scores from the courseroom and Weekend Experience activities, they pass the colloquium. Learners who fail the colloquium must retake the Track. Currently, there is no tuition charge for retaking a Track. Learners will be responsible for travel, hotel, and personal expenses. When a learner receives an N/S grade, they will be referred to their advisor and Customer Care to determine the next steps. **Please do not discuss the process with learners. Customer Care and advising will contact the learner.**

Exceptions for Learners Attending Back-to-Back Colloquia/Exceptions Process

Many of the learners who will attend colloquia in the new model in 2013 will have only a few quarters of coursework remaining but still need to complete two or more colloquia. In 2013, learners will not be delayed and prohibited from moving forward in their program. If a learner needs to take two colloquia back-to-back, they will be allowed to do so through our exceptions process; however, a learner may not attend two overlapping colloquia. Learners who request an exception will not have the time to complete the actions steps identified in their Track Preparation Plan and will not be sufficiently prepared for the next track. When advisors receive requests for exceptions, they will engage the learner in a “Buyer Beware” conversation, which advises the learner that the purpose of the new requirement of having at least a quarter break in between colloquia is to have the time to complete the action steps in the learner’s TPP.

TRACK 3 COURSEROOM - SUMMARY OF UNITS

Link to the Track 3 Courseroom PDF on the Learner iGuide - <https://campus.capella.edu/web/residencies/phd-colloquium/the-experience/phd-track-3>

Unit 1: Current State of Research Design after Two Tracks and Implications of the Dissertation for the Field. In this unit, learners will focus on describing and justifying how their proposed study contributes to their field.

Unit 2: Instruments, the Role of the Researcher, Data Collection Procedures, and Data Analysis Procedures. In this unit, learners explore the characteristics of measurement instruments, and various other data collection and analysis procedures – both quantitative and qualitative.

Unit 3: Interview and Survey Protocols, Other Qualitative Procedures, Hypotheses, and Expected Findings. In this unit, learners will broaden their exploration of data collection and analysis procedures to include the characteristics of acceptable interview and survey protocols, field tests and pilot studies, and IRB requirements that govern the use of the different procedures.

Unit 4: Ethical Challenges and IRB Information, the Capstone Projects (Comps & Diss), Chapters 1 and 3 of the Proposal, and Preparing for the Weekend Experience. In this unit, learners will focus on the ethical principles that guide scientific research, along with what they need to do to prepare for their capstone projects: Comprehensive Exam and Dissertation.

Post-Residency Final Assessment Assignments

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

Unit 5: Final Assessment Assignment - The final assessment will be the Research Plan paper based on their poster presentation, and the Weekend Experience Checklist.

Unit 6: Preparing for Comps and Dissertation - The second assessment will be a preparation plan articulating their plans for getting ready for the Comps exam and the Dissertation.

The tables that follow identify the learning outcomes for each unit along with the corresponding Colloquium outcomes (in parentheses), a summary of the unit’s instructional elements, and the required skills/knowledge you will need to have to successfully guide the learner through the unit.

Notes:

Track 3 Courseroom Unit 1 – Current State of Research Design after Two Tracks and Implications of the Dissertation for the Field

Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
<ol style="list-style-type: none"> 1. Explore expectations and competencies associated with the colloquium experience (O1: scholar-practitioner). 2. Provide an update on the Preparation Plan from Track 2 (O1: scholar-practitioner). 3. Identify a revised design for the research plan. (O2: Critical Thinker, O3: Researcher). 	<p>Readings focus on: T3 colloquium expectations and competencies, updated preparation plan showing progress, and contributions to the field.</p> <p>Discussion questions focus on: introductions to cohort, presenting the revised dissertation design, and theoretical and practical implications of topic.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Media and documents created specifically for the T3 course that focus on contributions of research to the field.

Notes:

Note: This *Instructor Action Item Table* does NOT include all of the assignments and quizzes in Unit 1, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Track 3 Courseroom Unit 1 - Instructor Action Item Table

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u01a2	Updating the Research Plan	Ungraded	Learner copies information from the Track 2 Research Plan template into the track 3 Research Plan template and submits it to the u01a2 assignment dropbox in the courseroom.	<p>INSTRUCTOR reviews plan and comments as needed.</p> <p>NOTE: If a learner completed Tracks 1 and/or 2 in 2012 or earlier, they will not have a Track 2 Preparation Plan (see http://www.capella.edu/iGuidePA/PDF/residencies/phd_completion/Track_2_Preparation_Plan.pdf) to submit. Their grade will not be affected by not submitting a <i>Track 2 Preparation Plan</i> to this assignment. Instead, the learner is asked to submit the date and location of the previous Colloquium Track they completed along with a brief summary of their research topic, and their areas of challenge when it comes to their development as a researcher. They will use this as a foundation for the <i>Track 3 Preparation Plan</i> (see http://www.capella.edu/iGuidePA/PDF/residencies/phd_completion/Track_3_Preparation_Plan.pdf) they will create in this course. During this Colloquium course all learners will develop a Preparation Plan for their Track 3 Colloquium.</p>

u01d1	Introductions	Ungraded	Regular Discussion	Instructor reviews introduction discussion to get an idea of who is taking the course. NOTE: If learners post responses to all discussion topics in Units 1-2, instructor records a “100” in the courseroom gradebook. If not, or if one is left out, the instructor records a “0” in the courseroom gradebook for Discussion Participation Units 1-2.
u01d2	Describe Your Current Dissertation Design	Ungraded	Regular Discussion	Instructor assigns cohort partners (groups of 4) who will work together through the rest of Track 3. Instructor then reviews learner’s design and comments as needed. NOTE: If learners post responses to all discussion topics in Units 1-2, instructor records a “100” in the courseroom gradebook. If not, or if one is left out, the instructor records a “0” in the courseroom gradebook for Discussion Participation Units 1-2.
u01q1	Quiz: Assessment: Contribution to the Field	Ungraded	Learner completes 6-question quiz.	Instructor verifies that the learner has completed the quiz. Look for learners who may be having difficulty.

Notes:

Track 3 Courseroom Unit 2 – Instruments, the Role of the Researcher, Data Collection Procedures, and Data Analysis Procedures		
Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
<p>1. Prepare to write a plan identifying the measurement instruments for the research (O2 Critical Thinker, O3: Researcher, O4: Professional Communicator).</p> <p>2. Demonstrate an understanding of the role of the researcher in qualitative research (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher).</p> <p>3. Identify data collection methods and analyses for both qualitative and quantitative methodologies (O2 Critical Thinker, O3: Researcher).</p>	<p>Readings focus on: measurement instruments, role of the qualitative researcher, qualitative and quantitative data collection and analysis.</p> <p>Quizzes focus on: data collection methods and Data Analysis Methods in Qualitative and Quantitative Research</p> <p>Assignment focuses on: identifying variables and appropriate measurement instruments, summary of the role of the qualitative researcher.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Media and documents created specifically for the T3 course related to measurement instruments, role of the qualitative researcher, qualitative and quantitative data collection and analysis. <input type="checkbox"/> Be familiar with Capella Library Tutorials (see u02s1 in the T3 CR): <ul style="list-style-type: none"> ○ Finding Test and Measurement Instruments ○ Mental Measurements Yearbook database ○ Database Guide: Health and Psychosocial Instruments

Notes:

Note: This *Instructor Action Item Table* does NOT include all of the assignments and quizzes in Unit 2, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Track 3 Courseroom Unit 2 - Instructor Action Item Table

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u02a1	Assignment: Constructing a Formal Research Design	Graded 10%	Using correct APA format and style, learners submit their Research Plan. They can use the Constructing a Formal Research Design Template (found in Resources) with a full reference list in correct APA Style and format.	Instructor grades this assignment using the grading rubric, providing feedback to the learner. The instructor may decide to refer the learner to the school-specific Research Consultant using the Consultant Referral Form provided in the Instructor Resources on the Courseroom Home Page. NOTE: If score is 70% or better, the Instructor records a “100” in the courseroom gradebook. If not completed, records a “0” in the courseroom gradebook.
u02a2	Assignment: Self-Assessment as a Qualitative Researcher	Ungraded	Learner submits a minimum three-paragraph summary of their assessment of their role as a qualitative researcher.	Instructor reviews and identifies any issues for feedback.
u02q1	Quiz: Assessment: Data Collection Methods	Ungraded	Learner completes 16-question quiz.	Instructor verifies that the learner has completed the quiz. Look for learners who may be having difficulty.
u02q2	Quiz: Data Analysis in Qualitative and Quantitative Research	Ungraded	Learner completes 14-question quiz.	Instructor verifies that the learner has completed the quiz. Look for learners who may be having difficulty.

Notes:

Track 3 Courseroom Unit 3 – Interview and Survey Protocols, Other Qualitative Procedures, Hypotheses, and Expected Findings

Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
<p>1. Demonstrate an understanding and apply aspects of quantitative research such as hypothesizing, expected findings, and survey items (O2 Critical Thinker, O3: Researcher).</p> <p>2. Demonstrate an understanding and apply aspects of qualitative research such as developing interview protocols, additional data collection methods, and writing guiding questions (O3: Researcher).</p> <p>3. Identify the process of field tests and pilot tests (O3: Researcher).</p>	<p>Readings focus on: hypotheses, quantitative survey items, expected findings in quantitative research, field tests, pilot tests, developing interview protocols and additional data collection methods in qualitative research, and writing guiding questions.</p> <p>Quizzes focus on: hypotheses, quantitative Survey Items, expected findings in quantitative research, field tests, pilot tests, and qualitative guiding questions and additional qualitative data collection methods</p>	<ul style="list-style-type: none"> □ Media and documents created specifically for the T3 course related to qualitative interviewing, pilot testing, field testing, hypotheses, and additional qualitative data collection methods.

Notes:

Note: This *Instructor Action Item Table* does NOT include all of the assignments and quizzes in Unit 3, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Track 3 Courseroom Unit 3 -Instructor Action Item Table

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u03q1	Assessment: Hypotheses and Remaining Research Plan Items	Ungraded	<p>Quiz – Learners have three tries to reach 80% on this 17-question quiz.</p> <p>If learner does not achieve a score of 80% after three tries, they are directed to contact the Instructor.</p>	<p>After the Instructor/Learner discussion regarding the results from the u03q1 Assessment: Hypotheses and Remaining Research Plan Items, the Instructor may decide to refer the learner to the school-specific Research Consultant using the Consultant Referral Form provided in the Instructor Resources on the Courseroom Home Page.</p>
u03q2	Assessment: Qualitative Guided Questions and Additional Methods	Ungraded	<p>Quiz – Learners have three tries to reach 80% on this 14-question quiz.</p> <p>If learner does not achieve a score of 80% after three tries, they are directed to contact the Instructor.</p>	<p>After the Instructor/Learner discussion regarding the results from the u03q2 Assessment: Qualitative Guided Questions and Additional Methods, the Instructor may decide to refer the learner to the school-specific Research Consultant using the Consultant Referral Form provided in the Instructor Resources on the Courseroom Home Page.</p>

Notes:

Track 3 Courseroom Unit 4 – Ethical Challenges and IRB Information, The Capstone Projects, Chapters 1 and 3 of the Proposal, and Preparing for the Weekend Experience

Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
<p>1. Prepare for the activities for each of the days at the Weekend Experience (O1: Scholar Practitioner).</p> <p>2. Identify expectations for learners during residency and what things to bring to the Weekend Experience (O1: Scholar Practitioner).</p> <p>3. Ensure all Track 3 courseroom components and deliverables have been completed and submitted (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher).</p> <p>4. Demonstrate an understanding of the components of the comprehensive exam and the dissertation (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher).</p> <p>5. Identify the ethical issues involved in data collection (O2 Critical Thinker, O3: Researcher).</p>	<p>Readings focus on: ethical issues, IRB information, reviewing the comprehensive exam and dissertation manuals, reviewing information on chapters 1 and 3 of dissertation, preparing for the WE, reviewing peer feedback forms, and reviewing the research plan template</p> <p>Discussion question focuses on: data collection and analyses and ethical issues</p> <p>Quiz focuses on: The Dissertation Chapters</p> <p>Assignment focuses on: completion of courseroom activities</p>	<p>Be familiar with the info in the links below on the IRB's "Research at Capella" site (see u04s1 to access iGuide links from T3 courseroom):</p> <p>IRB A to Z Handbook</p> <p>Conduct</p> <p>Be prepared with the curriculum and activities for the T3 Weekend Experience.</p> <p>Be familiar with the evaluation forms for the Weekend Experience and the full research plan.</p>

Notes:

Note: This *Instructor Action Item Table* does NOT include all of the assignments and quizzes in Unit 4, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Track 3 Courseroom Unit 4 - Instructor Action Item Table

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u04d1	Data collection methods	Ungraded	Regular Discussion – learners are asked to post a high-quality message answering questions about their data collection procedures using correct APA (2010) format and style.	Instructor then reviews learner’s data collection and data analysis methods, and challenges identified and comments as needed. NOTE: If learners post responses to all discussion topics in Units 3-4, instructor records a “100” in the courseroom gradebook. If not, or if one is left out, the instructor records a “0” in the courseroom gradebook for Discussion Participation Units 3-4.
u04q1	Assessment: How Dissertation Chapters 1 and 3 Differ	Ungraded	Learner completes 10-question quiz.	Instructor verifies that the learner has completed the quiz. Look for learners who may be having difficulty.
Various	Courseroom Discussion Participation	GRADED: 5 %	Learner posts in each discussion.	Instructor grades the learner participation in the gradebook. NOTE: If learners post responses to all discussion topics in Units 3-4, instructor records a “100” in the courseroom gradebook. If not, or if one is left out, the instructor records a “0” in the courseroom gradebook for Discussion Participation Units 3-4.

<p>u04a1</p>	<p>Self-Assessment: Track 3 Courseroom Checklist</p>	<p>GRADED: 5 %</p>	<p>Learners post the results from the <i>Self-Assessment: Track 3 Courseroom Checklist</i> (located in u04a1 assignment description), to the u04a1 assignment area.</p>	<p>Instructor verifies that the learner completed all of the required courseroom activities and uses the Scoring Guide (Checklist) to grade the assignment. If all activities were completed, Instructor records a "100" in the courseroom gradebook. If not completed, Instructor records a "0" in the courseroom gradebook.</p>
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<p>u04a2</p>	<p>Poster Presentations</p>	<p>GRADED: 30 %</p>	<p>Learner creates an electronic version of poster and submits it to the assignment area by 8:00am Sunday.</p> <p>The poster and electronic submission of the learner's poster should include the following:</p> <ul style="list-style-type: none"> • 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. • Ethical Challenges to the Design (sampling, collection, analysis). 	<p>Each learner has 12 minutes to present, structured as follows:</p> <ul style="list-style-type: none"> • Poster presentation: less than 5 minutes. • Peer Q and A: about 2 minutes. • Private evaluation: about 2 minutes. Peers use the Modified Writing Feedback Tool: Oral Presentations to submit feedback electronically to the presenter. Faculty Instructors can request copies of each presenter's feedback, or not. • Peer summative feedback: about 3 minutes. Encourage learners to listen to your peers' feedback and evaluate the verbal feedback in comparison with the private feedback. • Faculty instructors should appoint a learner to keep time for all of the segments for each presenter. • Instructor pulls up the Scoring Guide (Rubric) for the Poster Presentation and grades the presentation as the learner is presenting, and provides public constructive feedback as needed. • Instructor encourages learners to read and consider the feedback they receive at a later time.
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Notes:

Track 3 Courseroom Unit 5 – Track 3: Final Assessment

Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
<p>1. Complete and submit the final assessment for Track 3 (<i>O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher, O4 Professional Communicator</i>).</p>	<p>Assignment focuses on: Further developing the Research Plan</p>	<p>Track 3 Final Assessment requirements and scoring guide. All section of the Research Plan should be completed.</p>

Notes:

Note: This *Instructor Action Item Table* does NOT include all of the assignments and quizzes in Unit 5, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Track 3 Courseroom Unit 5 - Instructor Action Item Table

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u05a1	Track 3 Final Assessment	GRADED: 35%	Learners complete their Research Plan, preparing it in a form suitable for formal submission to their school’s Scientific merit or methodology review team. They are to utilize the feedback they received in the Track 2 courseroom and the Weekend Experience to refine their work and complete the assignment. Research Plan is submitted to the u05a1 assignment area.	All grades in grade book must be entered manually as 100 (Pass) or 0 (Fail) with the exception of u05a1. Instructor uses the u05a1Grading Rubric to grade the Final paper, and does not convert the raw score to “0” or “100.” Remind learners not to wait until the last minute to submit the final assessment in order to aid the final grading process. Instructor completes grading the Final Assessment by Wednesday. If the Learner fails the Final Assessment, they have until Sunday at 11:59pm to resubmit the assessment.
u05a2	Completing the Track 3 Weekend Experience Checklist	GRADED: 10 %	Learner completes the checklist for the Weekend Experience and then they post it to the u05a2 assignment area.	The Instructor then provides feedback on how they thought the learner did.

Notes:

Track 3 Courseroom Unit 6 – Preparing for Comprehensive Exams and Dissertation

Learning Outcomes	Course Components: Readings, DQ's, quizzes, assignments	Supporting Resources
<p>1. Begin preparing for comprehensive exam and dissertation (O1: Scholar Practitioner).</p>	<p>Learners will review information related to comps and dissertation</p> <p>Assignment focuses on: Readiness for the comprehensive exam and dissertation.</p>	<p>Review Preparing for the Comprehensive Examination and the Dissertation in u06s1. This document provides extensive information regarding what to expect and what resources are available.</p>

Notes:

Note: This *Instructor Action Item Table* does NOT include all of the assignments and quizzes in Unit 6, but only the main ones that either require instructor intervention, or are activities that the instructor should watch for learners who may be having difficulty.

Track 3 Courseroom Unit 6 - Instructor Action Item Table

Activity Code	Title	Grading Percentage	Description	Instructor Actions
u06a1	Track 3 Preparation Plan assignment: Readiness for the Comprehensive Examination and the Dissertation	GRADED: 5%	Learner writes up a document (see http://www.capella.edu/iGuidePA/PDF/residencies/phd_completion/Track_3_Preparation_Plan.pdf), detailing their plan for achieving readiness for the comprehensive examination and the dissertation.	Instructor uses Scoring Guide (Checklist or Rubric) to grade the Preparation Plan.

Notes:

Track 3 Courseroom Checklist

Green is graded

Unit 1: Scholarly Writing, Enhanced Library Skills, the IRB Resources
All Unit 1 Study Activities (u01s1, u01s2, u01s3, u01s4)
U01a1 – Track 2 Preparation Plan Update
U01a2 – Research Plan
U01d1 – Introductions
U01d2 – Describe your Current Dissertation Design
U01q1 – Assessment: Contribution to the Field
U01d3 - Practice Searching
Unit 2 – Instruments, the Role of the Researcher, Data Collection Procedures, and Data Analysis Procedures
All unit 2 Study Activities (u02s1, u02s2, u02s3, u02s4, u02s5, u02s6, u02s7)
U02a1 – Assignment: Research Question and Variables
U02a2 – Assignment: Your Role as a Qualitative Researcher
U02q1 – Quiz: Data Collection Methods
U02q2 – Quiz: Data Analysis Methods in Qualitative and Quantitative Research
Unit 3: Interview and Survey Protocols, Other Qualitative Procedures, Hypotheses, and Expected Findings
All Unit 3 Study Activities (u03s1, u03s2)
U03q1 – Assessment: Hypotheses, Survey Items, Expected Findings, Field Tests, and Pilot Studies
U03q2 – Assessment: Qualitative Guiding Questions and Additional Methods
Unit 4: Ethical Challenges and IRB Information, The Capstone Projects, Chapters 1 and 3 of the Proposal, and Preparing for the Weekend Experience
All Unit 4 Study Activities (u04s1, u04s2, u04s3, u04s4, u04s5)
U04d1 – Data Collection Methods
U04q1 – Assessment: The Dissertation Chapters
u04a2 Self-Assessment: Track 2 Courseroom Checklist (This checklist) (5%)
Participation Grade – Instructor enter into gradebook, based on peer responses (5%)
u04a3 -Poster Presentations (30%)
Unit 5 – Final Assessment
u05a1 - Final Assessment Assignment (Due Sunday after WE) (35%)
u05a2 - Completing the Weekend Experience Checklist (Due Sunday after WE) (10%)
Unit 6 – Preparation Plan
u06a1 - Preparation Plan - Readiness for Capstone (Comps Exam and Dissertation) (5%)

Track 3 Weekend Experience Overview

Overview: The purpose of this Weekend Experience (WE) Overview is to provide an *overview* of Weekend Experience, including:

- the specific faculty roles and tasks related to each of the face-to-face sessions,
- the content knowledge and skills the Colloquium faculty will be expected to bring to their role as the Instructor, and
- the purpose of the Learner Guidebook (LG) as a workbook-like document that learners can use to document their work in each face-to-face session.

The Logic of Track 3

TRACK 3 continues Track 1 and 2 following of the logical steps of creating a Research Plan. Once researchers have developed a **research topic**, a **research problem**, a preliminary literature review supporting the problem statement and articulating the way the study will **contribute to one's specialization** (in Track 1), in Track 2 they crafted a **research question** by which to collect the information necessary to address the problem. Based on the question, they selected the correct **methodology** and the most appropriate **research design** available within that methodology. Also on the basis of the research question, they determined their **target population** and the characteristics of their **sample**. Now in Track 3, they will complete the remaining elements of their research designs: the full **theoretical framework**, including a discussion of the **theoretical** and **practical implications** of their studies, their planned **instrumentation** or **interview protocols**, their **data collection** and **data analysis plans**, and a much enlarged **literature review** supporting the **validity** of the design.

In the actual dissertation process, researchers present all this in a formal **research plan** that, together with the **literature review**, demonstrates how the topic, the research problem, and the design of the study will advance the science in their specializations. This write-up, in whatever form it is presented, demonstrates the first three parts of **Scientific merit**: the **literature review** leading to a research problem and question, the selection of an appropriate **methodology**, and the creation of an appropriate **research design**. In our school, the scientific merit of a study is evaluated using the *Research Plan Form*. These first two parts of scientific merit are addressed in Tracks 1, 2, and 3 of the Colloquia.

The researcher then presents the completed research plan for **evaluation** by the field. And finally, they **incorporate feedback, revise, and resubmit for further evaluation**.

Application of the Logic to Track 3

During ten sessions of the T3 Weekend Experience, learners will engage in two categories of activities: preparation and presentation. Both categories of activities are designed to help learners focus on developing the next elements of their Research Plan. Specifically, learners will:

1. If necessary, based on recent literature reviews, review and revise **research questions** based on the problem statements developed in Track 1 and 2.
2. Review their selected **methodology** and **research design** and their preliminary **sampling plans** appropriate to their research questions.
3. Craft statements, based in the existing literature and on the research questions, of the implications (theoretical or practical) of their proposed studies and of their data collection and analysis plans.
4. Craft appropriate **scholarly presentations** of these elements of their Research Plan for formative, summative, and evaluative feedback.
5. Practice basic approaches to **evaluation** of research proposals, both their own work and their peers' work and receive INSTRUCTOR feedback on their assessment skills.

Learners must attend and complete all eleven (includes the closing session on Day 4) sessions. The point of working in groups is to take advantage of the expertise and fresh perspectives a group of scholars at work together can provide. They are asked not to leave for any reason other than a serious emergency or a brief break if needed, and not to skip even a portion of any session. The activities in the residency are designed to build on one another and are not meant to be completed quickly or in one sitting. Breaks are provided at regular, pre-set intervals (see the Schedule for details). If a session continues across one or more breaks, the work will simply continue after the break.

In Track 3, learners will also work on other skills associated with scholarly research:

- Learners will craft and present appropriate **scholarly presentations** of the elements of their Research Plan covered in Track 3 for formative and evaluative feedback.
- Learners will practice basic approaches to the **evaluation** of research proposals, evaluating their own work and that of their peers and receiving indirect feedback on their assessment skills.

The tables on the following pages identify the session activities for each session and summarize the INSTRUCTOR's role and tasks associated with each activity, along with a checklist of the required skills/knowledge the INSTRUCTOR will be expected to demonstrate in order to successfully guide the learner through each session. Space is provided on each page for notes that you might want to make to personalize your copy of this Handbook. The following acronyms are used in the tables that follow:

Preparation activities (PRP) – Activities that entail learners working independently (i.e., researching their topics via the Internet or Library, writing, revising, self-assessing, etc...) with the Colloquium Instructor being available for consultation as needed, and selecting learners to make presentations interspersed throughout the colloquium sessions. The PRP sessions are intended for activities related only to the residency. Learners are asked to not browse the Internet, attend other courses, or check their personal e-mail in any session. Be sure to model scholarly etiquette at all times, especially when giving public feedback. Remember to be attentive so you can provide critical formative feedback on their presentations.

Presentation activities (PRS) - Activities that entail learners presenting the results of their work as well as giving and receiving feedback. The Instructor will evaluate each learner’s work and provide public and private feedback according to various rubrics. Learners will be required to present:

- Present information and receive feedback about the Research Plan items they developed in the Track 3 courseroom.
- Present a brief progress report on their work to date and a request for specific assistance they need in order to complete their Research Plan.
- Briefly present their reflections on ethical challenges to their design—offering and receiving peer feedback and questions.
- Formally present the results of the weekend’s work on their Research Plan during the final day’s poster session.

In this Track, as learners draft sections of their Research Plan, they will present them informally to their colleagues at the table and to the Instructor for additional correction and formative feedback. During these work sessions, the Instructor will provide consultation, feedback, and individual help as advocates who are preparing learners for their committee, for the Research Plan external reviewers, and for the IRB reviewers who will provide all necessary approvals at the appropriate time when learners have entered their dissertation process.

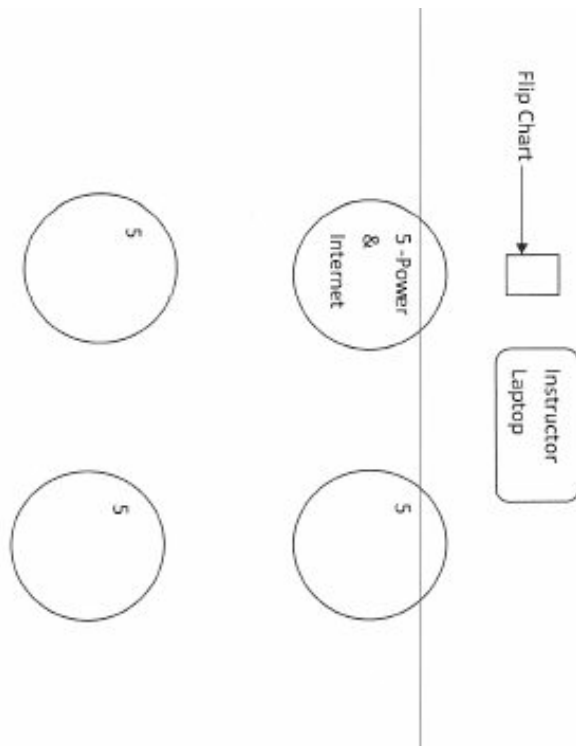
Learner Guidebook (LG) - In the column labeled, “LG Pages,” space is provided for you to note specific page references to the Learner Guidebook as you review the curriculum.

The next two pages include a

- schematic of the Track 3 seating arrangement for a cohort of 20 learners, and
- schedule of the time blocks for each session.

Track 3 Seating Arrangement: The room for Track 3 is set up like it is in Track 2 -- with work tables of 4–6 learners each. Table assignments are based on the small cohorts established in the Track 3 courseroom. This is to ensure that learners become familiar with each other's proposed studies and that feedback and discussion are well informed. Learners should sit at their assigned tables for the entire weekend and take seriously their responsibility to help their colleagues to improve their work as much as possible. **NOTE: There is no projection equipment or screen provided.** Making good use of critical feedback in their work also enables them to demonstrate two of the scholar-practitioner competencies:

- The competence to recognize their own personal attributes as a scholar-practitioner during the research design process.
- The competence to analyze their progress in developing the scholar practitioner identity during the research design process.



TRACK 3 WEEKEND EXPERIENCE SCHEDULE

Day	Time	Hr:Min	Session #	Session Title
Thursday	5:00-6:45p	1:45	Session 1	Session 1: Presenting and Evaluating Research Questions and the Purpose
Friday	8:00-9:30a	1:30	Session 2	Theoretical Foundations: Drafting the Contribution to Research Theory (Research Plan Quantitative 4.1 & 4.2) or Contribution to the Field (Research Plan - Qualitative 4.1) Items of the Research Plan
	9:30-9:45a	:15	Break	
	9:45a-12:00p	2:15	Session 2 <i>con't</i>	Theoretical Foundations: Drafting the Contribution to Research Theory (Research Plan Quantitative 4.1 & 4.2) or Contribution to the Field (Research Plan - Qualitative 4.1) Items of the Research Plan - <i>Continued</i>
	12:00-1:15p	1:15	Lunch	
	1:15-3:00p	1:00	Session 3	Measures, Data Collection Methods, Data Analysis Methods, and the Role of the Researcher
	3:00-3:15p	:15	Break	
	3:15-5:30p	2:15	Session 3 <i>con't</i>	Measures, Data Collection Methods, Data Analysis Methods, and the Role of the Researcher - <i>Continued</i>
	5:30-5:45p	:15	Session 4	Session 4 – Progress Reports
Saturday	8:00-9:30a	1:30	Session 5 and 6 run concurrent	Progress Report Discussions (Concurrent with Session 6) and Drafting the Remaining Items of the Research Plan (Concurrent with Session 5)
	9:30-9:45a	:15	Break	
	9:45a-12:00p	2:15	Session 5 and 6 <i>con't</i>	Progress Report Discussions (Concurrent with Session 6) and Drafting the Remaining Items of the Research Plan (Concurrent with Session 5) - <i>Continued</i>
	12:00-1:15p	1:15	Lunch	
	1:15-3:00p	1:45	Session 7	Ethical Challenges in Data Collection
	3:00-3:15p	:15	Break	
	3:15-4:50p	1:35	Session 8	Drafting Conceptual and Procedural for Chapters 1 and 3
	4:50-5:30p	:40	Session 9	Discussion of Comprehensive Examination and Dissertation Process
	6:00-7:00p		Session 10	Poster Development – Learners on their own
Sunday	8:00-11:50a	3:50	Session 11	Poster Presentations
	9:30-10:00a	:30	Break	
	11:50a-12:00p	:10		Closing Session



Notes:



Activities with Learner Presentations & Feedback tool used

Activity	Learners Number & Feedback Tool
1.1	5 (All) learners present at each round table <i>Track II Final Assessment Rubric.</i>
10.1	All learners present to entire cohort <i>Modified Writing Feedback Tool: Oral Presentations</i>

Notes:

TRACK 3 WEEKEND EXPERIENCE DETAILED SESSION DESCRIPTIONS/INSTRUCTIONS

Day 1 – Evening - Session 1: Presenting and Evaluating Research Questions and the Purpose (of the Research) Statement (5:00-6:45 PM) - In previous Tracks, learners will have been encouraged (and required) to enlarge and build a significant literature review on their topics and to continue revising previously crafted elements of the Research Plan Form. They should therefore know how to think about and approach the remaining elements of the Research Plan in Track 3. Two key purposes of this activity are to:

- More fully develop the feedback on the topics - All such presentations in T3 will be evaluated using an evaluative rubric that provides formative feedback; learners will evaluate each other privately and will listen to the faculty instructor’s public feedback, allowing them to self-evaluate their own assessment of their peers.
- Practice verbal scholarly communication in a “live” exchange - The secondary purpose of this session (and of all sessions where learners assess each other’s work) is to provide experience and skill building in the critical thinking necessary to evaluate professional communications.] By the time learners reach Track 3, they are expected to be able to provide substantive, meaningful, and helpful formative feedback to their peers. These interactions allow them to improve their own feedback skills as well as receiving constructive feedback for improving their own work.

LG Page #	Activity / Description	Time	Required Instructor Content Knowledge/Skills
	<p>1.1 – PRS – Learners will work in their small groups: Four tables of five learners each for small-group discussion session(s) and work sessions. In the T3 courseroom, they will have created brief drafts of the remaining Research Plan elements that they will present to their cohort peers and the Instructor. Each learner has 20 minutes in turn at their tables to review and discuss the feedback he or she received from colleagues in the Track 3 courseroom. All such presentations in T3 will be evaluated using an evaluative rubric that provides formative feedback; learners will evaluate each other privately and will listen to the Instructor’s public feedback, allowing them to self-evaluate their own assessment of their peers.</p> <p>They are to record their notes on feedback, ideas, and suggestions they receive during this conversation in their Guidebooks.</p>	Allow 1hr 45min	The Instructor leads the cohort in a review and discussion (brief) of how to evaluate scholarly presentations (10 minutes).

Notes:

Day 2 – Morning – Session 2: Theoretical Foundations: Drafting the Contribution to Research Theory (Research Plan Quantitative 4.1 & 4.2) or Contribution to the Field (Research Plan - Qualitative 4.1) Items of the Research Plan (4 hours) – Based on Presentation 1.4.1: The Role of the Qualitative Researcher in the T-3 courseroom and preliminary work in the courseroom, learners selecting a quantitative methodology will draft statements of their selected theoretical framework (Research Plan 4.1) and their expected contribution to research theory (Research Plan 4.2), and qualitative learners will draft statements of how their studies will contribute to their specializations (Research Plan 4.1). The INSTRUCTOR will circulate and consult.

Note: At this stage, when drafting statements about contributions to the field or to research theory, remind learners that field refers to their specialization, such as Criminal Justice, Social and Community Services, Healthcare Administration, etc.... Learners can move forward to Session 3 with agreement from the INSTRUCTOR, or they can work on deepening their **literature search** on the theoretical foundations or contribution of their study to the field (their specialization).

LG Page#	Activity / Description	Time	Required Instructor Content Knowledge/Skills
	2.1 through 2.3 - PRP - Learners are to complete the Guidebook activity (2.1, 2.2, or 2.3) that corresponds to the type of study they are planning (Qualitative, Quantitative, or Mixed Method). The INSTRUCTOR is to circulate and provide feedback as needed.	4hrs	QUAL, QUANT, and MIXED Method Research Plans ; PSL PhD Dissertation Handbook ; list of acceptable research methods for PSL .

Notes:

Day 2 – Afternoon - Session 3: Measures, Data Collection Methods, Data Analysis Methods, and the Role of the Researcher (4 hours) – In consultation with the INSTRUCTOR, learners will complete the activity in this session for their Research Plan according to the type of study they are planning (i.e., Qualitative, Quantitative, or Mixed Method). The INSTRUCTOR should circulate, consult, and encourage learners to discuss any issues that arise with their peers at the table.

Note: Learners can move forward to Session 4 with agreement from the INSTRUCTOR, or they can use the time provided to expand and deepen their **literature search** on the available and appropriate data collection and data analysis methods for their methodological design.

LG Page#	Activity / Description	Time	Required Instructor Content Knowledge/Skills
	<p>3.1 through 3.3 –PRP – Learners are to complete the Guidebook activity (3.1, 3.2, or 3.3) that corresponds to the type of study they are planning (Qualitative, Quantitative, or Mixed Method). The INSTRUCTOR is to circulate and provide feedback as needed.</p>	4hrs.	<ul style="list-style-type: none"> <input type="checkbox"/> QUAL, QUANT, and MIXED Method Research Plans <input type="checkbox"/> PSL PhD Dissertation Handbook <input type="checkbox"/> List of acceptable research methods for the PSL <input type="checkbox"/> Mental Measurements Yearbook database <ul style="list-style-type: none"> <input type="checkbox"/> how to interpret and explain basic psychometric concepts for selecting appropriate measurement instruments (i.e., norming, reliability, validity, etc....) <input type="checkbox"/> Data collection and analysis procedures, techniques, and software applications (i.e., ATLAS-ti, NVivo, EXCEL, SPSS) for QUAL, QUANT and MIXED method research designs.

Notes:

Day 2 – Afternoon - Session 4: Session 4 – Progress Reports (15 minutes) – During this session, learners are asked to prepare a brief report of their progress to date, and include a plan for completing their Research Plans by noon on Day 3. Learners will need to be prepared to make a brief presentation to the Instructor about their progress at the time specified by the INSTRUCTOR. Learners will complete the activity in this session for their Research Plan according to the type of study they are planning (i.e., Qualitative – Activity 4.1; Quantitative - Activity 4.2; and Mixed Method – Activity 4.3). The INSTRUCTOR should circulate, consult, and encourage learners to discuss any issues that arise with their peers at the table.

LG Page #	Activity / Description	Time	Required Instructor Content Knowledge/Skills
	4.1 through 4.3 –PRP – Learners are to complete the Guidebook activity (4.1, 4.2, or 4.3) that corresponds to the type of study they are planning (Qualitative, Quantitative, or Mixed Method). The INSTRUCTOR is to circulate and provide feedback as needed.	15 min.	Progress report checklists provided for each activity in the Learner Guidebook.

Notes:

Day 3 – Morning – Session 5 – Progress Report Discussions (1 hours 30 minutes) (Concurrent with Session 6) – In this session, the faculty instructor will announce the order of progress report discussions. While learners discuss their plans with the INSTRUCTOR, their peers should be encouraged to work in Session 6.

LG Page #	Activity / Description	Time	Required Instructor Content Knowledge/Skills
	<p>5.1 –PRS, PRP – Learners will report their progress in Session 3 in the order called to the INSTRUCTOR, 4 minutes each and the work remaining to complete their Research Plan items, including any special assistance they may require. If the learner or INSTRUCTOR anticipates the learner cannot finish the remaining items by noon, today, the learner will consult with the Instructor about a plan to complete the items before submitting the Final Assessment assignment in Unit 5 of the courseroom. As one learner discusses their progress with the Instructor; the other learners continue to work in Session 6, until it is their turn to present their work plans. Learners should record the agreed upon plan in their Guidebook in the space provided.</p>	<p>Concurrent with session 6</p>	

Notes:

Day 3 – Morning - Session 6: Drafting the Remaining Items of the Research Plan (4 hours) (Concurrent with Session 5) – In this session, learners should continue working on the remaining items of their Research Plans. They will complete the activity in this session for their Research Plan according to the type of study they are planning (i.e., Qualitative – Activity 6.1; Quantitative - Activity 6.2; and Mixed Method – Activity 6.3). The INSTRUCTOR should circulate, consult, encourage learners to discuss any issues that arise with their peers at the table, and arrange for any special assistance from the Colloquia Consultants identified during the progress reports.

LG Page #	Activity / Description	Time	Required Instructor Content Knowledge/Skills
	<p>6.1 through 6.3 –PRP – Learners continue working independently on the remaining items of their Research Plan. During the working session, the faculty will arrange for special assistance from the Colloquia Consultants requested during the progress reports regarding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Their data collection instruments and plans. <input type="checkbox"/> Their data analysis plans. <input type="checkbox"/> Reference lists*. <p>* Final reference lists will not be necessary at T3 WE, but must be completed and submitted with the Final Assessment assignment in the T3 CR.</p> <p>Note: Learners who do not complete their Research Plan items by the end of this session will be instructed to do so for the Final Assessment Assignment in the Courseroom.</p>	4 hrs.	<p>Familiarity with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the list of remaining requirements provided in the Guidebook. <input type="checkbox"/> the remaining items (i.e., Qualitative – Activity 6.1; Quantitative - Activity 6.2; and Mixed Method – Activity 6.3) in each of the PSL Research Plans <input type="checkbox"/> the Guidebook activities that learners will be required to compete depending on their planned research methodology.

Notes:

Day 3 – Afternoon – Session 7: Ethical Challenges in Data Collection (1 hour 45 min) – This session is a roundtable discussion of ethical challenges to the research designs, in particular, to the data collection and analysis plans. Based on a review of the [Belmont Report](#) and (if desired) the presentation, *Protecting Human Participants* (from the Track 3 courseroom), learners at the work table engage in discussions (twenty-minutes each) of at least three ethical challenges to his or her sampling plan and the data collection plan for securely storing and ultimately destroying the data that they collect. The INSTRUCTOR circulates and provides consultation and feedback as needed.

LG Page #	Activity / Description	Time	Required Instructor Content Knowledge/Skills
	<p>7.1 –PRP – In small groups of five (five tables of four), learners remind their colleagues of their:</p> <ul style="list-style-type: none"> • Research question. • Sampling plan. • Data collection plan. <p>They are asked to engage in discussions at their work tables with their colleagues of the principles from the Belmont Report (Learning Activities, Activity 1.9.1) in light of their proposed data collection procedures, data analysis procedures, and plans for storing and ultimately destroying the data. Each learner has 20 minutes in which to raise and discuss with colleagues at least three ethical challenges to his or her sampling plan and the data collection plan. Space is provided in their Guidebooks for recording notes gleaned from these discussions.</p>	<p>Allow 1 hour 45 min.</p>	<p>Familiarity with: the principles from the Belmont Report data collection and storage procedures, requirements, and processes for destroying the data.</p>

Notes:

Day 3 – Afternoon – Session 8: Drafting Conceptual and Procedural for Chapters 1 and 3 (1 hour 35 minutes) – This session is based on work in Unit 4 of the Track 3 courseroom (*Presentation 1.11.1: “How Chapters 1 and 3 Differ* and the *Dissertation Chapter Guides* on the differences between chapter 1 (conceptual) and chapter 3 (procedural) of the dissertation). In this session, they will practice, with feedback from the faculty instructor, drafting a conceptual and a procedural version of:

- Their research question (qualitative Research Plan 1.2 or quantitative Research Plan 1.5).
- Their data collection plan (qualitative Research Plan 5.6 and 5.7 or quantitative Research Plan 5.6).

The faculty instructor circulates and consults with learners and gives learners an opportunity to learn how to write the first and third chapters of the dissertation proposal from two perspectives:

1. Conceptually (Chapter 1).
2. Procedurally (Chapter 3).

NOTE: Space is provided in the Guidebook for learners to document their drafts for both activities.

LG Page #	Activity / Description	Time	Required Instructor Content Knowledge/Skills
	8.1–PRP – Working individually and in consultation with the INSTRUCTOR as needed, learners draft a conceptual version of their data collection plan in the space provided in the Guidebook. INSTRUCTOR circulates and provides consultation and feedback as needed.	Allow 1 hr. 35 min. for both 8.1 and 8.2	Review work completed in Unit 4 of the Track 3 courseroom.
	8.2 –PRP – Working individually and in consultation with the INSTRUCTOR as needed, learners draft a conceptual version of their data analysis plan in the space provided in the Guidebook. INSTRUCTOR circulates and provides consultation and feedback as needed.		Review work completed in Unit 4 of the Track 3 courseroom.

Notes:

Session 9: Discussion of Comprehensive Examination and Dissertation Process (50 minutes) - The comprehensive examination and the dissertation process can seem intimidating or confusing to learners at first glance. This session is devoted to reducing learner anxiety by providing clear and usable information about both capstone projects. A question and answer discussion will follow each presentation.

LG Page #	Activity / Description	Time	Required Instructor Content Knowledge/Skills
	<p>9.1 –PRP – The INSTRUCTOR leads a discussion on the process and content of the comprehensive examination, including mentor selection.</p> <p>Following Q & A by the learners, the faculty instructor leads a second discussion of the processes of and resources for the dissertation, including the Dissertation Chapter Guides (which were also introduced in the T3 CR at https://campus.capella.edu/web/research-at-capella.)</p> <p>Note: Before the conclusion of Session 9, the INSTRUCTOR reviews the Evening Activity – Poster Development. A room and materials will be available for learners to develop their poster for Session 10 – Poster Presentations Session. Direct learners to their schedules for the room location. Please inform the learners no faculty will be present. This is an optional activity but learners must have a prepared poster for the beginning of Session 10.</p> <p>Posters will identify the following, in bullets, not complete sentences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research Topic. <input type="checkbox"/> Research Problem Statement. <input type="checkbox"/> Research Question. <input type="checkbox"/> Basic Methodology. <input type="checkbox"/> Basic Research Design Statement (approach). <input type="checkbox"/> Sampling Plan. <input type="checkbox"/> Data Collection Plan. <input type="checkbox"/> Data Analysis Plan. <input type="checkbox"/> Contribution to the Field (specialization) or to Theory. <input type="checkbox"/> Ethical Challenges to the Design (sampling, collection, analysis). 	<p>Allow 50 min.</p>	<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentor selection and using the relationship with the mentor productively. <input type="checkbox"/> The comprehensive examination process, including: <ul style="list-style-type: none"> <input type="checkbox"/> Week-by-week time lines. <input type="checkbox"/> The two required and three optional units in the comprehensive course (ED9919). <input type="checkbox"/> Recommended strategies for timely completion. <input type="checkbox"/> Procedures for rewrites. <input type="checkbox"/> Procedures if the examination is not passed. <input type="checkbox"/> The nature of the three comprehensive exam questions. <input type="checkbox"/> Rules of the examination: <ul style="list-style-type: none"> <input type="checkbox"/> Permissible requests for information. <input type="checkbox"/> Submission due dates and consequences. <input type="checkbox"/> Scores for passing. <input type="checkbox"/> Turnitin originality testing. <input type="checkbox"/> The dissertation process, including: <ul style="list-style-type: none"> <input type="checkbox"/> The transition from passing the comps to the dissertation. <input type="checkbox"/> The dissertation courseroom (ED9920). <input type="checkbox"/> The milestones. <input type="checkbox"/> The RESEARCH PLAN, proposal, IRB approval process. <input type="checkbox"/> IRB requirements after IRB approval. <input type="checkbox"/> The proposal conference call. <input type="checkbox"/> The dissertation conference call. <input type="checkbox"/> Publication.

Notes:

Day 4 Session 10 – Poster Presentations Session (3 hours 50 minutes) - Learners begin at 8:00 am and must present their posters. Learners take breaks only as needed to ensure that each learner has 12 minutes of time in which to present their posters, and engage in required evaluation and feedback activities. However, coffee and tea will be available between 9:30 and 10:00AM outside of the session rooms that learners can enjoy as their session activities permit.

LG Page #	Activity / Description	Time	Instructor Content Knowledge/Skills
	<p>10.1 - PRS Learners are told that when it is their turn, they have 12 minutes to present, structured as follows:</p> <ul style="list-style-type: none"> 7. Poster presentation: less than 5 minutes. 8. Peer Q and A: about 2 minutes. 9. Private evaluation: about 2 minutes. Peers and faculty use the Modified Writing Feedback Tool: Oral Presentations to submit feedback electronically to each presenter. 10. Peer summative feedback: about 3 minutes. Listen to your peers' feedback and evaluate the verbal feedback in comparison with the private feedback. 11. Faculty instructors will circulate through the room and provide constructive feedback as needed. 12. Submit your feedback to each cohort peer electronically. <p>Remind learners to read and consider the feedback you receive at a later time, and encourage them to incorporate it as appropriate into the Track 3 final assessment assignment in the Track 3 courseroom.</p>	<p>3hrs. 50 min.</p>	<p>How to use and submit the <i>Modified Writing Feedback Tool: Oral Presentations</i> electronically to the presenter.</p> <p>Review the rubric in the courseroom for the poster presentation.</p> <p>Learners need to submit an electronic version of the posters to the assignment area in the courseroom prior to 8am Sunday morning. This way Instructor will have access to the rubric for the poster session.</p>

Day 4 – Morning – Session 11 - Closing Session (10 minutes):

At **11:50 AM**, learners and the faculty instructor will 1) share closing comments, and 2) remind learners about the Final Assessments.

Checkout: Ask learners to have a **picture ID** and their **name badge** ready for checkout. **Departure: 12:00 PM** sharp. Please do not excuse learners before **12:00** or **hold them past 12:00**.

Research Plan Reviewers' Top Twelve List

- #1:** Stating that there is no research on the topic or problem. Learners should be able to tell you what the top 3 journals are in their field of study or you can direct them to appropriate journals and require them to report back on their findings.
- *PSL Dissertation Handbook, Selection a Topic*, pp. 5-9;
 - *Capella Dissertation Manual Chapter 4*,
 - iGuide Specialization Resources for journals specific to PSL Specializations
<http://media.capella.edu/CourseMedia/ed8002/minisite/index.aspx>
- #2:** Lack of continuity in the Problem, Purpose, and Research Questions sequence.
- See Appendix A of the *PSL Dissertation Handbook* for examples that are aligned.
 - For developing research questions see Chapter 3 and Appendix B of the *PSL Dissertation Handbook*.
- #3:** Mislabeling the type of research design being used. Learner provides definition of the design but what is being done is not an example of it. Qualitative studies are frequently mislabeled as Phenomenology when they are Generic Qualitative studies. (*Learner needs to be familiar with at least 3 research studies that use the same methodology/design that they are using.*) *The learner needs to identify the research guide (e.g., Creswell, Moustakas, etc.)*
- *PSL Dissertation Handbook* Chapter 3, pp. 43-45.
- #4:** Research questions and hypotheses are poorly written. Qualitative research questions frequently show the bias of the researcher. Quantitative research questions/hypotheses do not specify either a difference between groups or a relationship among variables.
- Chapter 3 Research Questions and Hypotheses section and Appendix B of the *PSL Dissertation Handbook*.
- #5:** Data collected do not answer the research questions. Frequently the problem is selecting an existing research instrument that measures something else.
- Chapter 3 Instrumentation section of the *PSL Dissertation Handbook* starting on p. 48.
- #6:** Poor sampling strategy. In quantitative studies, the sample size is not specified or why it is considered appropriate. Frequently, a stated sample size is too small.
- *PSL Dissertation Handbook* Chapter 3 pp. 45-47 and Appendix C.
 - In qualitative studies the rationale for the research setting is not given. Sometimes it is not even described.
 - *PSL Dissertation Handbook* Chapter 3 pp. 45-47.

(list continued on next page)

#7: Measurement level of variables is not stated in quantitative studies. When learners say they will use a particular instrument for their DV, but they don't specify what type of scores they will be using, the learner should provide more detail about the instrument that will be used. They need to operationally define the variable that will be used.

- See the *PSL Dissertation Handbook* Chapter 3, pp. 48-49 for more information regarding the instrument and pp. 52-54 for operationally defining the variables.

#8: Data analysis procedures are not specified in qualitative studies.

- *PSL Dissertation Handbook* Chapter 3 pp. 56-58.

The wrong statistic is selected in quantitative studies.

- Appendix E of *PSL Dissertation Handbook*

#9: Bias in narrative. Learner is “out to prove” their point of view. This is seen most frequently in qualitative studies.

- *PSL Dissertation Handbook* Chapter 3 pp. 66-68.

#10: Poor writing. The writing is so poor it is difficult to determine what the learner is proposing. Or, the narrative in a given section of the SMR does not answer the question.

- *PSL Dissertation Handbook* pp. 11-15
- APA Publication Manual 6th edition, Chapter 3

#11: Attempt to replicate study. Because our learners cannot typically evaluate the quality of a dissertation, the PSL does not support replicating dissertations

- *PSL Dissertation Handbook* p. 15
- For guidance in replicating a study reported in a peer reviewed journal article, see Appendix F of the *PSL Dissertation Handbook*.

#12: Attempting to use aggregated data from a public access web site for analyses (e.g., *t* test, ANOVA, regression) that require individual scores or other data.

- Refer the learner to any basic or fundamental statistics textbook and review sampling, error of the means, variance, tests of association and inferences, etc.).

##

Consultant Role Descriptions for PhD Colloquia

Research Consultant (RC)

The Research Consultant (RC) will be implemented in January 2013 as a way to provide additional support to faculty teaching at the PhD Colloquium. The RC serves several functions at each PhD Colloquia. The RC will provide support to faculty who are faced with challenging learner situations related to research methodology and design. They will not be responsible for assisting learners with topic choice or relevance of topic to school, discipline, or specialization. The RC will focus specifically on providing additional research methodological consultation to faculty and faculty-referred learners. The FRC role is solely an academic role. If learners have issues that fall outside of research methodology development, those issues should not be referred to the FRC, but instead should be handled by other on-site resources (Library, IRB, Writing Program). The responsibilities of the RC are specific and focus on assisting learners who are in need of methodological consultation. At any colloquium the RC will perform the following functions:

1. Provide methodological-based consultation or feedback to learners who have been referred by their faculty member in one-on-one or small group sessions of 20-30 minutes.
2. Consult with learners who have been identified by their colloquium instructor as being at risk of not passing the colloquium – providing a second professional opinion to the colloquium faculty member.

What does the Faculty Research Consultant do day-to-day at a typical colloquium?

A typical colloquium for FRC will begin with an introduction to all faculty on Thursday afternoon in the Faculty Orientation Meeting. During this meeting, the RC will want to introduce him or herself and provide a brief overview of the role to the assembled faculty.

Library/Literature Review Consultant (LRC)

The Library/Literature Review Consultant (LRC) will be implemented in January 2013 as a way to provide additional support to learners and to faculty teaching at the PhD Colloquium. The LRC serves several functions at each Weekend Experience (WE). Primarily, his/her goal is to help learners learn to systematically and effectively review the literature of their fields, with a focus on digital-age literature review competency. A systematic literature review process is significantly important for scientific merit. Yet, it can be difficult to maintain a disciplined or exhaustive approach in a dynamically changing digital literature environment. As a result, LRC consultations may address both process and mechanics. Library research is a highly prevalent academic anxiety, so faculty may also notice and refer learners with affective barriers or low library confidence. During any given Weekend Experience consultation, there will not typically be time for a full Reference Interview. (The reference interview is the main professional instructional technique that librarians use to gauge underlying competency deficits and craft individual advice,

stemming from the learners' research question. As an example: Many of the top-tier IDOL journals are published open source, so normal library advice doesn't translate well to instructional design research questions.)

Therefore, at any Colloquia WE, LRC will perform the following functions:

1. Provide consultation or feedback to learners who have been referred by their faculty member in one-on-one or small group sessions of 20-30 minutes.
2. Consult with learners who have been identified by their colloquium instructor as being at risk of not passing the Colloquium – providing a second professional opinion to the colloquium faculty member (For instance, learners are required to achieve an 80% on the Track 1 library skills assessment).
3. If the nature of the learner's research question suggests a longer consultation is necessary, the LRC will schedule appointments for a full (40-60 min) virtual literature review consultation with the Library's literature specialists.

While only faculty may refer a learner directly to LRCs, learners can always choose to contact the library directly for advice or dissertation literature review appointments from subject specialists. Outside of the Weekend Experience, the library is equipped to provide ongoing 1-on-1 assistance and already addresses thousands of questions from dissertation learners annually. Many learners do not realize they can seek consultation with a librarian directly, so faculty can feel free to promote general librarian help services as an alternative to direct referrals. In addition, the number of consultations with Capella's academic librarians is reported to the National Center for Educational Statistics on an annual basis. The consultations factor into Capella's accreditation review (HLC), so faculty should feel free to proactively encourage learners to contact the Capella Library for virtual consultations and ongoing advice.

IRB Consultant

The IRB Consultant will be implemented in January 2013 as a way to provide additional support to faculty teaching at the PhD Colloquium. The IRB Consultant serves several functions at each PhD Colloquia. The IRB Consultant will provide support to faculty who are faced with challenging learner situations related to research ethics, human participant protections, the federal regulations (45 CFR 46), and Capella's IRB process. They will not be responsible for assisting learners with relevance of topic to school, discipline, or specialization, but may provide consultation about the level of participant risk presented by the topic and/or the ethical feasibility of the topic or likelihood of IRB approval. The IRB Consultant will focus specifically on providing additional IRB and research ethics consultation to faculty and faculty-referred learners.

If learners have issues that fall outside those described above, those issues should not be referred to the IRB Consultant, but instead should be handled by other on-site resources (Customer Care, Library, Research Consultant, Writing Program). The responsibilities of the IRB Consultant are specific and focus on assisting learners who are in need of IRB consultation. At any colloquium the IRB Consultant will perform the following functions:

1. Provide IRB-based consultation or feedback to learners who have been referred by their faculty member in one-on-one or small group sessions of 20-30 minutes.
2. Consult with learners who have been identified by their colloquium instructor as being at risk of not passing the colloquium – providing a

second professional opinion to the colloquium faculty member.

Writing Program Consultant (WPC)

The Writing Program Consultant (WPC) will be implemented in January 2013 as a way to provide additional support to faculty teaching at the PhD Colloquium. The WPC serves several functions at each PhD Colloquia. The WPC will provide support to faculty who are faced with challenging learner situations related to writing. They will not be responsible for assisting learners with specific writing issues. The WPC will focus specifically on providing advice on accessing and using writing resources, such as the appropriate Writing Feedback Tool and Smarthinking. The WPC role is solely an advisory role. If learners have issues that fall outside of writing, those issues should not be referred to the WPC, but instead should be handled by other on-site resources (Library, IRB, or Research).

The responsibilities of the WPC are specific and focus on assisting learners who are in need of further advice on working with writing resources. At any colloquium the WPC will perform the following functions:

- A. Provide writing-resources-based consultation or feedback to learners who have been referred by their faculty member in one-on-one or small group sessions of 20-30 minutes.
- B. Consult with learners who have been identified by their colloquium instructor as being at risk of not passing the colloquium – providing a second professional opinion to the colloquium faculty member.

What does the Writing Program Consultant do day-to-day at a typical colloquium?

A typical colloquium for WPC will begin by meeting pre-colloquium referral appointments, starting at 11:00 am and lasting until 4:00 pm, Thursday. Thursday will continue with an introduction to all faculty on Thursday afternoon in the Faculty Orientation Meeting. During this meeting, the WPC will want to introduce him or herself and provide a brief overview of the role to the assembled faculty.

On Friday morning, the first full colloquium day, the WPC will visit all colloquium teaching rooms and make a personal introduction to the learners advising each cohort of the availability of appointments, and any special small group tutoring sessions that are being held throughout the weekend experience.

Beginning Friday afternoon and throughout the colloquium, C's will begin performing their duties as assigned, using faculty, LWR, and lead feedback if needed. WPC's will also be present at daily Lead debriefing sessions. The WPC's responsibilities will end at the end of sessions on Saturday.

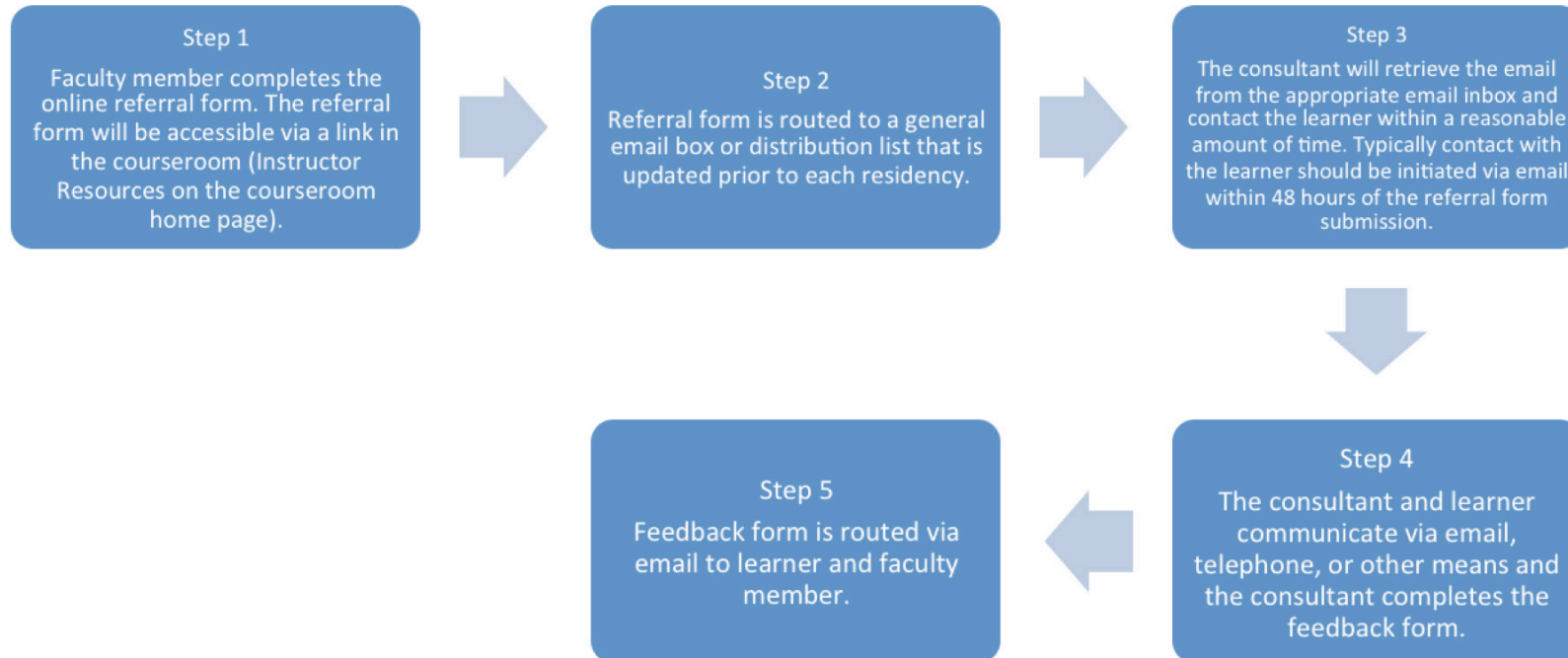


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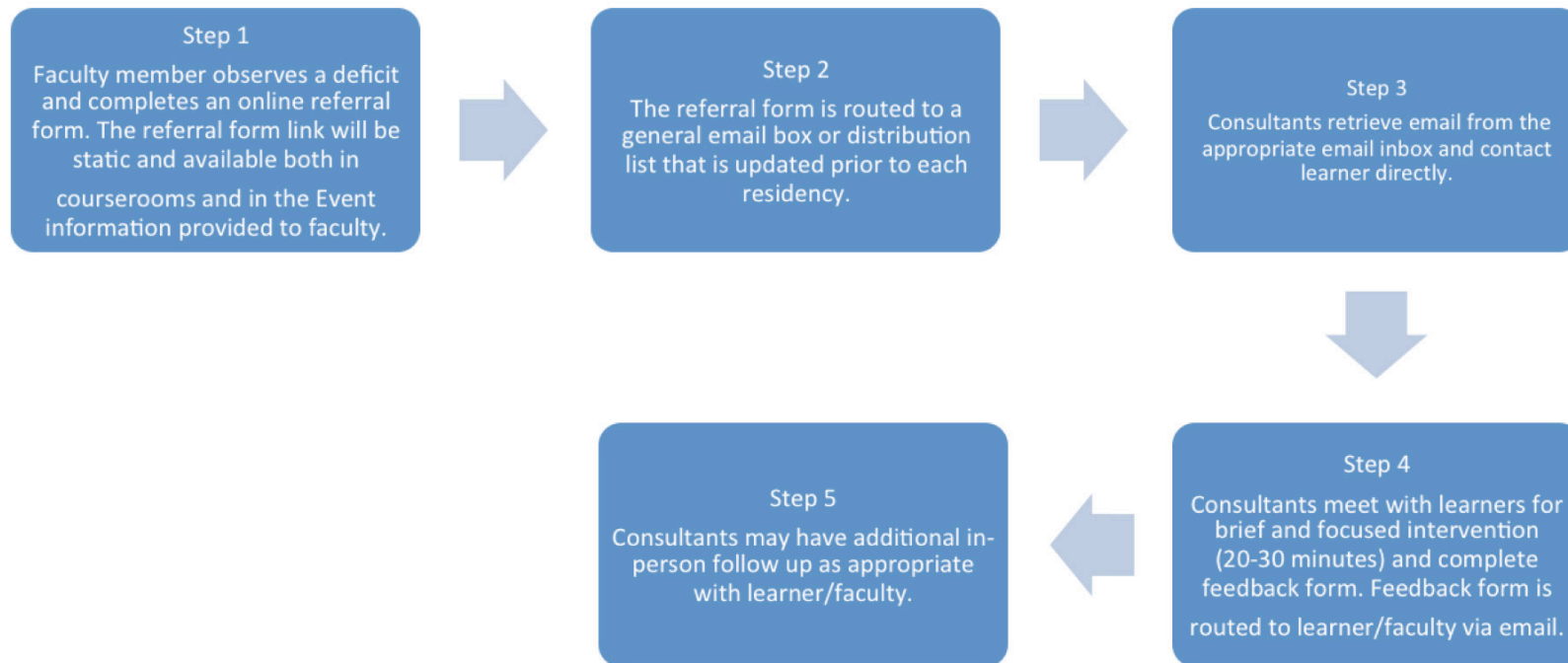
Consultant Process

Pre-Weekend Experience Courseroom Consultant Process (For Library, Writing Program, and IRB only)



Other Information:

- Referral Forms are carbon copied to the learner, the faculty member, and the consultant.
- Consultants may make recommendations for learner's research plan.
- If the consultant determines further discussion is needed with the learner, an on-site meeting can be arranged.
- Research Consultants are not available during the pre-residency courseroom. Questions on research topic, methodology, etc. should be directed to the appropriate school resources (e.g., the school's help desk).

On-site Weekend Experience Consultant Process (For Library, Writing Program, IRB, and Research Consultant)

Other information to note:

- Consultant contact with the referred learner may occur in a variety of ways, however the preferred method of contact will be to encounter the learner during a break, or during in the lab room during an individual activity/work time. Consultants are encouraged to work directly with the referring faculty member to facilitate meeting with the learner.
- Referral Forms are carbon copied to the learner, the faculty member, and the consultant.
- Consultant meeting places will vary from location to location depending on space availability.
- Consultants should create a schedule to keep track of appointments and meeting times (template schedule is provided).
- Faculty may ask for a consultant by stopping by the Capella Desk or asking a Capella staff member during room checks; however, a referral form must be completed as well.
- Consultant responsibilities end at the conclusion of the Weekend Experience. Additional follow-up is the faculty responsibility at that time.
- Consultants may make recommendations for learner's research plan.

How to Know When to Refer to Consultants

We have several areas that we can target to be more strategic in how we utilize the consultants. For instance, with the exception of PSL, there is no significant discussion of research methods in the Track 1 curriculum. The goal is to utilize the consultants to work with the learners who need specific interventions to meet the doctoral competencies. A first step is for each of the consultants to define the mission for their domain. All referrals should be linked to a specific competency as defined for the learner's Track. In brief, instructors need to state a learner's deficiency in meeting a specific competency and the consultants identify specific interventions for the learner to utilize to build the skill(s) necessary to meet the competency.

The curriculum is designed to successively develop the learners' skills in each Track. Utilizing multiple assessments, we are able to better identify a learner's areas of strength and areas needing growth. The information from the assessments in the pre weekend event courseroom provides the information to identify specific learner needs. Currently, many learners may not participate, complete all of the activities, or fully utilize the activities in the pre weekend event courseroom. It appears these situations result in a significant number of referrals to the consultants.

When instructors identify learners having difficulty meeting the Track competencies, the first step is to determine if the learner completed the courseroom activities before the weekend event. If the learner did not complete the activities, the first step involves referring the learner back to specific activities within the courseroom. The curriculum is designed to support a learner's development as an independent researcher. This requires the learner to assume responsibility in the developmental process.

There are points in the weekend event curriculum that would allow learners to review information and/or to complete activities to support their development. Before you refer a learner to a specific consultant, the learner should either review the information and/or complete the activities in the courseroom. To become independent, the learner must assume personal responsibility.

The table the follows provides an area of concern, current state, the goal, and a decision process for making referrals to the consultants. All learner situations will not fall into this model. This may be particularly true in the case of IRB in Tracks 2 and 3; however, if a learner completes all activities and/or reviews of courseroom information and activities and the learner either exceeds your expertise or requires time that would detract you from the group at large, refer them to a consultant. For example, in Track 1, a learner will not yield on a topic that you identify that will not pass the IRB review process and they continue to argue for the topic. The goals are not absolutes but not meeting a goal should be an exception and not the rule as we move forward.

<u>Area of Concern</u>	<u>Current State</u>	<u>Goal</u>	<u>Are related CR Activities completed?</u>	<u>Review related CR</u>	<u>Referral</u>
<u>Five Referrals to a Single Consultant</u>	Across the Q1 events, 16 instructors referred 5 learners to a single consultant.	Referring 5 learners from a single cohort to one consultant should occur with less frequency.	Yes, review related CR activities. →	Yes, requires more attention. →	Refer to consultant
			No, complete related CR activities. →	Requires more attention. →	Refer to consultant
<u>Referrals Greater than 5 to a Single Consultant</u>	Across the Q1 events, 39 instructors referred more than 5 learners to a single consultant.	Referring more than 5 learners to a single consultant should be a rare occurrence. This increased in Arlington and may be a result of the larger cohort size.	Yes, review related CR activities. →	Yes, requires more attention. →	Refer to consultant
			No, complete related CR activities. →	Requires more attention. →	Refer to consultant
<u>Number of Instructors Making Referrals</u>	Across the Q1 events, the number and percentage of instructors making referrals increased.	While developing a broader range is good, the number of faculty making 5 or more referrals to a single consultant increased. This may also be as a result of the larger cohorts in Arlington.	Yes, review related CR activities. →	Yes, requires more attention. →	Refer to consultant
			No, complete related CR activities. →	Requires more attention. →	Refer to consultant
<u>Track 1 Referrals to Research</u>	Decrease Track 1 referrals to the research consultants.(Exception is PSL)	Ensure referrals from Track 1 to RC in PSL, SOBT, and SBS are consistent with the curriculum.	NA	NA	Only in rare situations should PSL, SOBT, and SBS learners be referred to a research consultant.

<u>Area of Concern</u>	<u>Current State</u>	<u>Goal</u>	<u>Are related CR Activities completed?</u>	<u>Review related CR</u>	<u>Referral</u>
<u>Writing Program</u>	Across the Q1 events, the number of faculty referring 5 or more learners to the WP increased.	Ensure learners have completed and/or reviewed related CR Activities	Yes, review related CR activities. →	Yes, requires more attention. →	Refer to consultant
			No, complete related CR activities. →	Requires more attention. →	Refer to consultant
<u>IRB</u>	Across the Q1 events, a small number of instructors account for a large number of referrals.	Ensure learners have completed and/or reviewed related CR Activities.	Yes, review related CR activities. →	Yes, requires more attention. →	Refer to consultant
			No, complete related CR activities. →	Requires more attention. →	Refer to consultant
<u>Library</u>	Across the Q1 events, a small number of instructors account for over half of the referrals.	Ensure learners have completed and/or reviewed related CR Activities.	Yes, review related CR activities. →	Yes, requires more attention. →	Refer to consultant
			No, complete related CR activities. →	Requires more attention. →	Refer to consultant
<u>Research</u>	Across the Q1 events, about half of the instructors account for a majority of Track 2 and 3 referrals	Ensure learners have completed and/or reviewed related CR Activities.	Yes, review related CR activities. →	Yes, requires more attention. →	Refer to consultant
			No, complete related CR activities. →	Requires more attention. →	Refer to consultant

Referral Pathway	Complete and/or Review CR Activities	Instructor	Consultant
Colloquia Academic Outcomes	Track 1 Competencies and sub competencies	Track 2 Competencies	Track 3 Competencies
1. Scholar Practitioner: Develop the attributes of scholarship as they are applied to practice.	1:T1:1Recognize the qualities and skills of a scholar practitioner professional within respective disciplines. CR/Instructor	1:T2:1Articulate the qualities and skills of the scholar practitioner professional during the research design process. CR/Instructor	1:T3:1Demonstrate the qualities and skills of a scholar practitioner as an independent researcher. CR/Instructor
	1:T1:2Recognize personal attributes of a scholar-practitioner. CR/Instructor	1:T2:2Recognize one’s own personal attributes as a scholar-practitioner during the research design process. CR/Instructor	1:T3:2Demonstrate one’s own personal attributes as a scholar-practitioner as an independent researcher. CR/Instructor
	1:T1:3Plan how to develop the scholar practitioner identity within the discipline. CR/Instructor	1:T2:3Analyze personal progress to develop the scholar practitioner identity during the research design process. CR/Instructor	1:T3:3Articulate the role of the scholar-practitioner as an independent researcher within the research DESIGN process. CR/Instructor
2. Critical Thinker: Acquire the ability to analyze, critique, and synthesize information during all phases of the Ph.D. degree program learning process.	2:T1:1Apply the process and characteristics of critical thinking. CR/Instructor	2:T2:1Apply advanced critical thinking skills to research methods and design. CR/Instructor	2:T3:1Apply advanced critical thinking skills to formulate a research problem. CR/Instructor
	2:T1:2Evaluate the importance and value of a scholarly discourse. CR/Instructor	2:T2:2Synthesize ideas and concepts from previous research to form new frameworks to guide new research CR/Instructor /Research	2:T3:2Apply advanced critical thinking skills in the independent research process. CR/Instructor /Research
	2:T1:3Support ideas and concepts with evidence from the literature. CR/Instructor/Library	2:T2:3Support ideas and concepts with evidence from the literature in proposing research methods and design. CR/Instructor/Library	2:T3:3As an independent researcher, supports ideas and concepts with evidence from the literature. CR/Instructor/Library

<p>3. Researcher: Conduct valid, reliable, and ethical research.</p>	<p>3:T1:1Problem: Assess research problems and questions in scholarly articles.</p> <p>CR/Instructor/Library</p>	<p>3:T2:1Problem: Develop research questions that align with an identified problem.</p> <p>CR/Instructor/Research</p>	<p>3:T3:1Problem: Propose a problem to fill a specific knowledge gap in the literature that is appropriate for independent research. (note – scientific merit is a piece of assessment)</p> <p>CR/Instructor/Research</p>
	<p>3:T1:2Literature: Evaluate the credibility of scholarly articles.</p> <p>CR/Instructor/Library</p>	<p>3:T2:2Literature: Analyze the existing literature to identify knowledge gaps in the literature.</p> <p>CR/Instructor/Library</p>	<p>3:T3:2Literature: Develop a literature review that identifies and supports a problem appropriate for independent research.</p> <p>CR/Instructor/Library</p>
	<p>3:T1:3Approach and Methodology: Articulate basic scientific method and research approaches.</p> <p>CR/Instructor</p>	<p>3:T2:3Approach and Methodology: Propose a research methodology that aligns with an identified problem.</p> <p>CR/Instructor/Research</p>	<p>3:T3:3Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.</p> <p>CR/Instructor/Research</p>
	<p>3:T1:4Analysis and conclusion: Analyze the various methodologies used by scholars to answer research questions in the literature.</p> <p>CR/Instructor</p>	<p>3:T2:4Analysis and conclusion: Analyze the various methods available for data analysis.</p> <p>CR/Instructor/Research</p>	<p>3:T3:4Analysis and conclusion: Evaluate various methods of data analysis for a problem appropriate for independent research.</p> <p>CR/Instructor/Research</p>
	<p>3:T1:5Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.</p> <p>CR/Instructor/IRB</p>	<p>3:T2:5Ethics: Apply ethics and academic integrity in scientific research.</p> <p>CR/Instructor/IRB</p>	<p>3:T3:5Ethics: Integrate ethics and academic integrity into the design of independent research.</p> <p>CR/Instructor/IRB</p>
<p>4. Professional Communicator: Communicate effectively in one’s discipline and professional</p>	<p>4:T1:1Apply academic communication skills in verbal and written interactions.</p>	<p>4:T2:1Apply academic communication skills in verbal and written interactions within the scientific research process.</p>	<p>4:T3:1Apply advanced academic communication skills in verbal and written interactions within the scientific research process as an independent researcher.</p>

Practice.	CR/Instructor/WP	CR/Instructor/WP	CR/Instructor/WP
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Research Consultant

Questionable topic: verification required		Limited corroboration from the literature justifying the identified problem		Misalignment in quantitative design elements	
3.T2.1 Problem: Develop research questions that align with an identified problem. 3.T3.1 Problem: Propose a problem to fill a specific knowledge gap in the literature that is appropriate for independent research. (note – scientific merit is a piece of assessment)		2.T2.2 Synthesize ideas and concepts from previous research to form new frameworks to guide new research. 2.T3.1 Apply advanced critical thinking skills to formulate a research problem.		3.T2.3 Approach and Methodology: Propose a research methodology that aligns with an identified problem. 3.T3.3 Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.	<i>For quantitative studies misalignment is typically among: Theory + Research Problem+Research Question(s) + Hypotheses + Research Design + Instrument (measures)</i>
Misalignment in qualitative design elements		Limited knowledge of research methodology		Problems with research question(s)	
3.T2.3 Approach and Methodology: Propose a research methodology that aligns with an identified problem. 3.T3.3 Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.	Misalignment in qualitative design elements (<i>For qualitative studies misalignment is typically among: Theory (as appropriate), + Research Problem + Research Question(s) + Research Design + Role of Researcher in data collection and analysis</i>).	3.T2.3 Approach and Methodology: Propose a research methodology that aligns with an identified problem. 3.T3.3 Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.		3.T2.1 Problem: Develop research questions that align with an identified problem.	
Limited knowledge of research design		Limited knowledge of sampling strategy		Limited knowledge of data acquisition	
3.T2.3 Approach and Methodology: Propose a research methodology that aligns with an identified		3.T2.3 Approach and Methodology: Propose a research methodology that aligns with an identified		3.T2.3 Approach and Methodology: Propose a research methodology that aligns with an identified	

problem. 3.T3.3 Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.		problem. 3.T3.3 Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.		problem. 3.T3.3 Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.	
Limited knowledge of instruments/measures		Limited knowledge of appropriate data analysis techniques			
3.T2.3 Approach and Methodology: Propose a research methodology that aligns with an identified problem. 3.T3.3 Approach and Methodology: Develop a methodological approach to support a problem appropriate for independent research.		3.T2.4 Analysis & conclusion: Analyze the various methods available for data analysis. 3.T3.4 Analysis/conclusion: Evaluate methods of data analysis for a problem appropriate for independent research.			

Notes:

Library Consultant

Limited knowledge/use of library.	Example(s)	Inadequate type/number of sources	Example(s)	Locating seminal works or support for theoretical framework	Example(s)
2.T1.3 Support ideas and concepts with evidence from the literature. 2.T2.3 Support ideas and concepts with evidence from the literature in proposing research methods and design. 2.T3.3 As an independent researcher, supports ideas and concepts with evidence from the literature.	1. Having trouble organizing literature 2. Staying organized 3. Managing the review process.	2.T1.3 Support ideas and concepts with evidence from the literature. 2.T2.3 Support ideas and concepts with evidence from the literature in proposing research methods and design. 2.T3.3 As an independent researcher, supports ideas and concepts with evidence from the literature. 3.T1.2 Literature: Evaluate the credibility of scholarly articles .	sources not scholarly, empirical	LIBRARY/RESEARCH 3.T3.2 Literature: Develop a literature review that identifies and supports a problem appropriate for independent research. RESEARCH 2.T2.2 Synthesize ideas and concepts from previous research to form new frameworks to guide new research.	
Searching related to methodology or tests & measures	Example(s)	Does not build on the literature of the field	Example(s)		
INSTRUCTOR 3.T1.4 Analysis and conclusion: Analyze the various methodologies used by scholars to answer research questions in the literature. RESEARCH 3.T2.4 Analysis and conclusion: Analyze the various methods available for data analysis.		2.T1.3 Support ideas and concepts with evidence from the literature. 2.T2.3 Support ideas & concepts with evidence from the literature in proposing research methods & design. 2.T3.3 As an independent researcher, supports ideas and concepts with evidence from the literature.	Limited grasp of trends in the field literature: major journals, research trends, schools of thought		

Notes:

Library Resources for Colloquium Faculty

How did the library curriculum content change for 2013?

Through 2010, library skills had their own dedicated sessions, facilitated by librarians. For 2013, the librarians worked with the Colloquia SMEs to move the competencies to the courseroom. [See Table.] We worked to improve the courseroom resources to move learners from a narrative to a systematic literature review methodology.

What is the difference between un/systematic literature reviews?

“The danger of an unsystematic approach: it can lead to misleading conclusions because a comprehensive search for and critique of literature is not undertaken.”

- **Narrative Reviews:** “Literature reviews that are undertaken with no defined systematic method or approach...standards are not defined and any literature might be included without justification or rationale”
- **Systematic Reviews:** Literature reviews that “strive to identify comprehensively and track down all the available literature on a topic, while describing a clear, comprehensive methodology.” The result is a “concise summary of best available evidence that address sharply defined research questions.”¹

For a systematic approach, discourage individual journal searching, Google Scholar, Summon, etc. until either before or after they have deeply mined all relevant academic research databases. Serendipitous search tools should all be used peripherally, and not as the primary discovery tool. Academic research databases should make up the majority of the search strategy. Learners should document their search process carefully to ensure an exhaustive, scientific approach.

What is library anxiety? “Anxiety related to using the library has been identified as one of the most prevalent academic anxieties (nation-wide), especially among graduate students.”

New Graduate Students Typically:

1. Are intimidated by the size of the library.
2. Lack knowledge about where everything is located.
3. Lack of knowledge about how to begin the research process.
4. Lack of knowledge about what to do.²

¹ Aveyard, H. (2010). Doing a literature review in health and social care. (2nd ed.). Berkshire, England: McGraw Hill

² Cleveland, A. 2004. Library anxiety: a decade of empirical research. *Library Review*, Vol. 53.
 They think problems are “just them” and they are the only one experiencing it. They hide their discomfort.

How can I help learners build their literature skills?.

1. Help them develop a focused process. The problem is the myriad of options.
2. Foster emotional regulation: familiarity with a systematic process means they expect their topic to evolve.
3. Recognize and acknowledge uncertainty and anxiety as a legitimate, natural part of any research exercise.
4. Connect them with library instruction that is relevant, timely, and customized to their needs.

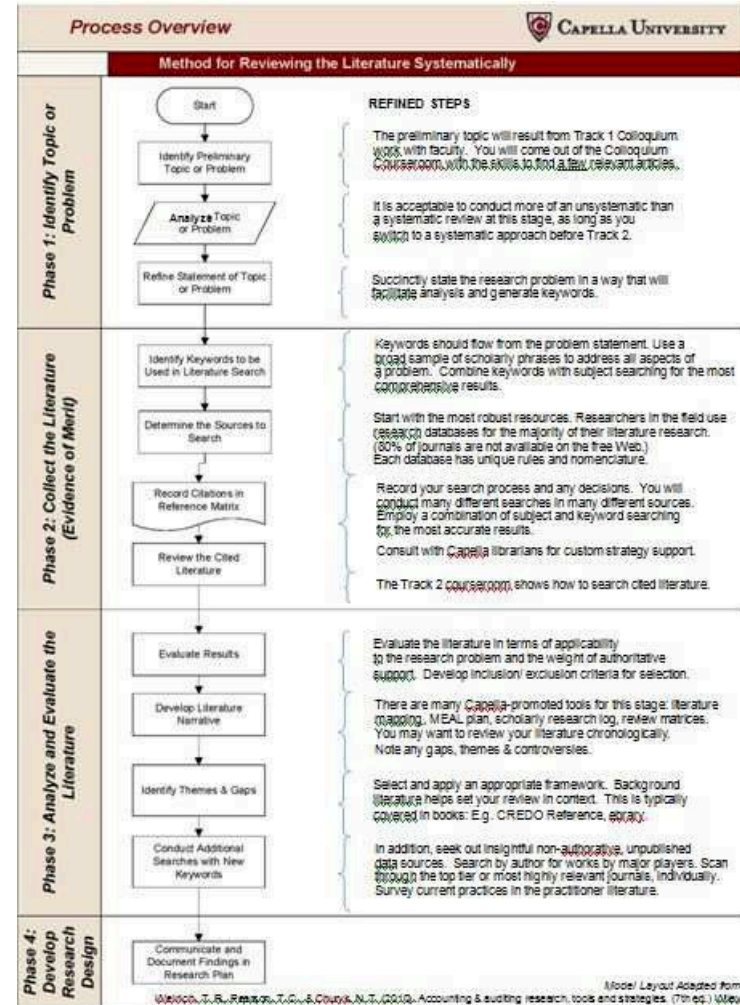
Track 1 & 2 Courseroom Resources
<p>Discipline Research Guides: <i>Basic search skills</i></p> <ul style="list-style-type: none"> ♦ Education - http://capellauniversity.libguides.com/edphd ♦ Counseling http://capellauniversity.libguides.com/phdcounseling ♦ Business http://capellauniversity.libguides.com/bizphd ♦ Technology http://capellauniversity.libguides.com/TPhd ♦ Psychology http://capellauniversity.libguides.com/bsciphd
<p>Library Research Assessment: https://campus.capella.edu/web/library/library-research-skills <i>Click Final Assessment on the Right.</i> <i>This is directly linked in the Track 1 courseroom.</i></p>
<p>Literature Review Search Process <i>Includes Citation Mining</i> http://media.capella.edu/noncoursemedia/library/literaturereview/literaturereviewprocess.html</p>

Additional Education Guides
<p>Discipline Research Guides: <i>These are not in the courseroom.</i></p> <ul style="list-style-type: none"> ♦ IDOL http://capellauniversity.libguides.com/IDOLphd ♦ Leadership in Higher Ed http://capellauniversity.libguides.com/leadhighedPHD ♦ Nursing Education http://capellauniversity.libguides.com/NursingEdPhd ♦ Post Secondary & Adult Ed http://capellauniversity.libguides.com/pae_phd ♦ Professional Studies http://capellauniversity.libguides.com/phdprostudies ♦ Training & Performance Improvement http://capellauniversity.libguides.com/TPIPhD

Systematic Literature Review Process Overview

A legible and printable PDF of this document is available in the FIC:

Discussions > FD conference call handouts and powerpoints > Writing Program, Library, and IRB HANDOUTS/POWER POINTS > Systematic Literature Review Process Overview.pdf



##

IRB Consultant

Research with highly vulnerable populations	Example(s)	Research with a vulnerable population on a sensitive topic	Example(s)	Potential complex site permission process	Example(s)
<p>3.T1.5 Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.</p> <p>3.T2.5 Ethics: Apply ethics and academic integrity in scientific research.</p> <p>3.T3.5 Ethics: Integrate ethics and academic integrity into the design of independent research.</p>	<p>1. Cognitively impaired 2. Individuals in care 3. Individuals with active psychoses 4. Individuals with other significant mental health concerns 5. Self-harming individuals 6. Individuals in care homes 7. Prisoners/parolees</p>	<p>3.T1.5 Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.</p> <p>3.T2.5 Ethics: Apply ethics and academic integrity in scientific research.</p> <p>3.T3.5 Ethics: Integrate ethics and academic integrity into the design of independent research.</p>	<p>1. PTSD 2. Victims of sexual or physical assault 3. Illegal activities 4. International research that is potentially greater than minimal risk</p>	<p>3.T1.5 Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.</p> <p>3.T2.5 Ethics: Apply ethics and academic integrity in scientific research.</p> <p>3.T3.5 Ethics: Integrate ethics and academic integrity into the design of independent research.</p>	<p>1. Veterans Administration 2. Other government Agencies 3. Military</p>
<p>Researcher collecting data from their place of employment that may pose a significant potential conflict of interest</p>	<p>Example(s)</p>	<p>Research that may be excluded by the Capella University HRP SOPs</p>	<p>Example(s)</p>		
<p>3.T1.5 Ethics: Articulate the role of</p>	<p>Teacher collecting data in the school</p>	<p>3.T1.5 Ethics: Articulate the role of</p>	<p>1. Research involving animals</p>		

<p>ethics and academic integrity in academic interactions and in scientific research.</p> <p>3.T2.5 Ethics: Apply ethics and academic integrity in scientific research.</p> <p>3.T3.5 Ethics: Integrate ethics and academic integrity into the design of independent research.</p>	<p>where they work</p>	<p>ethics and academic integrity in academic interactions and in scientific research.</p> <p>3.T2.5 Ethics: Apply ethics and academic integrity in scientific research.</p> <p>3.T3.5 Ethics: Integrate ethics and academic integrity into the design of independent research.</p>	<p>2. FDA regulated research/drug/device studies</p> <p>3. Greater than minimal risk research with children</p>		
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IRB Resources for Colloquium

Common IRB Problems	Barrier to Learner Success	Strategies for Remediation
<p>Researcher is targeting vulnerable population, which increases the level of risk</p>	<p>Study is likely to involve greater than minimal risk, requiring full review. Minimum length of full review process is 10 weeks; at least one quarter of tuition is likely needed for IRB process.</p> <p>Studies presenting more than minimal risk demand more than minimal benefit to ensure favorable risk/benefits ratio. Study must be very well designed. Study must involve significant contribution to the field.</p> <p>Study is likely to require additional protections to reduce likelihood of undue influence and potential or adverse</p>	<p>Target a less vulnerable population or prepare for lengthy and robust review process.</p> <p>Mitigate potential risk</p> <ul style="list-style-type: none"> • Eliminate multiple risk factors. Most challenging studies involve participants who are considered vulnerable on multiple levels such as incarcerated minors or chronically ill elderly populations. • Modify inclusion criteria: target adult population, exclude most vulnerable. • Ensure adequate screening procedures to mitigate Risk.

	<p>events such as psychological distress.</p>	<ul style="list-style-type: none"> • Consider focusing on those who serve/support the population (ex: caregivers, service providers, counselors, teachers,). • Ensure adequate protections such as resources or referrals to counseling or support services. • Consider use of existing records.
<p>Researcher is pursuing a sensitive topic, which increases the level of risk</p>	<p>Study is likely to involve greater than minimal risk, requiring full review. Minimum length of full review process is 10 weeks; at least one quarter of tuition is likely needed for IRB process.</p> <p>Studies presenting more than minimal risk demand more than minimal benefit to ensure favorable risk/benefits ratio. Study must be very well designed.</p> <p>Study must involve significant contribution to the field. Study is likely to require additional protections to ensure confidentiality and mitigate participant risk.</p>	<p>Focus on a less sensitive topic or prepare for lengthy and robust review process.</p> <p>Mitigate potential risk</p> <ul style="list-style-type: none"> • Sensitive topics may present risk if confidentiality is breached; ensure confidentiality of recruitment, data security, and de-identification. • Sensitive topics may be more likely to result in adverse events such as participant distress; ensure adequate protections such as resources or referrals to counseling or support services • Consider use of existing records • Consider seeking waiver of documentation of consent (i.e. consent process still takes place, but IRB waives requirement for signature on form to protect participant privacy).
<p>Researcher has proposed research involving potential conflict of interest or significant bias</p>	<p>Conflict of interest will need to be appropriately managed. This may include the need to identify a new research site and/or recruitment strategy. Researchers are often unprepared to do so and experience significant delays in IRB review when conflict is not well managed.</p> <p>Studies involving conflict of interest may necessitate full review. Researcher may demonstrate significant bias which</p>	<p>Eliminate the conflict of interest by selecting a new site or recruitment strategy If conflict of interest cannot be eliminated, it must be managed.</p> <p>Mitigate potential risk</p> <ul style="list-style-type: none"> • Disclose potential conflict of interest to IRB and to participants within recruitment and consent materials.

	<p>undermines integrity of study and findings and decreases likelihood that study will contribute meaningfully to the field. This impacts study benefit, which makes it more difficult to ensure favorable risk/benefit ratio.</p>	<ul style="list-style-type: none"> • Consider modifying inclusion criteria to reduce likelihood of conflict of interest (i.e. exclude individuals where there is a past, present, or possible future relationship). • Avoid recruitment of individuals with whom there is a relationship of power (i.e. direct reports, students, relatives, patients, clients). • Avoid undue influence in recruitment; consider third party recruitment or data collection. • Consider use of de-identified data. • Consider using existing records; note this may not always mitigate the conflict. • Carefully consider selection of research topic; rethink topic selection if bias cannot be managed.
<p>Researcher likely to have difficulty obtaining site permission</p>	<p>Researchers may experience significant delays in obtaining site permission or may be unable to obtain site permission. Researcher may be required to go through multiple complex approval processes. Researcher may not be able to obtain records needed in order to conduct research.</p>	<p>Explore site permission process early to ensure feasibility. Ensure adequate understanding of requirements and likely duration of site permission process.</p> <p>Mitigate potential risk</p> <ul style="list-style-type: none"> • Site permission is needed before IRB approval can be granted; factor into the research timeline the permission process. • Avoid cold calling; build a relationship and network. Understand needs of organization and learn as much as possible concerning any site permission process before engaging in outreach to site. • Ensure site permission is obtained from authorized representative of the site and that permission is documented in writing on letterhead and dated within 6 months of IRB submission.

		<ul style="list-style-type: none"> • Ensure permission describes specific details of what will be permitted. Note that permission can be rescinded; it is important to be conscientious in respecting needs and requirements of site and to maintain careful documentation. • Don't assume permission will be granted simply because of an affiliation with the site. • Permission to access records as part of a job is NOT THE SAME as permission to conduct research with those records. • Explore alternative recruitment strategies in case Plan A is not feasible.
<p>Researcher has not considered logistics or feasibility</p>	<p>Study proves to be unfeasible and researcher must redesign study in order to complete. IRB process is delayed because researcher has not carefully "mapped" details of study procedures such as recruitment strategies, data collection, data security, etc.</p>	<p><i>Consider feasibility of study:</i></p> <ul style="list-style-type: none"> • Is data collection strategy feasible? • How many participants must be targeted? • Will it be possible to recruit the number of participants needed for the study? • How much time will be required for data collection? • Does study entail additional expenses such as travel, research assistants, participant expenses? Has this been budgeted? • Is site permission likely? How much additional time will be needed? • Consider logistics by carefully visualizing and mapping each step of the process.

Notes:

IRB FAQs

Q: What is the role and purview of the Institutional Review Board (IRB)?

A: The IRB is responsible for the ethical review of research with human participants or their records. Capella University has two IRBs, comprising approximately forty members. Capella's IRBs review all research conducted by learners engaged in the dissertation process as well as research conducted by Capella faculty and staff.

The purpose of the IRB is to promote the protection of human research participants by ensuring that researchers comply with federal (**45 CFR 46**), state and international regulations as well as ethical principles of the *Nuremberg Code*, the *Declaration of Helsinki*, and *The Belmont Report*. The IRB promotes responsible conduct of research and focuses on

- protecting the privacy and confidentiality of participants.
- respecting the autonomy & dignity of participants.
- minimizing risks while maximizing benefits to participants.
- ensuring participants have adequate information to make informed decisions.
- ensuring that the benefits and risks of research are equally distributed.
- protecting vulnerable populations.

The promotion of ethical principles and human research protections and the responsible conduct of research is a shared responsibility that requires both individual and collective effort. The IRB plays an important role in promoting ethical research. However, others stakeholders, including learners, mentors, and dissertation committee members, Scientific merit reviewers, format editors, and site representatives are also accountable for research integrity.

Ethical research involves not only attention to participant protections, but also appropriate use of intellectual property, professional conduct and clear communication when engaging in outreach to communities and sites, the avoidance of research misconduct (falsification, fabrication and plagiarism), management of bias, and efforts to ensure the academic integrity of the research findings.

The IRB is responsible for promoting the protection of human research participants by ensuring that researchers comply with federal (**45 CFR 46**), state and international regulations as well as ethical principles and responsible practices for research with human participants.

Q: Where can I obtain more information about the IRB process at Capella?

A: Information is available on the Research at Capella Site in iGuide under Learning Resources.

- Begin with the IRB submission guide
- View an overview of the IRB process
- Check out Capella's IRB handbook

Q: What populations are considered vulnerable?

A: The regulations include additional protections for prisoners/parolees, children and minors, and pregnant women. Additional populations are described as potentially “vulnerable” to research risks. Such individuals may be more likely to experience coercion or undue influence, may have limited capacity to consent to Participation, or may be at increased risk of adverse events such as psychological distress. Whether or not an individual is considered vulnerable is determined on a case by case basis and may also depend on the nature of the research topic and methodology. The following populations may sometimes be considered vulnerable:

- individuals who are cognitively impaired, including those who may not be capable of giving informed consent
- individuals who are homeless or living in unstable housing situations
- prisoners, parolees, and probationers
- children in foster care or unstable home environments
- individuals with mental health issues, particularly those with active psychoses, major depression, suicide ideation, self-harming behaviors, and addiction
- individuals with chronic or acute illness or conditions; the medically underserved or underinsured
- caregivers and others who may be especially subject to secondary PTSD or burnout
- individuals experiencing trauma, violence, abuse, bullying
- elderly individuals, particularly those in assisted living or nursing homes or with intersecting risk factors
- individuals who are socioeconomically or educationally disadvantaged
- individuals from communities of color or from indigenous or immigrant communities, particularly when studies focus on experiences of discrimination
- individuals who have engaged in criminal activities, including use of illegal substances, prostitution/sexual trafficking, and crime
- individuals who may be at risk for coercion such as students and employees.

Q: What topics are considered sensitive?

A: Sensitive topics include ones that are more likely to lead to participant distress or result in participant risks such as social stigma, risk to employability, or legal consequences. The following topics may sometimes be considered sensitive:

- Research on sexual behavior or practices
- Research on illegal activities or ethically questionable behaviors
- Research on racism, ageism, classism, discrimination, sexism
- Research involving experiences of grief and loss, trauma, or violence
- Research on the experience of being part of any of the potentially “vulnerable” populations listed above.
- Research on job performance or competency
- Research proposed in international settings; such research is subject to international regulations

Q: What topics really raise red flags?

A: In recent years, the IRB has encountered a number of topics that present significant concerns and may potentially present challenges that cannot be mitigated and are more likely to lead to significant delays or disapprovals. Capella does not permit several kinds of research:

- Capella does not permit research that requires FDA oversight and approval. Such research typically involves drugs and devices and is generally clinical in nature. Research testing the efficacy of treatment strategies may involve FDA oversight.
- Capella does not permit research on fetuses or neonates or medical research involving pregnant women. Social and behavioral research targeting pregnant women may be permitted.
- Capella does not permit greater than minimal risk involving children or minors EXCEPT when such research presents a significant likelihood of **direct** benefit to the children involved. Such research must not only contribute meaningfully to the literature in the field, but also be of benefit to participants immediately involved.
- Capella seldom permits research involving animals, as such research required review and oversight by Institutional Animal Care and Use Committee rather than an Institutional Review Board. Exceptions may be considered under very limited circumstances for learners in SBS-Psychology.

Other topics almost always require full review and can present barriers to learner success:

School of Public Service Leadership

- Research on minors.
- Research involving prisoners or paroles
- Research on individuals with cognitive impairments or mental health issues (e.g., PTSD)
- Qualitative interviews with individuals about sensitive topics

Q: Who is considered a minor?

A: Individuals are considered minors in accordance with state law; the majority of states consider individuals 18 and over within the age of majority and capable of giving consent. Researchers must obtain permission of the parent or guardian when conducting research with minors as well as assent of the minor. Minors may be especially vulnerable to undue influence and distress. Capella's IRB VERY STRONGLY DISCOURAGES researchers from engaging in greater than minimal risk research involving minors. Regulations require that such research demonstrates DIRECT benefit to the participants. Research on children within the foster care system is especially challenging given the challenge of obtaining permission for Participation with individuals who are wards of the state.

Q: Where might it be difficult to obtain site permission?

A: Many learners experience difficulty in obtaining site permission in a variety of settings and it is always important to explore feasibility and consider alternative strategies. Several sites may present significant concerns:

- Research involving the military. Each branch of the military has a distinct permission process and often multiple layers of permission are required. In most cases, researchers must go through a formal review process. Learners have spent more than a year in the process, only to be denied approval.
- Research involving the VA hospital system. The VA has a robust research review process that often takes many months. Learners have spent more than a year in the process, only to be denied approval.
- Corrections research. Each facility has a distinct permission process and often multiple layers of permission are required. The process varies depending on whether the facility is state or federal and there is often a formal review process. The process can often take many months.
- School districts may require approval of the principal, district, school board, superintendent or a combination of all of these. Some have formal approval processes, with submissions on a calendar cycle once or twice a year. Some limited the number of approvals.
- Many organizations have their own IRBs including hospitals/clinics, colleges/universities, major corporations, federal or state agencies. IRB approval must be obtained from the site and from Capella. It may be possible to negotiate an IRB authorization agreement, which would allow only one site to review the study; contact Capella’s IRB Office!

##

Writing Program Consultant

Organization of writing	Example(s)	Paragraph Development	Example(s)	Separating one's self from one's sources	Example(s)
4.T1.1 Apply academic communication skills in verbal and written interactions. 4.T2.1 Apply academic communication skills in verbal and written interactions within the scientific research process. 4.T3.1 Apply advanced academic communication skills in verbal and written interactions within the scientific research process as an independent researcher.		4.T1.1 Apply academic communication skills in verbal and written interactions. 4.T2.1 Apply academic communication skills in verbal and written interactions within the scientific research process. 4.T3.1 Apply advanced academic communication skills in verbal and written interactions within the scientific research process as an independent researcher.	incorporating cited evidence to support key points	4.T1.1 Apply academic communication skills in verbal and written interactions. 4.T2.1 Apply academic communication skills in verbal and written interactions within the scientific research process. 4.T3.1 Apply advanced academic communication skills in verbal and written interactions within the scientific research process as an independent researcher.	uses APA and signal phrases like According to making it clear when using outside sources
English grammar, word usage, and mechanics	Example(s)	Following APA format and editorial style	Example(s)		
4.T1.1 Apply academic communication skills in verbal and written interactions. 4.T2.1 Apply academic communication skills in verbal and written interactions within the scientific research process. 4.T3.1 Apply advanced academic communication skills in verbal and written interactions within the scientific research process as an independent researcher.		4.T1.1 Apply academic communication skills in verbal and written interactions. 4.T2.1 Apply academic communication skills in verbal and written interactions within the scientific research process. 4.T3.1 Apply advanced academic communication skills in verbal and written interactions within the scientific research process as an independent researcher.	incorporating cited evidence to support key points		

Writing Program Resources for Colloquium Faculty

Learners have to develop as independent academic writers:

- Learners need to use WP Resources
- Faculty need to push learners to WP resources
- Faculty need to ensure learners have signed up for and are using Smarthinking

If there are indications that learners are having writing issues:

- Step 1. Confirm that the learner has accessed the WP resources
- Step 2. Confirm that the learner has signed up for and is using Smarthinking

At Capella, we have a clearly defined academic writing process that contains 11 categories in our Writing Feedback Tools. We have 5 graduate WFTs and a modified one in the colloquia courseroom. A static version of this tool is housed on the home page in the Capella Online Writing Center under “Resources” at <http://www.capellawritingcenter.org/> and at the link below: http://www.capella.edu/interactivemedia/OnlineWritingCenter/writing_feedback_tool.html

Personal Writing Assessment: This assessment is meant to accomplish two goals: (1) learn how to navigate Capella's large writing center and (2) select specific areas in the learner's own writing process to work on and to improve. http://media.capella.edu/CourseMedia/Colloquia_Track1/WritingAssessment/wrapper.asp

Six basic Program Modules to refer Learners:

1. Writing Center Overview: <http://media.capella.edu/CourseMedia/XX7010/WritingCenterOverview/wrapper.asp>
2. Academic Integrity: http://media.capella.edu/CourseMedia/DrPH8005/AcademiInstructorntegrity/animation_wrapper.asp
3. Setting up Your Smarthinking Account: http://media.capella.edu/CourseMedia/DrPH8005/Smarthinking/smarthinking_wrapper.asp
4. Preparing to Peer Review: http://media.capella.edu/CourseMedia/DrPH8005/PeerReview/animation_wrapper.asp
5. Writing the Right Verb: <http://media.capella.edu/CourseMedia/xx6088/rightVerb/player/wrapper.asp>
6. Two Tools for Connecting Reading and Writing: http://media.capella.edu/CourseMedia/xx6088/twoTools/twoTools_wrapper.asp

Here are three tools that are particularly useful. They are called out specifically in the pre-colloquia course room.

1. Reverse Outline: <http://www.capella.edu/interactivemedia/onlinewritingcenter/downloads/handoutReverseOutline2006.pdf>
2. MEAL Plan: <http://www.capella.edu/interactivemedia/onlinewritingcenter/downloads/handoutMEALPlan2006.pdf>
3. Signal Phrases: <http://www.capella.edu/interactivemedia/onlinewritingcenter/downloads/handoutSignalPhrases2009.pdf>

Writing Courses: <https://campus.capella.edu/web/writing-program/writing-courses>

Here are the locations of the series of nine Guest Lectures for insertion into course rooms:

- Week One <http://connect.capellauniversity.edu/p14172419/>
- Week Two <http://connect.capellauniversity.edu/p95946795/>
- Week Three <http://connect.capellauniversity.edu/p75114712/>
- Week Four <http://connect.capellauniversity.edu/p65177985/>
- Week Five <http://connect.capellauniversity.edu/p99737174/>
- Week Six <http://connect.capellauniversity.edu/p77648227/>
- Week Seven <http://connect.capellauniversity.edu/p39431144/>
- Week Eight <http://connect.capellauniversity.edu/p23998600/>
- Week Nine <http://connect.capellauniversity.edu/p41901391/>

FD-S6020 Referring Learners to Smarthinking: Writing training module on the Faculty iGuide -
<https://campus.capella.edu/web/faculty-professional-development/self-paced-learning/fd-s6020?deepLink=true>

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