



SOE Faculty Handbook v.09-14
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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Colloquium Overview and Grading Strategy – ALL TRACKS

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. 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. While the assignment of a grade is important and necessary, the primary focus is to provide the learners with meaningful feedback. This feedback allows learners to situate their current level of development within the doctoral competencies, and to identify the specific steps they need to complete in order to develop a research plan that is ready for SMR review within their schools.

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.

Using the Gradebook in the Colloquium Courses

The Colloquium Leads and Course Development have continued to work on methods of compatibility between the technical limitations of CR3 and the unique grading strategy of the PhD Colloquium. Below you will find a written summary and visual summary of the general grading process for all three tracks using the Colloquium courseroom gradebook. Within this Faculty Handbook, you can locate specifics on grading each track within the specific chapters for each track.

1. Peer responses grading

- The **Discussion Participation column** (the “standard” one that contains an average of all discussion scores) was **deleted**.
- A new “**Peer Responses**” column was **created**.

In the Peer Response column, you (the instructor) will enter either a 0 or 100. If the learner completes all of the peer responses as specified in each discussion topic, you will enter a 100. If the learner does not complete all of the peer responses you will enter a 0. Remember, this is an all or nothing grade and this is explained for the learner in the courseroom syllabus.

PLEASE NOTE: The learner’s score that you enter in the **Peer Review column** is added to the “**Current Grade**” and “**Final Grade**” calculation, and it is **worth 5% of the learner’s grade**. **2. u10A1 Final assessment grade entry.**

The **[u10a1] Unit 10 Assignment 1** column is the same, but the weighted value of **35%** for that assignment was **removed** from the “**Current Grade**” and “**Final Grade**” calculation formula. This means that you will continue to grade the u10a1 assignment using the grading rubric provided. The grade generated by the grading rubric will appear in the **u10a1** column but will not be part of the final grade calculation. *This grade appears in the column so that learners can situate themselves within the developmental grading feedback. This feedback is located in Unit 10 of all three tracks’ courserooms, and at the end of this document.* It is very important that you direct learners to this feedback after their score on their Final Assessment is posted. Without the feedback, some learners will view the score only as a “grade,” and not consider what the score actually means relative to their overall development of the competencies.

The grade for **u10a1** that appears in the u10a1 column informs an additional column titled **Pass u10a1 Yes or No**. If the learner’s grading rubric score is a passing score, a “YES” will appear in this column. If the learner’s grading rubric score is not a passing score, a “No” will appear in the **Pass u10a1 Yes or No** column. Remember that learners must pass the final assessment in order to pass the track.

A new column titled “**INST u10a1 0 or 100**” has been **added**. In this column, depending on whether the learner has passed (YES) or not passed (NO) the u10a1 assignment, the instructor will manually enter a “100” (YES/PASS) or a “0” (NO/NOT PASS). The “100” or “0” that you enter will then be included in the “**Current Grade**” and “**Final Grade**” column formulas with the appropriate 35% weighting applied to the entry that you make. This will ensure that the final grade calculation aligns with the grading strategy.

The new order of grading columns is:

- Current Grade,
- Peer Responses (This is where you will enter a “0” or “100” based on the learner completing all of the required discussion topic peer responses.),
- [u10a1] Unit 10 Assignment 1,
- Pass u10a1 Yes or No,
- INST u10a1 0 or 100 (This is where you will enter a “0” or “100” based on the learner passing or failing the u10a1 assignment)
- Final Grade,
- Then the rest of the assignments and discussions in order.

Here is an explanation of the differences between the **Final Grade** column and the **Current Grade** columns in the gradebook.

The **Final Grade** column in the courseroom gradebook includes a calculation that determines the final course grade. Each activity that has a grade weight *and* receives a numeric value will be included in the Final Grade calculation. Those numeric values are either entered manually by the instructor or automatically generated by using a clickable rubric or checklist. Keep in mind that some graded activities may not be part of the Final Grade calculation. To see the percentage or grade weight given to each activity, see your course’s Syllabus Grading page.

Then at the end of the course when you are determining the final grade, you will simply convert the numerical grade that appears in the Final Grade column of the gradebook to S or NS according to the scale below.

S = 70-100

NS = 0-69.

The **Current Grade** column in the courseroom gradebook displays a learner's grade to date based on items that have been graded so far, as long as those activities have a grade weight. This column is primarily for the learner. The value that displays in the gradebook's Current Grade column appears for learners in their **My Grades** area. As an example of how the Current Grade column works, if an assignment is worth 10% of the Final Grade, and a learner has only completed that one assignment (with a perfect score), that learner would see a value of 100% in the Current Grade column because they have received 100% for the assignments they've completed so far. At the end of the course, the value in the **Current Grade** Gradebook column will be exactly the same as the value in the **Final Grade** Gradebook column *provided that every activity that is included in the final grade calculation has a grade, and has not been left ungraded*. See the Syllabus Grading page to determine which activities have grade weights.

GRADE CENTER : FULL GRADE CENTER

When screen reader mode is on, grades can be typed directly into the grade value, and press the Enter key to submit. Use the arrow keys or the tab key to move between cells. For more information, see the [More Help](#) page.

Also known as the Gradebook! :) [More Help](#)

Peer Review replaces Discussion Participation column. Instructors manually enter "0" or "100" (this was only done in the sections that ended July 25th).

The Grading Schema displays "YES" or "NO" depending upon how the learner did in u10a1. This display is primarily for learners who will see this in "My Grades."

The Grading Schema does not impact any Gradebook calculations (for example Current or Final Grade).

The qualitative grade value of 0 through 100 derived from the u10a1 clickable rubric populates here, but this value was removed from the Current and Final Gradebook calculations.

Instructors must manually enter a value of "0" or "100" for u10a1. This value is worth 35% of both the Final and Current Grade.

| Last Name | First Name | Current Grad | Peer Review | [u10a1] Unit | Pass u10a1 | INST u10a1 | Final Grade |
|-----------|------------|--------------|-------------|--------------|------------|------------|-------------|
| Learner01 | Demo | 100.00% | 100.00 | -- | -- | -- | 5.00% |
| Learner02 | Demo | -- | -- | 85.00 | YES | -- | 0.00% |
| Learner03 | Demo | -- | -- | 100.00 | YES | -- | 0.00% |
| Learner04 | Demo | 100.00% | 100.00 | 30.00 | YES | 100.00 | 100.00% |
| Learner05 | Demo | 0.00% | -- | 14.00 | NO | 0.00 | 0.00% |
| Learner06 | Demo | 0.00% | -- | 14.00 | NO | 0.00 | 0.00% |
| Learner07 | Demo | 100.00% | -- | 16.00 | YES | 100.00 | 35.00% |
| Learner08 | Demo | 100.00% | -- | 51.00 | YES | 100.00 | 35.00% |

Standard Developmental Grading Language for Learners based on the grade generated by the grading rubric for the Final Assessment. This feedback is adjusted to address specifics of each track and is posted in each track’s courserooms in the u10 area. It is important that learners connect this developmental feedback to the score they receive on their Final Assessment even if they pass, so be sure to prompt them to review it carefully.

Final Assessment Score Between 85-100

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.

Final Assessment Score Between 70-84

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.

Final Assessment Score Between 15 – 69

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.

Final Assessment Score Between 0-14

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.

NOTE: When the new curriculum was implemented in 2013, the school colloquia leads developed a grading model based on previous data from the final assessments of learners in the colloquium courses. The Final assessment assignment rubric in all three tracks is calibrated to reflect that a minimum score of 15 is passing.

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 a Colloquia - Learners who completed a previous track prior to 2013 will not have a track Preparation plan to submit to track 2 or 3 courses.

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. Please keep your Colloquium Lead apprised of any learner who may potentially fail the Colloquium. 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 will have only a few quarters of coursework remaining but still need to complete two or more colloquia. Learners will not be delayed and prohibited from moving forward in their program. If a learner needs to take two colloquia back-to-back or overlapping Colloquium, they will have to request an exception via Advising that is sent to the School’s Dean for review. 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 a quarter break in between colloquia is to have the time to complete the action steps in the learner’s TPP.

Faculty Expectations Document

The Colloquium Leads have created and maintain a current faculty expectations template that you can tailor for the Colloquium courseroom. Please obtain a copy of the most current version from your Colloquium Lead.

Track 1 Colloquium Competencies and Outcomes

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.

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

| Unit 1: Forming Cohorts and Academic Integrity – Summarizing, Citations and Resources | |
|---|--|
| Unit 2: Academic Integrity – Correct Use of APA Style and Formatting | |
| Unit 3 – Your Research Topic | |
| Learning Outcomes | Supporting Resources |
| 1. Explore expectations and competencies associated with the colloquium experience (O1: scholar-practitioner). 2. Define academic integrity and how it applies to one's work (O1: scholar-practitioner). 3. Demonstrate an understanding of academic writing skills (O4: professional communicator). 4. Demonstrate a knowledge of APA style and formatting (O4: professional communicator). | <input type="checkbox"/> Resources from Capella’s Writing Center including: <input type="checkbox"/> Academic Integrity – Write Responsibly http://www.capella.edu/AcademicHonesty/index_ah.asp <input type="checkbox"/> Academic Honesty –Integrating Sources - http://www.capella.edu/AcademicHonesty/IntegratingSources/00-IntegratingSources.asp <input type="checkbox"/> Academic Integrity: APA Style and Format - http://www.capella.edu/interactivemedia/WritingProgram/parentshell.html?childnum=2 <input type="checkbox"/> The Writing Process - http://www.capella.edu/writingCenter/writingProcess.aspx <input type="checkbox"/> Writer’s Toolkit - https://campus.capella.edu/web/writing-program/writing-across-the-curriculum/writers-toolkit <input type="checkbox"/> Writing Handbook - http://www.capella.edu/writingCenter/writingHandbook.aspx <input type="checkbox"/> APA: Finding Answers - http://www.capella.edu/interactivemedia/apa_findingAnswers/findingAnswers/apa_findingAnswers_wrapper.asp <input type="checkbox"/> Contents of the personal Writing Self Assessment - http://media.capella.edu/CourseMedia/Colloquia_Track1/WritingAssessment/wrapper.asp <input type="checkbox"/> APA Style and Formatting Self-Assessment - http://www.capella.edu/interactivemedia/apa_module/OuterWrapper.asp#startLocation=elements1 <input type="checkbox"/> Capella’s Academic Honesty Policy - http://www.capella.edu/iGuidePA/PDF/poliInstructoresProcedures/academic_honesty.pdf |

Unit 4: Library Skills and The Literature Review
Unit 5: Dissecting Research Articles
Unit 6: Professional Communications

| Learning Outcomes | 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> | <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"> ○ Information Skills Self-Assessment - http://media.capella.edu/NonCourseMedia/library/selfAssessment/selfAssessment.html ○ Library Research and Information Literacy Skills - https://campus.capella.edu/web/library/library-research-skills ○ Library Guides – Program Research Guides - http://capellauniversity.libguides.com/index.php ○ Program Research Guides - http://capellauniversity.libguides.com/searchtags.php?iid=780&gid=0&tag=program_research ○ Library Research Skills Final Assessment – http://media.capella.edu/NonCourseMedia/library/finalAssessment/finalAssessment.html ○ 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. |

Unit 7: Research Ethics
Unit 8: Reviewing Scientific Merit of Proposed Topics and Developing Your Research Problem Statement

| Learning Outcomes | Supporting Resources |
|--|---|
| <ol style="list-style-type: none"> 1. Explain how Capella supports and promotes ethical research (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher). 2. Identify Capella resources for designing, reviewing, conducting, and sharing research (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher). 3. Review the ethical foundations that form the base of Capella University's vision for responsible conduct of research (O3: Researcher). 4. Review case studies that have influenced ethics in research (O3: Researcher). 5. Identify strategies and best practices that serve to encourage the protection of human subjects in human research (O3: Researcher). 6. Develop a research problem statement derived from the research topic (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher). | <ul style="list-style-type: none"> <input type="checkbox"/> The Nuremberg 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 iguide - https://campus.capella.edu/web/research-at-capella/research-in-your-school/school-of-education <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 |

| Unit 9 – Preparing for the Weekend Experience | |
|--|---|
| Learning Outcomes | Supporting Resources |
| <ol style="list-style-type: none"> 1. Identify activities for each of the days at residency (O1: Scholar Practitioner). 2. Identify expectations for learners during residency and what things to bring to residency (O1: Scholar Practitioner). 3. Ensure all Track 1 courseroom components and deliverables have been completed and submitted (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher). | <ul style="list-style-type: none"> <input type="checkbox"/> Be prepared with the curriculum and activities for the Weekend Experience. See u09s1 in Learning Unit 9. <input type="checkbox"/> Be familiar with the evaluation forms for the Weekend Experience. See u09s2 in Learning Unit 9. |
| Unit 10 – Track 1 Final Assessments and Preparing for Track 2 | |
| Learning Outcomes | Supporting Resources |
| <ol style="list-style-type: none"> 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). 2. Begin preparing for Track 2 (O1: Scholar Practitioner). | <p>U10a2 - Weekend Experience Checklist, and u10a1 - Track 1 Final Assessment requirements and scoring guide. Both of these are school specific and located in Unit 10.</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 – https://campus.capella.edu/web/residencies/phd-colloquium/the-experience/phd-track-2 <input type="checkbox"/> Track 2 Courseroom PDF - http://campustools.capella.edu/BBCourse_Production/PhD_Colloquia/Coursedev_Resources/Track2_8922_313_iGuide.pdf |

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;
- identifying the research topic; and
- developing the research problem statement

At the Weekend Experience (WE), learners will engage in independent work following the sequence in the track-specific Learner Guidebook which 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>. 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.

The track 1 Colloquium course consists of: 10 Learning Units and a four day Weekend Experience that span over six weeks. The Track 1 Courseroom PDF is located on the Learner iGuide at:

http://campustools.capella.edu/BBCourse_Production/PhD_Colloquia/Coursedev_Resources/Track1_8921_313_iGuide.pdf

The Colloquium Courseroom Units – Units 1-9 completed prior to the Weekend Experience and Unit 10 is completed after the Weekend Experience

Unit 1: Forming Cohorts and Academic Integrity – Summarizing, Citations, and Resources.

Unit 2: Academic Integrity – Correct Use of APA Style and Formatting.

Unit 3: Your Research Topic.

Unit 4: Library Skills and the Literature Review.

Unit 5: Dissecting Research Articles

Unit 6: Professional Communications

Unit 7: Research Ethics

Unit 8: Reviewing the Scientific Merit of Proposed Topics and Developing Your Research Problem Statement

Unit 9: Preparing for the Weekend Experience

Unit 10: Final Assessments

Grading Scale – This course is a S/NS (pass/fail) course.

u08a1: Research Problem Statement. 10% (use grading rubric provided)

u09a1: Self-Assessment – Track 1 Courseroom Checklist. 5% (use grading checklist provided; all or nothing)

Peer responses to Discussions – 5% (all or nothing)

u09a2: Poster Presentations. 30% (use grading rubric provided)

u10a1: Track 1 Final Assessment. 35% (use grading rubric provided and learner must pass this to pass course)

u10a2: Completing the Weekend Experience Checklist. 10% (use grading checklist provided; all or nothing)

u10a3: Track 1 Preparation Plan. 5% (use grading checklist provided)

Key Quizzes

The following are key quizzes within the courseroom that learners need to score an 80 or better within the three allowed attempts. If the learner does not score an 80 or above by their third attempt, they still get credit for completing the activity but you will need to contact the learner and determine next steps (such as reviewing related resources in the courseroom or making a referral to one of the Consultants).

u01q1: Assessment – Summarizing, Paraphrasing, Quoting.

u02q1: Assessment – Writing Assessment Track 1 Results.

u02q2: Assessment – APA Style and Format.

u04q1: Library Research Skills Final Assessment Score.

u05q1: Assessment – Dissecting Research Articles.

Standard Developmental Grading Language for Learners based on the grade generated by the grading rubric for the Final Assessment. This feedback is adjusted to address specifics of each track and is posted in each track’s courserooms in the u10 area. It is important that learners connect this developmental feedback to the score they receive on their Final Assessment even if they pass, so be sure to prompt them to review it carefully.

Final Assessment Score Between 85-100

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.

Final Assessment Score Between 70-84

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.

Final Assessment Score Between 15 – 69

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.

Final Assessment Score Between 0-14

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.

NOTE: When the new curriculum was implemented in 2013, the school colloquia leads developed a grading model based on previous data from the final assessments of learners in the colloquium courses. The Final assessment assignment rubric in all three tracks is calibrated to reflect that a minimum score of 15 is passing.

Track 1 Courseroom Checklist – Instructor Actions

This is the checklist learners submit for u09a1. The activities that learners are to complete in each unit are listed in the ORDER IN WHICH THEY SHOULD BE COMPLETED BY THE LEARNER (ideally). Noted in italics are the specific actions you need to take for that particular activity. For all other activities without italicized notes, you must verify that the work is completed and offer comments/feedback to the learner as needed.

| Unit 1 – Forming Cohorts and Academic Integrity – Summarizing, Citations, and Resources | |
|--|--|
| <input type="checkbox"/> | All Unit 1 Study Activities (u01s1, u01s2) |
| <input type="checkbox"/> | u01d1 – Defining Academic Integrity |
| <input type="checkbox"/> | u01d2 – Applying Academic Integrity to Scholarly Writing |
| <input type="checkbox"/> | u01q1 – Assessment – Summarizing, Paraphrasing, Quoting <i>Instructor: Make sure Learner scores an 80% or above by their third attempt. If not, the learner still gets credit for completing the activity, but you should contact the learner and make recommendations such as reviewing the courseroom materials related to the quiz, or make a Consultant referral.</i> |
| <input type="checkbox"/> | u01a1 – The Academic Integrity Pledge |
| Unit 2 – Academic Integrity – Correct Use of APA Style and Formatting | |
| <input type="checkbox"/> | All Unit 2 Study Activities (u02s1) |
| <input type="checkbox"/> | u02q1 – Assessment – Writing Assessment Track 1 Results <i>Instructor: Make sure Learner scores an 80% or above by their third attempt. If not, the learner still gets credit for completing the activity, but you should contact the learner and make recommendations such as reviewing the courseroom materials related to the quiz, or make a Consultant referral.</i> |
| <input type="checkbox"/> | u02s2 – Preparing for Personal Writing Assessment Track 1 |
| <input type="checkbox"/> | u02a1 – Self-Assessment – Writing Assessment Track 1 |
| <input type="checkbox"/> | u02q2 – Assessment – APA Style and Format |

| | |
|--|---|
| | Instructor: Make sure Learner scores an 80% or above by their third attempt. If not, the learner still gets credit for completing the activity, but you should contact the learner and make recommendations such as reviewing the courseroom materials related to the quiz, or make a Consultant referral. |
| Unit 3 – Your Research Topic | |
| <input type="checkbox"/> | All Unit 3 Study Activities (u03s1, u03s2) |
| <input type="checkbox"/> | u03q1 – Self-Assessment – Research Topic |
| <input type="checkbox"/> | u03d1 – Research Topic Critique |
| Unit 4 – Preparing for the Weekend Experience | |
| <input type="checkbox"/> | u04a1 Library Skills Self-Assessment |
| <input type="checkbox"/> | All Unit 4 Study Activities (u04s1, u04s2) |
| <input type="checkbox"/> | u04a2 Library Research Skills Final Assessment |
| <input type="checkbox"/> | u04q1 Library Research Skills Final Assessment Score |
| <input type="checkbox"/> | Instructor: Make sure Learner scores an 80% or above by their third attempt. If not, the learner still gets credit for completing the activity, but you should contact the learner and make recommendations such as reviewing the courseroom materials related to the quiz, or make a Consultant referral. |
| <input type="checkbox"/> | u04a3 Literature Review |
| <input type="checkbox"/> | u04q2 Self-Assessment – Literature Review |
| Unit 5 – Dissecting Research Articles | |
| <input type="checkbox"/> | All Unit 5 Study Activities (u05s1, u05s2, u05s3) |
| <input type="checkbox"/> | u05q1 Assessment – Dissecting Research Articles |
| <input type="checkbox"/> | Instructor: Make sure Learner scores an 80% or above by their third attempt. If not, the learner still gets credit for completing the activity, but you should contact the learner and make recommendations such as reviewing the courseroom materials related to the quiz, or make a Consultant referral. |

| | |
|--|--|
| | <i>referral.</i> |
| Unit 6 – Professional Communications | |
| <input type="checkbox"/> | All Unit 6 Study Activities (u06s1, u06s2) |
| <input type="checkbox"/> | u06d1 Keeping Communications at the Scholarly Level |
| <input type="checkbox"/> | u06d2 Responding to Discussions – Content Issues |
| <input type="checkbox"/> | u06d3 Responding to Discussions – Critical Analysis |
| <input type="checkbox"/> | u06a1 Evaluating a Discussion Response |
| <input type="checkbox"/> | u06a2 Self-Assessment – Evaluation Results |
| Unit 7 – Research Ethics | |
| <input type="checkbox"/> | All Unit 7 Study Activities (u07s1, u07s2, u07s3) |
| <input type="checkbox"/> | u07q1 Self-Assessment – Risk Assessment |
| <input type="checkbox"/> | u07q2 Self-Assessment – Conflict of Interest |
| <input type="checkbox"/> | u07q3 Self-Assessment – Key Events in Ethical Research, IRB |
| Unit 8 – Reviewing the Scientific Merit of Proposed Topics and Developing Your Research Problem Statement | |
| <input type="checkbox"/> | All Unit 8 Study Activities (u08s1, u08s2) |
| <input type="checkbox"/> | u08a1 Research Problem Statement |
| | <i>Instructor – This assignment is graded using the grading rubric provided, and is worth 10% of the course grade. Please evaluate and provide substantive feedback regarding the acceptable nature of the topic within the learner’s specialization.</i> |
| <input type="checkbox"/> | u08d1 Oral Presentation |

| | |
|---|---|
| Unit 9 – Preparing for the Weekend Experience | |
| <input type="checkbox"/> | All Unit 9 Study Activities (u09s1, u09s2) |
| <input type="checkbox"/> | u09a1 Self-Assessment – Track 1 Courseroom Checklist <i>Instructor – This assignment is graded using the grading checklist provided and is worth 5% of the course grade. All courseroom assignments/discussions/quizzes must be complete to earn 5%. This is an all or nothing assignment.</i> |
| IMPORTANT NOTE: All items to this point must be completed BEFORE the Weekend Experience! | |
| <input type="checkbox"/> | u09a2 Poster Presentations - To be completed DURING the Weekend Experience <i>Instructor – This assignment is graded using the grading rubric provided, and is worth 30% of the course grade.</i> |
| Unit 10 – Track 1 Final Assessments and Preparing for Track 2 | |
| <input type="checkbox"/> | All Unit 10 Study Activities (u10s1, u10s2) |
| <input type="checkbox"/> | u10a1 Track 1 Final Assessment– Due one week after the Weekend Experience <i>Instructor – This assignment is graded using the grading rubric provided, and is worth 35% of the course grade. The learner MUST pass this assignment in order to pass the course.</i> |
| <input type="checkbox"/> | u10a2 Completing the Weekend Experience Checklist– Due one week after the Weekend Experience <i>Instructor – This assignment is graded using the grading checklist provided, and is worth 5% of the course grade. The learner must attend all of the Weekend Experience sessions to earn 10%, except for learners with APPROVED Sabbath exceptions. This is an all or nothing assignment.</i> |
| <input type="checkbox"/> | u10a3 Track 1 Preparation Plan– Due two weeks after the Weekend Experience <i>Instructor – This assignment is graded using the grading checklist provided, and is worth 5% of the course grade.</i> |

Track 1 Weekend Experience Overview

Learners are required to complete all eleven (includes the Closing Session from 11:50 – 12:00 Noon 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.

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

Track 1 Weekend Experience Schedule

| Day | Time | Hr:M | | Session Title |
|-----|--------------|------|------------------------|--|
| 1 | 5:00-6:45p | 1:45 | Session 1 | Evaluating Scholarly Writing and Presentations |
| 2 | 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 |
| 3 | 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. |
| 4 | 8:00-11:50a | 3:50 | Session 10 | Poster Presentations |
| | 9:30-10:00 | :30 | Break | |
| | 11:50-12:00 | :10 | | Closing Session |

Note About Session 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.

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, and 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.

| 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> <ul 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 provide self-critique in notes on his/her paper regarding proper structure and format. 3. Learners self-assess the same paper form above bullet point using the Modified Capella Writing Feedback Tool. <p>Learners prepare self-evaluation oral presentation no more than three minutes in length.</p> | <p>Bullets 1-3 require 50 minutes</p> <p>Allow about 10 minutes</p> | <p><input type="checkbox"/> Modified Capella Writing Feedback Tool, also linked to the u09s2 courseroom activity in Unit 9.</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 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 u09s2 courseroom activity in Unit 9. |
|--|--|---|

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.

| 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. Timing is as follows:</p> | <p>Allow 3 hours total</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Be able to explain the Modified Writing Feedback Tool: Oral Presentations rubric; also linked to the u09s2 courseroom activity in Unit 9. |

| | | |
|---|--|--|
| <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> | | |
|---|--|--|

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.

| 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, 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; also linked to the u09s2 courseroom activity in Unit 9.</p> |

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.

| 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; also linked to the u09s2 courseroom activity in Unit 9.</p> |

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].

| 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: | <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> |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> <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>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> | | |
|---|--|--|

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> |
|---|---|--|
|---|---|--|

| Activity / Description | Time | Instructor Content Knowledge/Skills |
|--|---------------------|--|
| <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>Allow 30 min</p> | <p>Instructions for completing the Research Plan forms (Qual, Quant, and Mixed). The SOE Research Plan Review forms are located on iGuide at https://campus.capella.edu/web/research-at-capella/research-in-your-school/school-of-education/soe-smr-process</p> |

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.

| 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> |

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.

| 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> |

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.

| 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 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</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>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 reminds learners that they are to upload their power point presentations for the morning’s poster session in the designated discussion thread in the courseroom, and submit their poster (outline or actual power point) to the instructor via the u09a2 assignment dropbox by midnight CST Saturday night. The information to guide the development of their presentation is provided in their Learner Guidebooks:</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 (educational, general, or industrial-organizational) 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>Final 50 minutes</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>Know how to use the <i>Modified Writing Feedback Tool: Oral Presentations</i> to provide public feedback.</p> |

Day 3 Session 9 – (evening) Poster Presentations Preparation (1 hour) – If Session 8.3 is completed early, Learners can use the time remaining to work on creating their presentation for Sunday morning’s poster presentations.

Day 4 Session 10 – (morning) 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 poster sessions, 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 feedback to the larger group. <p><i>Instructor: 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 1 final assessment assignment in the Track 1 courseroom.</i></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 their presentations to the assignment area in the courseroom prior to 8am Sunday morning. This way Instructor will have access to the grading rubric for assignment u09a2 (poster session).</p> |

Day 4 – Morning – Session 10.2 - Closing Session (10 minutes) and Checkout - At **11:50 AM**, learners and the Instructor will share closing comments, and remind learners about the Final Assessments. **NOTE:** Instructors will follow the prescribed **CHECKOUT** process for a **12:00 PM sharp departure**. Please do not excuse learners before **12:00** or **hold them past 12:00**.

Track 2 Colloquium Competencies and 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



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.

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

Unit 1 – Introductions, Preparations Plans, Updating the Research Plan, and Scholarly Writing
Unit 2 – The Literature Review
Unit 3 – The Institutional Review Board

| Learning Outcomes | Supporting Resources |
|--|---|
| <ol style="list-style-type: none"> 1. Articulate the qualities and skills of the scholar practitioner professional during the research design process (O1: scholar-practitioner). 2. Recognize one’s own personal attributes as a scholar-practitioner during the research design process (O1: scholar-practitioner). 3. Analyze personal progress to develop the scholar practitioner identity during the research design process (O1: scholar-practitioner). 4. Synthesize ideas and concepts from previous research to form new frameworks to guide new research (O2: critical thinker). 5. Ethics: Apply ethics and academic integrity in Scientific research (O3: researcher). 6. Apply academic communication skills in verbal and written interactions within the Scientific research process (O4: professional communicator). 7. Explain how Capella supports and promotes ethical research (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher). 8. Review case studies that have influenced ethics in research (O3: Researcher) | <ul style="list-style-type: none"> <input type="checkbox"/> Resources from Capella’s Writing Center including: Media piece on Writing for an Academic Audience http://www.capella.edu/writingCenter/handoutsModules.aspx <input type="checkbox"/> Resources from Capella’s Library including: 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. <input type="checkbox"/> 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_wapper.asp • IRB A-Z Handbook - http://www.capella.edu/iGuidePA/PDF/academics/IRB-AtoZ-Handbook.pdf <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 iguide - https://campus.capella.edu/web/research-at-capella/research-in-your-school/school-of-education <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>. |

Unit 4: From the Research Problem to the Research Question

Unit 5: Purpose of the Study

Unit 6: Theoretical Foundations of the Study

| Learning Outcomes | Supporting Resources |
|---|---|
| <ol style="list-style-type: none"> 1. Develop a research problem statement derived from the research topic (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher). 2. Developing well-formed research question(s) and the purpose statement. (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher, O4: Professional Communicator). 3. Identify variables appropriate to the research topic and problem (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher). 4. Develop an oral presentation presenting the research topic, problem, question(s), and purpose (O2 Critical Thinker, O3: Researcher, O4: Professional Communicator). | <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, along with 4-5 reference citations for supporting sources, 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> <ul style="list-style-type: none"> <input type="checkbox"/> Media and documents created specifically for the T2 course. Focused on crafting research questions and purpose statements. <input type="checkbox"/> Sensitive Topics https://campus.capella.edu/web/dissertation-research/topic-selection/sensitive-topics <input type="checkbox"/> Topic Selection (PhD Milestone 2) https://campus.capella.edu/web/dissertation-research/topic-selection <input type="checkbox"/> Scientific Merit Review (SMR) https://campus.capella.edu/web/dissertation-research/scientific-merit-review <input type="checkbox"/> SOE Dissertation Handbook http://www.capella.edu/iGuidePA/PDF/academics/SOEPHDissertationHandbook.pdf <input type="checkbox"/> Capella Dissertation Manual https://campus.capella.edu/web/doctoral-programs/phd/dissertation |

| Unit 7: Methodology Unit 8: The Sampling Plan | |
|---|--|
| Learning Outcomes | Supporting Resources |
| <ol style="list-style-type: none"> 1. Support ideas and concepts with evidence from the literature in proposing research methods and design (O2: critical thinker). 2. Propose a research methodology that aligns with an identified problem (O2 Critical Thinker, O3: Researcher). 3. Describe the philosophical assumptions in research and define them within the context of research methodology (O2 Critical Thinker, O3: Researcher). 4. Apply academic communication skills in written interactions regarding research design and philosophy (O4: Professional Communicator). 5. Identify Capella resources for designing, reviewing, conducting, and sharing research (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher). 6. Identify strategies and best practices that serve to encourage the protection of human subjects in human research (O3: Researcher). 7. Review the ethical foundations that form the base of Capella University's vision for responsible conduct of research (O3: Researcher). | <ul style="list-style-type: none"> <input type="checkbox"/> Media and documents created specifically for the T2 course focused on research philosophy, research methodology and design. <input type="checkbox"/> Media and documents created specifically for the T2 course focused on sampling strategies and planning. <input type="checkbox"/> SOE Acceptable Methods Document http://www.capella.edu/iGuidePA/PDF/academics/SoEAcceptableResearchMethods.pdf <input type="checkbox"/> Data Collection & Compliance https://campus.capella.edu/web/dissertation-research/data-collection-and-compliance <input type="checkbox"/> Research Misconduct - https://campus.capella.edu/web/dissertation-research/research-ethics-education/research-misconduct <input type="checkbox"/> Vulnerable Populations https://campus.capella.edu/web/dissertation-research/topic-selection/vulnerable-populations <input type="checkbox"/> Salkind, N. J. (Ed.). (2010). <i>Encyclopedia of research design</i>. Thousand Oaks, CA: SAGE Publications <input type="checkbox"/> SAGE Researchmethods Database http://srmo.sagepub.com.library.capella.edu/ |
| Unit 9 – Preparing for the Weekend Experience | |
| Learning Outcomes | Supporting Resources |
| <ol style="list-style-type: none"> 1. Identify activities for each of the days at residency (O1: Scholar Practitioner). 2. Identify expectations for learners during residency and what things to bring to residency (O1: Scholar Practitioner). | <ul style="list-style-type: none"> <input type="checkbox"/> Be prepared with the curriculum and activities for the Weekend Experience. See u09s1 in Learning Unit 9. <input type="checkbox"/> Be familiar with the evaluation forms for the Weekend Experience. See u09s2 in Learning Unit 9. |

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| <p>3. Ensure all Track 2 courseroom components and deliverables have been completed and submitted (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher).</p> | |
| Unit 10 – Final Assessments, Post-Weekend Wrap-Up, and Preparing for Track 3 | |
| Learning Outcomes | Supporting Resources |
| <ol style="list-style-type: none"> 1. Complete and submit the Weekend Experience Checklist and Track 2 Final Assessment by 11:59 pm Sunday. (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher, O4 Professional Communicator). 2. Begin preparing for Track 3 (O1: Scholar Practitioner). | <ul style="list-style-type: none"> <input type="checkbox"/> U10a2 - Weekend Experience Checklist, and u10a1 - Track 2 Final Assessment requirements and scoring guide. Both of these are school specific and located in Unit 10. <input type="checkbox"/> Preparing for Track 3 assignment requirements and scoring guide <input type="checkbox"/> General contents/focus of Track 3 – https://campus.capella.edu/web/residencies/phd-colloquium/the-experience/phd-track-2 <input type="checkbox"/> Track 3 Courseroom PDF - http://campustools.capella.edu/BBCourse_Production/PhD_Colloquia/Coursedev_Resources/Track3_8923_313_iGuide.pdf |

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).

At the Weekend Experience (WE), learners will engage in independent work following the sequence in the track-specific Learner Guidebook which 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>. 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.

The Track 2 Colloquium course consists of: 10 Learning Units and a four day Weekend Experience that span over six weeks. The Track 2 Courseroom PDF is located on the Learner iGuide at: http://campustools.capella.edu/BBCourse_Production/PhD_Colloquia/Coursedev_Resources/Track2_8922_313_iGuide.pdf

The Colloquium Courseroom Units – Units 1-9 completed prior to the Weekend Experience and Unit 10 is completed after the Weekend Experience

Unit 1: Introductions, Preparation Plans, Updating the Research Plan, and Scholarly Writing.

Unit 2: The Literature Review.

Unit 3: The Institutional Review Board.

Unit 4: From the Research Problem to the Research Question and Purpose.

Unit 5: Purpose of the Study.

Unit 6: Theoretical Foundations of the Study.

Unit 7: Methodology and Research Design.

Unit 8: Designing the Sampling Plan.

Unit 9: Preparing for the Weekend Experience

Unit 10: Final Assessment, Post-Weekend Wrap-Up, and Preparing for Track 3.

NOTE to Instructor: Learners who completed a previous track prior to 2013 will not have a Track Preparation plan to submit to track 2 or 3 courses.

Grading Scale – This course is a S/NS (pass/fail) course.

- u04a1: Research Question. 10% (use grading rubric provided)
- u09a1: Self-Assessment – Track 2 Courseroom Checklist. 5% (use grading checklist provided; all or nothing)
- Peer responses to Discussions – 5% (all or nothing)
- u09a2: Poster Presentations. 30% (use grading rubric provided)
- u10a1: Track 2 Final Assessment. 35% (use grading rubric provided and learner must pass this to pass course)
- u10a2: Completing the Weekend Experience Checklist. 10% (use grading checklist provided; all or nothing)
- u10a3: Track 2 Preparation Plan. 5% (use grading checklist provided)

Key Quizzes

The following are key quizzes within the courseroom that learners need to score an 80 or better within the three allowed attempts. If the learner does not score an 80 or above by their third attempt, they still get credit for completing the activity but you will need to contact the learner and determine next steps (such as reviewing related resources in the courseroom or making a referral to one of the Consultants).

- u01q1: Assessment: Writing for an Academic Audience.
- u02q1: Assessment – APA Reference List Submission.
- u05q1: Assessment - Unit 2, 4 & 5 Summative Assessment Quiz.

Standard Developmental Grading Language for Learners based on the grade generated by the grading rubric for the Final Assessment. This feedback is adjusted to address specifics of each track and is posted in each track’s courserooms in the u10 area. It is important that learners connect this developmental feedback to the score they receive on their Final Assessment even if they pass, so be sure to prompt them to review it carefully.

Final Assessment Score Between 85-100

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.

Final Assessment Score Between 70-84

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.

Final Assessment Score Between 15 – 69

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.

Final Assessment Score Between 0-14

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.

NOTE: When the new curriculum was implemented in 2013, the school colloquia leads developed a grading model based on previous data from the final assessments of learners in the colloquium courses. The Final assessment assignment rubric in all three tracks is calibrated to reflect that a minimum score of 15 is passing.

Track 2 Courseroom Checklist – Instructor Actions

This is the checklist learners submit for u09a1. The activities that learners are to complete in each unit are listed in the ORDER IN WHICH THEY SHOULD BE COMPLETED BY THE LEARNER (ideally). Noted in italics are the specific actions you need to take for that particular activity. For all other activities without italicized notes, you must verify that the work is completed and offer comments/feedback to the learner as needed.

| Unit 1 – Scholarly Writing, Enhanced Library Skills, the IRB Resources | |
|---|---|
| <input type="checkbox"/> | All Unit 1 Study Activities (u01s1, u01s2) |
| <input type="checkbox"/> | u01d1 – Introductions |
| <input type="checkbox"/> | u01a1 – Preparation Plan Results |
| <input type="checkbox"/> | u01a2 – Updating the Research Plan |
| <input type="checkbox"/> | u01s2 – Writing for an Academic Audience |
| <input type="checkbox"/> | u01d2 – Evaluating the Jackson and Rodgers Article |
| <input type="checkbox"/> | u01d3 – Writing for an Academic Audience |
| <input type="checkbox"/> | u01q1 – Advanced Searching & Writing for an Academic Audience <i>Instructor: Make sure Learner scores an 80% or above by their third attempt. If not, the learner still gets credit for completing the activity, but you should contact the learner and make recommendations such as reviewing the courseroom materials related to the quiz, or make a Consultant referral.</i> |
| Unit 2 – The Literature Review | |
| <input type="checkbox"/> | All Unit 2 Study Activities (u02s1, u02s2) |
| <input type="checkbox"/> | u02a1 – Advanced Searching Techniques |
| <input type="checkbox"/> | u02a2 – APA Reference List |
| <input type="checkbox"/> | u02q1 – APA Reference List Submission |

| | |
|---|---|
| | <p>Instructor: Make sure Learner scores an 80% or above by their third attempt. If not, the learner still gets credit for completing the activity, but you should contact the learner and make recommendations such as reviewing the courseroom materials related to the quiz, or make a Consultant referral.</p> |
| <p>Unit 3 – The Institutional Review Board</p> | |
| <input type="checkbox"/> | <p>All Unit 3 Study Activities (u03s1)</p> |
| <input type="checkbox"/> | <p>u03q1 – Assessment – IRB review Process</p> |
| <p>Unit 4 – From the Research Problem to the Research Question and Purpose</p> | |
| <input type="checkbox"/> | <p>All Unit 4 Study Activities (u04s1, u04s2, u04s3, u04s4)</p> |
| <input type="checkbox"/> | <p>u04d1 – Research Topic and Problem Statement from Track 1</p> |
| <input type="checkbox"/> | <p>u04q1 – Self-Assessment – Research Questions</p> |
| <input type="checkbox"/> | <p>u04a1 – Your Research Question Instructor – This assignment is graded using the grading rubric provided, and is worth 10% of the course grade. Please evaluate and provide substantive feedback.</p> |
| <p>Unit 5 – Purpose of the Study</p> | |
| <input type="checkbox"/> | <p>All Unit 5 Study Activities (u05s1, u05s2, u05s3)</p> |
| <input type="checkbox"/> | <p>u05d1 – Peer Review of Oral Presentation</p> |
| <input type="checkbox"/> | <p>u05q1 – Units 2, 4, & 5 Summative Assessment Quiz Instructor: Make sure Learner scores an 80% or above by their third attempt. If not, the learner still gets credit for completing the activity, but you should contact the learner and make recommendations such as reviewing the courseroom materials related to the quiz, or make a Consultant referral.</p> |

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| Unit 6 – Theoretical Foundations of the Study | |
| <input type="checkbox"/> | All Unit 6 Study Activities (u06s1) |
| <input type="checkbox"/> | u06q1 – Assessment – Research Philosophy and Assumptions |
| Unit 7 – Methodology and Research Design | |
| <input type="checkbox"/> | All Unit 7 Study Activities (u07s1) |
| <input type="checkbox"/> | u07q1–u07q5 – Your Program’s Quiz on Methodologies and Designs |
| <input type="checkbox"/> | u07d1 – Methodologies and Research Designs |
| Unit 8 – Designing the Sampling Plan | |
| <input type="checkbox"/> | All Unit 8 Study Activities (u08s1, u08s2, u08s3, u08s4) |
| <input type="checkbox"/> | u08q1 – Assessment – Sampling Theory |
| <input type="checkbox"/> | u08q2 – Assessment – Elements of Sampling Plans |
| <input type="checkbox"/> | u08q3 – Assessment – Ethical Challenges in Sampling |
| <input type="checkbox"/> | u08a1 – Sampling Plan Flow Chart |
| <input type="checkbox"/> | u08d1 – Sampling Design |
| Unit 9 – Preparing for the Weekend Experience | |
| <input type="checkbox"/> | All Unit 9 Study Activities (u09s1, u09s2) |
| <input type="checkbox"/> | u09a1 – Self-Assessment – Track 2 Courseroom Checklist |
| <input type="checkbox"/> | <i>Instructor – This assignment is graded using the grading rubric provided, and is worth 5% of the course grade. All courseroom assignments/discussions/quizzes must be complete to earn 5%. This is an all or nothing assignment.</i> |
| NOTE: All items from this point above must be completed before the Weekend Experience | |

| | |
|---|--|
| <input type="checkbox"/> | <p>u09a2 – Poster Presentations – To be completed during the Weekend Experience Instructor – This assignment is graded using the rubric provided and is worth 30% of the course grade.</p> |
| <p>Unit 10 – Final Assessment, Post-Weekend Wrap-up, and Preparing for Track 3</p> | |
| <input type="checkbox"/> | <p>All Unit 10 Study Activities (u10s1, u10s2)</p> |
| <input type="checkbox"/> | <p>u10a1 – Final Assessment Assignment – Due one week after the Weekend Experience Instructor – This assignment is graded using the rubric provided and is worth 35% of the course grade. The learner MUST pass this assignment in order to pass the course.</p> |
| <input type="checkbox"/> | <p>u10a2 – Completing the Weekend Experience Checklist– Due one week after the Weekend Experience Instructor – This assignment is graded using the grading checklist and is worth 5% of the course grade. All courseroom assignments/discussions/quizzes must be complete to earn 10%. This is an all or nothing assignment.</p> |
| <input type="checkbox"/> | <p>u10a3 – Track 2 Preparation Plan– Due two weeks after the Weekend Experience Instructor – This assignment is graded using the grading checklist provided and is worth 5% of the course grade.</p> |

Track 2 Weekend Experience Overview

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 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 peer groups to discuss and solve problems. Table assignments are based on the small cohorts established prior to the Weekend Experience in the Track 2 courseroom 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.**

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 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. The 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.

TRACK 2 WEEKEND EXPERIENCE SESSION SCHEDULE

| Day | Time | Hr:Min | Session # | Session Title |
|-----|---------------|--------|------------------------|---|
| 1 | 5:00-6:45p | 1:45 | Session 1 | Crafting Research Questions and the Purpose (of the Research) Statement |
| 2 | 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>Con't</i> |
| | | | Session 5 | Theoretical Foundations: Research Philosophy and Theoretical |
| 3 | 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. |
| 4 | 8:00-11:50a | 3:50 | Session 10 | Poster Presentations |
| | 9:30-10:00a | :30 | Break | |
| | 11:50a-12:00p | :10 | | Closing Session |

Note about Session 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.

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> |

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). |

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 |
|--------------|--|-------------------------------|--|
| | <p>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.</p> | <p>Allow 30min</p> | <p>Be able to explain the Modified Writing Feedback Tool: Oral Presentations rubric; also linked to the u04s2 courseroom activity in Unit 4.</p> |

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 provides 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> | <p>3hr 15min</p> | <p>Be able to explain the Scholarly Communication Evaluation rubric</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. <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. | | |
|--|---|--|--|

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. | Allow 2hrs. | |

| | | | |
|--|---|--|--|
| | <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>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> |

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.

| 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. 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> |

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 |
|------------|---|--|--|
| | <p>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.</p> | <p>2 hrs total for all session 7 activities</p> | <p>Know how to write appropriate descriptions of target populations. A list of characteristics is provided in the Learner Guidebook.</p> |
| | <p>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.</p> | | <p>Know the difference between inclusion criteria and exclusion criteria when describing sample characteristics (see the Learner Guidebook).</p> |
| | <p>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.</p> | | <p>Know the difference between inclusion criteria and exclusion criteria when describing sample characteristics (see p. 28 of the Learner Guidebook).</p> |
| | <p>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).</p> | | <p>Know the difference between inclusion criteria and exclusion criteria when describing sample characteristics (see the Learner Guidebook).</p> <p>Know the MEAL plan. Handouts available on iGuide (i.e., "Paragraphing with the MEAL Plan" and "Example of a MEAL Plan Paragraph Analysis")</p> |

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> |

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> |

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> | 3hrs. 50 min. | <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:

- 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 Competencies and Outcomes

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.

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

| Unit 1: Current State of Research Design after Two Tracks Unit 2: Implications of the Dissertation for the Field | |
|---|---|
| Learning Outcomes | 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). | <ul style="list-style-type: none"> <input type="checkbox"/> Media and documents created specifically for the T3 course which focus on contributions of research to the field. |
| Unit 3: Instruments Unit 4: The Qualitative Researcher, Data Collection and Analysis | |
| Learning Outcomes | Supporting Resources |
| <ol style="list-style-type: none"> 1. Prepare to write a plan identifying the measurement instruments for the research (O2 Critical Thinker, O3: Researcher, O4: Professional Communicator). 2. Demonstrate an understanding of the role of the researcher in qualitative research (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher). 3. Identify data collection methods and analyses for both qualitative and quantitative methodologies (O2 Critical Thinker, O3: Researcher). | <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 u03s1 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 |

Unit 5 – Interview and Survey Protocols, Other Qualitative Procedures, Hypotheses, and Expected Findings

| Learning Outcomes | 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> | <ul style="list-style-type: none"> ❑ Media and documents created specifically for the T3 course related to interview and survey protocols, other Qualitative procedures, Hypotheses, and Expected Findings. ❑ Media and documents created specifically for the T3 course related to qualitative interviewing, pilot testing, field testing, hypotheses, and additional qualitative data collection methods. ❑ Field Test, Pilot Studies, Test Runs - https://campus.capella.edu/web/dissertation-research/institutional-review-board/field-test-pilot-studies-test-runs ❑ SOE Acceptable Methods Document - http://www.capella.edu/iGuidePA/PDF/academics/SoEAcceptableResearchMethods.pdf ❑ SOE Dissertation Handbook - http://www.capella.edu/iGuidePA/PDF/academics/SOEPHDissertationHandbook.pdf |

| Unit 6: Ethical Challenges Unit 7: The Capstone Projects | | Unit 8: Chapters 1 and 3 of the Proposal Unit 9: Preparing for the Weekend Experience | |
|---|--|---|--|
| Learning Outcomes | | 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. 5. Identify the ethical issues involved in data collection (O2 Critical Thinker, O3: Researcher).</p> | | <p><input type="checkbox"/> Be familiar with the info in the links below on the IRB’s “Research at Capella” site:</p> <ul style="list-style-type: none"> ○ IRB’s A to Z Handbook - http://www.capella.edu/iGuidePA/PDF/academics/IRB-AtoZ-Handbook.pdf ○ Research Misconduct - https://campus.capella.edu/web/dissertation-research/research-ethics-education/research-misconduct <p><input type="checkbox"/> Be prepared with the curriculum and activities for the T3 Weekend Experience.</p> <p><input type="checkbox"/> Be familiar with the evaluation forms in Unit 9 for the Weekend Experience and the full research plan.</p> | |

Unit 10: Track 3: Final Assessments and Preparing for Comprehensive Exams and Dissertation

| Learning Outcomes | Supporting Resources |
|---|---|
| <p>1. Complete and submit the final assessment for Track 3 (O1: Scholar Practitioner, O2 Critical Thinker, O3: Researcher, O4 Professional Communicator).</p> <p>2. Begin preparing for comprehensive exam and dissertation (O1: Scholar Practitioner).</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Track 3 Final Assessment requirements and scoring guide. All section of the Research Plan should be completed. <input type="checkbox"/> Review Preparing for the Comprehensive Examination and the Dissertation in u10s3. This document provides extensive information regarding what to expect and what resources are available. |

Track 3 Course Outline and Overview

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.

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 track 3 Colloquium course consists of: 10 Learning Units and a four day Weekend Experience that span over six weeks.

The Colloquium Courseroom Units – Units 1-9 completed prior to the Weekend Experience and Unit 10 is completed after the Weekend Experience

Unit 1: Current State of Research Design after Two Tracks.

Unit 2: Implications to the Field.

Unit 3: Instruments.

Unit 4: The Qualitative Researcher, Developing Competence as a Researcher, and Data Collection and Analysis.

Unit 5: Interview and Survey Protocols, Other Qualitative Procedures, Hypotheses, and Expected Findings.

Unit 6: Ethical Challenges.

Unit 7: The Capstone Projects.

Unit 8: Chapter 1 and Chapter 3 of the Dissertation.

Unit 9: Preparing for the Track 3 Weekend Experience.

Unit 10: Final Assessment Assignments

NOTE to Instructor: Learners who completed a previous track prior to 2013 will not have a Track Preparation plan to submit to track 2 or 3 courses.

Grading Scale – This course is a S/NS (pass/fail) course.

- u03a1: Constructing a Formal Research Design. 10% (use grading rubric provided)
- u09a1: Self-Assessment – Track 3 Courseroom Checklist. 5% (use grading checklist provided; all or nothing)
- Peer responses to Discussions – 5% (all or nothing)
- u09a2: Poster Presentations. 30% (use grading rubric provided)
- u10a1: Track 3 Final Assessment. 35% 35% (use grading rubric provided and learner must pass this to pass course)
- u10a2: Completing the Weekend Experience Checklist. (use grading checklist provided; all or nothing)
- u10a3: Capstone Projects Preparation Plan. (use grading checklist provided)

Key Quizzes

The following are key quizzes within the courseroom that learners need to score an 80 or better within the three allowed attempts. If the learner does not score an 80 or above by their third attempt, they still get credit for completing the activity but you will need to contact the learner and determine next steps (such as reviewing related resources in the courseroom or making a referral to one of the Consultants).

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

Standard Developmental Grading Language for Learners based on the grade generated by the grading rubric for the Final Assessment. This feedback is adjusted to address specifics of each track and is posted in each track’s courserooms in the u10 area. It is important that learners connect this developmental feedback to the score they receive on their Final Assessment even if they pass, so be sure to prompt them to review it carefully.

Final Assessment Score Between 85-100

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.

Final Assessment Score Between 70-84

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.

Final Assessment Score Between 15 – 69

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.

Final Assessment Score Between 0-14

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.

NOTE: When the new curriculum was implemented in 2013, the school colloquia leads developed a grading model based on previous data from the final assessments of learners in the colloquium courses. The Final assessment assignment rubric in all three tracks is calibrated to reflect that a minimum score of 15 is passing.

Track 3 Courseroom Checklist – Instructor Actions

This is the checklist learners submit for u09a1. The activities that learners are to complete in each unit are listed in the ORDER IN WHICH THEY SHOULD BE COMPLETED BY THE LEARNER (ideally). Noted in italics are the specific actions you need to take for that particular activity. For all other activities without italicized notes, you must verify that the work is completed and offer comments/feedback to the learner as needed.

| | |
|---|--|
| Unit 1 – Current State of Research Design after Two Tracks | |
| <input type="checkbox"/> | All Unit 1 Study Activities (u01s1, u01s2) |
| <input type="checkbox"/> | u01a1 – Preparation Plan Results |
| <input type="checkbox"/> | u01a2 – Updating the Research Plan |
| <input type="checkbox"/> | u01d1 – Introductions |
| <i>Track 3 Courseroom Checklist – Instructor Actions con't</i> | |
| Unit 2 – Implications to the Field | |
| <input type="checkbox"/> | Unit 2 Study Activity (u02s1) |
| <input type="checkbox"/> | u02d1 – Describe Your Current Dissertation Design |
| <input type="checkbox"/> | u02d2 – Implications and Contribution to Your Specialization |
| <input type="checkbox"/> | u02q1 – Contribution to the Field |
| Unit 3 – Instruments | |
| <input type="checkbox"/> | All Unit 3 Study Activities (u03s1, u03s2) |
| <input type="checkbox"/> | u03a1 – Constructing a Formal Research Design <i>Instructor</i> – This assignment is graded using the grading rubric provided, and is worth 10% of the course grade. Please evaluate and provide substantive feedback. |

| Unit 4 – The Qualitative Researcher, Developing Competence as a Researcher, and Data Collection and Analysis | |
|---|---|
| <input type="checkbox"/> | All Unit 4 Pre-Weekend Study Activities (u04s1, u04s2, u04s3, u04s4) |
| <input type="checkbox"/> | u04a1 – Self-Assessment - Self-Assessment as a Qualitative Researcher |
| <input type="checkbox"/> | u04q1 – Data Collection Methods |
| <input type="checkbox"/> | u04q2 – Data Analysis in Qualitative and Quantitative Research |

Track 3 Courseroom Checklist – Instructor Actions con’t

| | |
|---|--|
| Unit 5 – Interview and Survey Protocols, Other Qualitative Procedures, Hypotheses, and Expected Findings | |
| <input type="checkbox"/> | All Unit 5 Study Activities (u5s1, u5s2) |
| <input type="checkbox"/> | u05q1 – Hypotheses and Remaining Research Plan Items Instructor: Make sure Learner scores an 80% or above by their third attempt. If not, the learner still gets credit for completing the activity, but you should contact the learner and make recommendations such as reviewing the courseroom materials related to the quiz, or make a Consultant referral. |
| <input type="checkbox"/> | u05q2 – Qualitative Guided Questions and Additional Methods Instructor: Make sure Learner scores an 80% or above by their third attempt. If not, the learner still gets credit for completing the activity, but you should contact the learner and make recommendations such as reviewing the courseroom materials related to the quiz, or make a Consultant referral. |
| Unit 6 – Ethical Challenges | |
| <input type="checkbox"/> | Unit 6 Study Activity (u06s1) |
| <input type="checkbox"/> | u06d1 – Data Collection Methods |
| Unit 7 – The Capstone Projects | |
| <input type="checkbox"/> | Unit 7 Study Activity (u07s1) Instructor: These presentations about Preparing for the Comprehensive Examination and Dissertation are offered by a former SOBT Faculty Chair, but the content is still relevant for SOE learners. It might be helpful to make learners aware of this ahead of time so they won’t disregard the presentations. |

Track 3 Courseroom Checklist – Instructor Actions con’t

| | |
|---|--|
| Unit 8 – Chapter 1 and Chapter 3 of the Dissertation | |
| <input type="checkbox"/> | <p>Unit 8 Study Activity (u08s1)</p> <p>Instructor: <i>This presentation begins with an introduction that may be confusing to some learners. You will want to review the transcript or the presentation ahead of time, and post an announcement to learners that this presentation is for Unit 8, not Unit 4 of the Track 3 courseroom, and that the content is relevant for their Research Plans even though the presentation references Chapters 1 and 3 of the proposal (which was the old model).</i></p> |
| <input type="checkbox"/> | <p>u08q1 – How Chapters 1 and 3 Differ</p> |
| Unit 9 – Preparing for the Track 3 Weekend Experience | |
| <input type="checkbox"/> | <p>All Unit 9 Study Activities (u09s1, u09s2)</p> |
| <input type="checkbox"/> | <p>u09a1 – Self-Assessment – Track 3 Courseroom Checklist</p> <p>Instructor – <i>This assignment is graded using the grading rubric provided, and is worth 5% of the course grade. All courseroom assignments/discussions/quizzes must be complete to earn 5%. This is an all or nothing assignment.</i></p> |
| <input type="checkbox"/> | <p>u09a2 – Poster Presentations– To be completed during the Weekend Experience</p> <p>Instructor – <i>This assignment is graded using the grading rubric provided and is worth 30% of the course grade.</i></p> |
| Unit 10 – Track 3 Final Assessments and Preparing for Comprehensive Exams and Dissertation | |
| <input type="checkbox"/> | <p>All Unit 10 Study Activities (u10s1, u10s2, u10s3)</p> |
| <input type="checkbox"/> | <p>u10a1 – Track 3 Final Assessment– Due one week after the Weekend Experience</p> <p>Instructor – <i>This assignment is graded using the grading rubric provided, and is worth 35% of the course grade. The learner MUST pass this assignment in order to pass the course.</i></p> |

Track 3 Courseroom Checklist – Instructor Actions con’t

| | |
|--------------------------|---|
| <input type="checkbox"/> | <p>u10a2 – Completing the Weekend Experience Checklist– Due one week after the Weekend Experience</p> <p>Instructor – This assignment is graded using the grading checklist provided, and is worth 5% of the course grade. The learner must attend all of the Weekend Experience sessions to earn 10%, except for learners with APPROVED Sabbath exceptions. This is an all or nothing assignment.</p> |
| <input type="checkbox"/> | <p>u10a3 – Capstone Projects Preparation Plan– Due two weeks after the Weekend Experience</p> <p>Instructor – This assignment is graded using the grading checklist provided, and is worth 5% of the course grade.</p> |

Track 3 Weekend Experience Overview

In Track 3, learners work at tables in the small peer groups to discuss and solve problems. Table assignments are based on the small cohorts established prior to the Weekend Experience in the Track 3 courseroom 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.**

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 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. 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.

TRACK 3 WEEKEND EXPERIENCE SCHEDULE

| Day | Time | Hr:Min | Session # | Session Title |
|-----|---------------|--------|--------------------------------|---|
| 1 | 5:00-6:45p | 1:45 | Session 1 | Session 1: Presenting and Evaluating Research Questions and the Purpose |
| 2 | 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 |
| 3 | 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 |
| 4 | 8:00-11:50a | 3:50 | Session 11 | Poster Presentations |
| | 9:30-10:00a | :30 | Break | |
| | 11:50a-12:00p | :10 | | Closing Session |

Note About Session 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.

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> |

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.

| 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>Allow 1hr 45min</p> | <p>The Instructor leads the cohort in a review and discussion (brief) of how to evaluate scholarly presentations (10 minutes).</p> |

Day 2 – Morning – Session 2: Theoretical Foundations: Drafting the Contribution to Research Theory (Research Plan Quantitative and Mixed 3.1 & 3.2) or Contribution to the Field (Research Plan - Qualitative 3.1) Items of their SOE Research Plan (4 hours) – Based on the Presentation: 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 3.1 & 3.2) and their expected contribution to research theory (Research Plan 2.2), and qualitative learners will draft statements of how their studies will contribute to their specializations (Research Plan 2.1 and 3.1). The INSTRUCTOR will circulate and consult.

***Instructor:** At this stage, learners will (or should have) have completed the “school of thought” element in T1, the “philosophical assumptions” element in T2, and the “theoretical framework” and “contribution to theory” or “field” in T3. 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).*

| Activity / Description | Time | Required Instructor Content Knowledge/Skills |
|---|-------------|--|
| <p>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.</p> | <p>4hrs</p> | <p>QUAL, QUANT, and MIXED Method Research Plans; SOE PhD Dissertation Handbook; list of acceptable research methods for SOE.</p> |

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 [Psych only]). The INSTRUCTOR should circulate, consult, and encourage learners to discuss any issues that arise with their peers at the table.

***Instructor:** 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.*

| 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> | <p>4hrs.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> QUAL, QUANT, and MIXED Method Research Plans <input type="checkbox"/> SOE PhD Dissertation Handbook <input type="checkbox"/> List of acceptable research methods for the SOE <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 |

| | | |
|--|--|---|
| | | <p>instruments (i.e., norming, reliability, validity, etc....)</p> <ul style="list-style-type: none"> □ Data collection and analysis procedures, techniques, and software applications (i.e., ATLAS-ti, NVivo, EXCEL, SPSS) for QUAL, QUANT and MIXED method research designs. |
|--|--|---|

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.

| Activity / Description | Time | Required Instructor Content Knowledge/Skills |
|--|---------|---|
| <p>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.</p> <p><i>Instructor: In the Learner Guidebook, the Research Plan sections listed on pp. 18-20 for Activities 4.1, 4.2, and 4.3 correspond to the INSTRUCTIONAL VERSIONS of the Research Plans (QUANT, QUAL, and MIXED) provided in the courseroom in Learning Unit 1, not to the actual RP forms provided on iGuide.</i></p> | 15 min. | Progress report checklists provided for each activity in the Learner Guidebook. |

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.

| Activity / Description | Time | Required Instructor Content Knowledge/Skills |
|--|----------------------------------|--|
| <p>5.1 –PRS, PRP – Learners will report to their Instructor their progress on the Research Plan in the order called 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 10 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> | |

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 [Psych only]). 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.

| 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 that are discussed during the progress reports regarding remaining items (see p. 22 of the Learner Guidebook).</p> <p><i>Instructor: In the Learner Guidebook, the Research Plan items listed on p. 22 for Activities 6.1, 6.2, and 6.3 correspond to the INSTRUCTIONAL VERSIONS of the Research Plans (QUANT, QUAL, and MIXED) provided in the courseroom in Learning Unit 1, not to the actual RP forms provided on iGuide. 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.</i></p> | <p>4 hrs.</p> | <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 SBS Research Plans <input type="checkbox"/> the Guidebook activities that learners will be required to compete depending on their planned research methodology. |

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.

| Activity / Description | Time | Required Instructor Content Knowledge/Skills |
|--|------------------------------------|---|
| <p>7.1 –PRP – In small groups of four tables of five, learners remind their colleagues of their:</p> <ul style="list-style-type: none"> • Research question. • Sampling plan. • Data collection plan. <p>Ask learners to engage in discussions at their work tables with their colleagues of the principles from the Belmont Report 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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the principles from the Belmont Report <input type="checkbox"/> data collection and storage procedures, requirements, and processes for destroying the data. |

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 8 of the Track 3 courseroom (*Presentation: “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 (QUAL Research Plan 1.2 or QUANT Research Plan 1.5).
- Their data collection plan (QUAL Research Plan 5.6 and 5.7 or QUANT 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).

Instructor: In the Learner Guidebook, remember that the Research Plan items listed for Session 8 correspond to the INSTRUCTIONAL VERSIONS of the Research Plans (QUANT, QUAL, and MIXED) provided in the courseroom in Learning Unit 1, not to the actual RP forms provided on iGuide. 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.

| Activity / Description | Time | Required Instructor Content Knowledge/Skills |
|---|--|---|
| <p>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.</p> | <p>Allow 1 hr. 35 min. for both 8.1 and 8.2</p> | <p>Review work completed in Unit 8 of the Track 3 courseroom.</p> |
| <p>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.</p> | | <p>Review work completed in Unit 8 of the Track 3 courseroom.</p> |

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.

| 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>Instructor: Before the conclusion of Session 9, the Instructor reminds learners that they are to upload their power point presentations for the morning’s poster session in the designated discussion thread in the courseroom, and submit their poster (outline or actual power point) to the instructor via the u09a2 assignment dropbox by midnight CST Saturday night. The information to guide the development of their presentation is provided in their Learner Guidebooks:</p> | <p>Allow 50 min.</p> <p>NOTE: Remind learners that the instructors will announce the order of the presentations at 8am sharp on Sunday morning.</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. <input type="checkbox"/> Recommended strategies for timely completion. |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> <i>Research Topic.</i> <input type="checkbox"/> <i>Research Problem Statement.</i> <input type="checkbox"/> <i>Research Question.</i> <input type="checkbox"/> <i>Basic Methodology.</i> <input type="checkbox"/> <i>Basic Research Design Statement (approach).</i> <input type="checkbox"/> <i>Sampling Plan.</i> <input type="checkbox"/> <i>Data Collection Plan.</i> <input type="checkbox"/> <i>Data Analysis Plan.</i> <input type="checkbox"/> <i>Contribution to the Field (specialization) or to Theory.</i> <input type="checkbox"/> <i>Ethical Challenges to the Design (sampling, collection, analysis).</i> | <p>Learners need to come to the Poster Session fully prepared to present.</p> | <ul style="list-style-type: none"> <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. <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. |
|---|---|---|

Day 4 Session 10 – (morning) 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 poster sessions, 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.

| 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 verbal feedback. <p><i>Instructor: 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.</i></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 10.2 - Closing Session (10 minutes) and Checkout - At **11:50 AM**, learners and the Instructor will share closing comments, and remind learners about the Final Assessments. **NOTE:** Instructors will follow the prescribed **CHECKOUT** process for a **12:00 PM sharp departure**. Please do not excuse learners before **12:00 or hold them past 12:00**.

SOE 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.
- *SOE Dissertation Handbook, Selection a Topic*, pp. 5-9;
 - *Capella Dissertation Manual Chapter 4*,
 - iGuide Specialization Resources for journals specific to SOE 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 *SOE Dissertation Handbook* for examples that are aligned.
 - For developing research questions see Chapter 3 and Appendix B of the *SOE 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.)*
- *SOE 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 *SOE 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 *SOE 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.
- *SOE 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.
 - *SOE 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 *SOE 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.

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

The wrong statistic is selected in quantitative studies.

- Appendix E of *SOE Dissertation Handbook*

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

- *SOE 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.

- *SOE 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 SOE does not support replicating dissertations

- *SOE Dissertation Handbook* p. 15
- For guidance in replicating a study reported in a peer reviewed journal article, see Appendix F of the *SOE 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 text book and review sampling, error of the means, variance, tests of association and inferences, etc.).

##

Consultant Role Descriptions for PhD Colloquia

School-specific 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.

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.

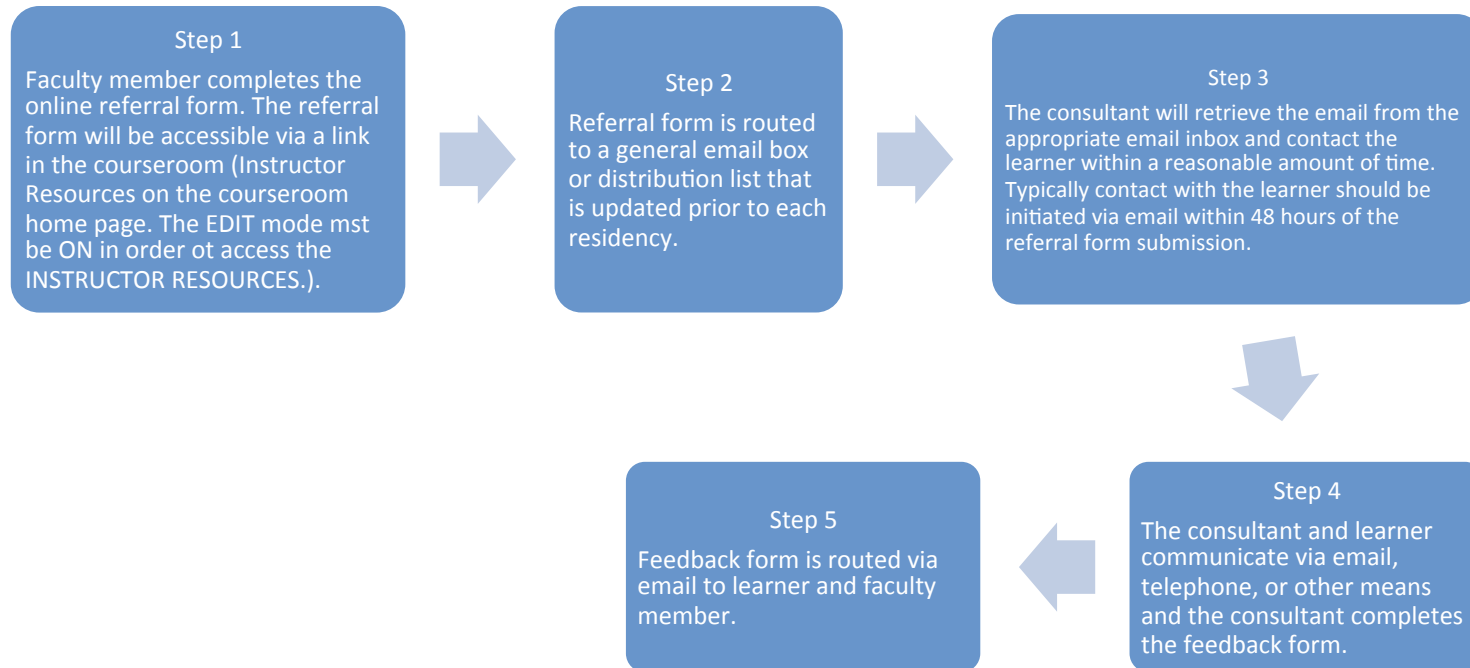
On Friday morning, the first full colloquium day, the WPC will visit all colloquium teaching rooms and make a personal introduction to the learners advising each cohort of the availability of appointments, and any special small group tutoring sessions that are being held throughout the weekend experience.

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.

##

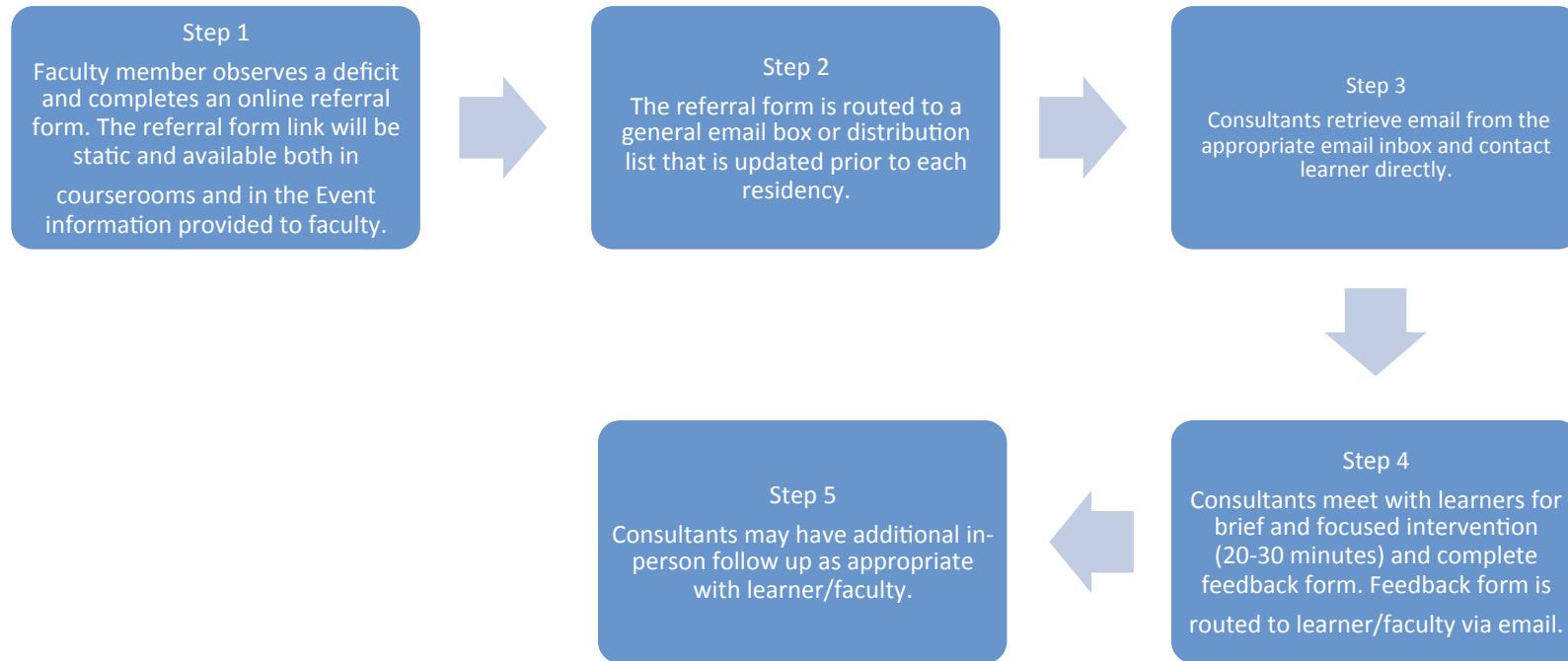
Consultant Process

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.

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. 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.” They think problems are “just them” and they are the only one experiencing it. They hide their discomfort.

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.

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.

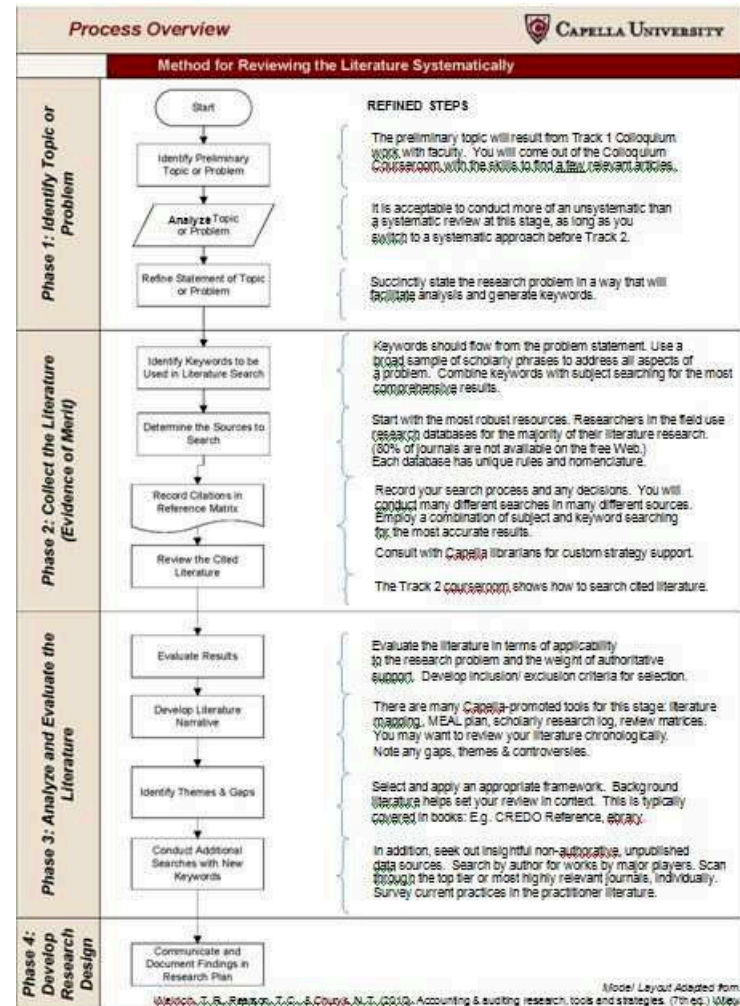
| Track 1 & 2 Courseroom Resources |
|---|
| <p>Discipline Research Guides: <i>Basic search skills</i></p> <ul style="list-style-type: none"> ♦ Education - http://capellauniversity.libguides.com/edphd ♦ Counseling http://capellauniversity.libguides.com/phdcounseling ♦ Business http://capellauniversity.libguides.com/bizphd ♦ 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 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 Education

- Research on bullying in the school system, particularly when it involves vulnerable participants.
- Research focused on the experiences of school-aged individuals with ADHD, Autism, behavioral issues, medical conditions or special needs that seeks to examine psychological or medical causes or prevalence; such research generally requires training in use of psychometric or clinical instruments.
- Research involving education in the prison system

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.

NOTE: 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!

IRB Resources for Colloquium

| Common IRB Problems | Barrier to Learner Success | Strategies for Remediation |
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| <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 events such as psychological distress.</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. • Consider focusing on those who serve/support the population (ex: caregivers, service providers, |

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| | | <p>counselors, teachers,).</p> <ul style="list-style-type: none"> • 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 undermines integrity of study and findings and decreases likelihood that study will contribute meaningfully to the</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. • Consider modifying inclusion criteria to reduce likelihood of conflict of interest (i.e. exclude |

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| | <p>field. This impacts study benefit, which makes it more difficult to ensure favorable risk/benefit ratio.</p> | <p>individuals where there is a past, present, or possible future relationship).</p> <ul style="list-style-type: none"> • 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 anonymized 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. • Ensure permission describes specific details of |

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| | | <p>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.</p> <ul style="list-style-type: none"> • 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. |

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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/Academilnstructorntegrity/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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