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1. WELCOME AND OVERVIEW OF THE DIT DEGREE PROGRAM

Congratulations on selecting the Capella University Doctor of Information Technology (DIT) degree program for your graduate studies! As a doctoral learner, you are beginning a journey that will culminate in your achievement of the highest level of educational attainment. The DIT degree program is designed to deliver a high-quality doctoral education culminating in a dissertation experience that effectively blends scholarly accomplishment with the practical application of industry best practices to develop competencies valuable in the workplace and in the communities within which our alumni work and lead. On behalf of the faculty of the DIT degree program, we welcome you to Capella University and to this exciting opportunity for personal and professional development!

1.1. Accreditations

Capella University is accredited by the Higher Learning Commission. The Higher Learning commission is one of six regional accrediting bodies recognized by the U.S. Department of Education.

Capella University has been designated by the National Security Agency (NSA) and the Department of Homeland Security (DHS) as a National Center of Academic Excellence in Information Assurance/Cybersecurity (CAE IA/CD) for the academic years 2014–2021.

Programmatic accreditation, designations, and recognitions provide learners with assurances about the quality and legitimacy of our degree programs. Please refer to the Accreditation and Specialized Accreditation pages on Campus for more information about current accreditations.

1.2. Program Outcomes and Competencies

Competency-Based Education (CBE) focuses on the critical skills, knowledge, theories, and abilities required to master the subject matter in any given degree program. Essentially, it is the outcome of learning. DIT learners can expect to achieve the following learning outcomes during the course of their DIT degree program:

- Perform scholarly research to assist in identifying and analyzing problems and potential solutions.
- Apply appropriate technological solutions to achieve strategic and tactical information technology business alignment.
- Apply critical thinking processes in analyzing information technology problems and solutions.
- Develop information technology governance on change management to support technology innovation.
- Develop an expertise within a specialization area of information technology.
- Develop consulting or teaching skills in information technology.
- Subscribe to a code of ethics in leadership roles within organizations using information technology.
- Exhibit proficiency in communication, research, writing, and critical thinking skills applicable to information technology professionals.
1.3. Learner-Mentor Relationships

DIT mentor assignments occur during the second quarter of the learner’s DIT degree program. Each mentor is a faculty member who serves as the dissertation committee chair and guides learners through the dissertation experience. During the DIT degree program, learners communicate regularly with their mentors regarding their course progress and dissertation development.

Mentors work in conjunction with academic advisors to ensure learners are progressing through the DIT degree program in a timely manner. A learner’s assigned mentor is also a coach who engages with the learner regarding matters affecting his or her progress and success in the DIT degree program. Learners meet regularly and often with their mentors and collaborate through scheduled virtual teleconferences, email distributions, or similar settings that are initiated by their mentors throughout the DIT degree program.

Learners and mentors are expected to be collegial, professional, respectful, and courteous while working proactively to resolve any potential issues that may arise in the course of this degree program.
2. DIT DEGREE PROGRAM STRUCTURE AND REQUIREMENTS

The DIT is a scholar-practitioner doctoral degree designed to develop scholarly research skills for IT professionals. During the program, learners complete a core curriculum, specialization courses, dissertation courses, and attend residencies. Additionally, learners develop a dissertation that focuses on information technology problems within the context of the learner’s specialization.

2.1. Structure

During the enrollment process, learners matriculate into either with transfer credits or without transfer credits DIT degree program (Appendix B) under guidance from academic advising that require robust discipline in time management. Both programs require a total of 82-quarter credits for graduation and are allocated as follows:

- Core courses (48 quarter credits)
- Specialization courses (16 quarter credits)
- Residency courses (6 quarter credits)
- Dissertation courses (12 quarter credits)

2.2. Requirements

The DIT degree program requires learners to complete the following courses:

- Eight (8) required core courses (48 quarter credits) as follows:
  - DIT8004 Research and Practice in Information Technology
  - DIT8020 Research Foundations
  - DIT8055 Research Design and Methodology
  - DIT8210 Information Technology Leaders as Partners in Organizational Strategic Planning
  - DIT8212 Leading Information Technology Strategic Planning in Complex and Global Environments
  - DIT8214 Guiding the Implementation of Information Technology Policies and Processes
  - DIT8216 Innovating Information Technology Life Cycle Management Processes in a Changing Environment
  - DIT8940 Information Technology Consulting Practice Seminar OR
  - DIT8950 Teaching Practice Seminar in Information Technology Education

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1 May be fulfilled by block transfer
2 May be fulfilled by block transfer
• Four (4) required courses in a field of specialization (16 quarter credits) from among the following:
  o General Information Technology
  o Information Assurance and Security
  o Information Technology Education
  o Project Management
• Three (3) required residency courses (6 quarter credits) that are each associated with a four-day on-site residency event:
  o DIT-R8921 DIT Residency Track 1
  o DIT-R8922 DIT Residency Track 2 (prerequisite: completion of milestone 3)
  o DIT-R8923 DIT Residency Track 3 (prerequisite: completion of milestone 7)
• One (1) Mentor Courseroom enrollment per quarter (non-credit) as follows:
  o DIT9940 Dissertation Mentor Courseroom
• One (1) required dissertation courses (program without transfer credits) as follows:
  o DIT9921 Dissertation with Project Mentoring 1 (can be repeated)

2.3. DIT Courses
A complete list of DIT related courses appears at Appendix D. DIT learners should also consult the most current edition of the Capella University Catalog for more information about DIT courses.
3. **DOCTORAL SKILLS EXPECTATIONS**

3.1. **Scholarly Research Skills**

As a doctoral researcher, DIT learners are expected to produce knowledge that may contribute to the body of knowledge available to both the information technology practitioner and academic scholar audience. As a researcher, DIT learners must develop the following skills:

- Synthesize existing academic literature in order to support a research question
- Design a research method that supports answering of the research question
- Execute the research and analyze the data to answer the research question
- Extrapolate implications to both the practitioner and academic audiences

3.2. **Library Skills**

DIT learners must become thoroughly familiar with Capella’s comprehensive online library, including its support services and personnel. Current library services include real-time access to databases, scholarly journals, magazines, newspapers, e-books, and dissertations. Learners can also access interlibrary loans, review proprietary online training guides, and schedule an appointment with a Capella librarian for a [https://capellauniversity.libcal.com/](https://capellauniversity.libcal.com/)

3.3. **Written Communications**

Excellent and scholarly writing skills are integral to scholarship and doctoral studies. Moreover, the acquisition of excellent writing skills is truly a lifetime endeavor. DIT learners should seek to become better writers throughout their DIT program and leverage opportunities to do so. DIT learners can visit the Capella University Writing Center in the online library for specific assistance in writing. Additionally, learners should expect to receive writing critiques and suggestions for improvement from the faculty and assigned mentors throughout their doctoral studies at Capella.

DIT learners must develop an expert understanding of the Publication Manual of the American Psychological Association (APA, 2010) early and throughout the program. The APA manual seeks to simplify research procedures into style rules that codify the many components of scientific writing, while enabling reading comprehension. Most importantly, DIT learners need to respect the intellectual property of other researchers with proper citation and attribution with an understanding the proper formatting of reference lists. These lists are essential to all researchers, because they allow others who read your research to find the references, so they might read them in more depth or use them in their research. APA skills such as these are the focus in the early part of your program.

APA also provides explicit rules and examples that help researchers express the key elements of quantitative and qualitative research using carefully crafted tables, figures, and other formatting that clarifies communication and focuses on the topic of the research. APA is the professional standard for scholarly writing in the social sciences and business and will be required for your dissertation.

DIT learners can find useful tools in the Capella library or in Capella’s online [https://campus.capella.edu/web/writing-center/home](https://campus.capella.edu/web/writing-center/home) for acquiring expert skills in APA, including online tutorials and other materials. Early mastery of the APA writing style is strongly encouraged for all DIT learners.
3.4. Time Management and Study Skills

DIT learners must develop and maintain good time management and project management skills to succeed in the program. For example, DIT learners should develop excellent reading and study skills, library proficiency, and be open to feedback, critique, and comments offered by the faculty, mentors and peers. This feedback is critical toward developing scholarly thinking. It is normal in doctoral work to experience differences in opinion in the feedback you receive. Part of becoming a scholarly researcher is understanding how to best apply the different forms of feedback you receive.
4. **LEARNING ENVIRONMENT EXPECTATIONS**

4.1. **Workspace**

Best practices suggest that DIT learners have access to a personal workspace that is equipped and outfitted for private study that is free from distraction for research-related activities.

4.2. **Software**

DIT learners are expected to become proficient users of Microsoft Word, Microsoft PowerPoint, and Microsoft Excel\(^3\). Some DIT courses require Mac users to install Windows in parallel with the Mac operating system. Refer to the latest edition of the Capella University Catalog for more about minimum software and technology requirements.

4.3. **Equipment**

DIT learners need to have the computing equipment and high-speed broadband and Internet access to engage effectively with online learning. In addition to a laptop computer, DIT learners may want to invest in a high-quality external monitor that delivers exceptional size and screen resolution sufficient to read documents and websites in detail.

DIT learners should also make provisions for regularly backing up their data. Other equipment useful for online learners includes a high-quality headset with microphone and a reliable printer and scanner. Mobile devices may be used for communication and coursework where needed, but a desktop or laptop with an appropriate keyboard are typically required for work on the dissertation.

4.4. **Online Basics**

Modern online learning management systems require that learners master an array of technologically enabled synchronous and asynchronous methods of communication. DIT learners with previous experiences in online education and training are already familiar with the technologies that enable online learning. DIT learners who are new to online education should seek to acquire the personal computing and software literacy skills that are fundamental to online learning.

Learning in an online environment increases the risk of unintended miscommunication due to the absence of verbal tone, voice inflection or missing visual cues. Virtual teleconferences can provide many of the benefits of face-to-face meetings while working in remote locations. DIT learners and mentors should be proficient in the use of synchronous (e.g., telephone calls, teleconferences, etc.) and asynchronous (e.g., email, voice mail, etc.) communications. Both synchronous and asynchronous communication requires connecting with others in different time zones and working with colleagues with different cultural backgrounds and experience levels. When joining phone calls, please be sure to mute your phone when you are not speaking. This eliminates interference or background noise in your environment.

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\(^3\) Microsoft, Windows, Word, PowerPoint, and Excel are registered trademarks of Microsoft Corporation. Mac is a registered trademark of Apple Computer, Inc. Capella learners may acquire Microsoft Office products at a discount through the bookstore.
When beginning a new course, learners should immediately become familiar with the learning management system courseroom, syllabus, participation requirements, faculty expectations, assignment activities, and schedule for each new course. Posting welcome and introduction messages are an effective way to become acclimated to the courseroom. Because dissertation courses build upon existing research, using the Pathbrite function of Campus ensures that you retain your work from quarter to quarter.

Online discussions and assignments require additional skills in communicating without audio or visual context. Typing characters on a screen is often subject to misinterpretation leading some online learners to resort to emoticons, capital letters, or special characters. However, these techniques are better suited for informal communication. Clear, professional, collegial and concise writing is most appropriate in online courserooms.
5. PROFESSIONAL EXPECTATIONS

DIT learners are expected to know and comply with all university policies and procedures as outlined in the University Catalog and Capella University Doctoral Manual.

5.1. Academic Honesty

Academic honesty and integrity are central to the experience of learners in doctoral education. DIT learners are expected to demonstrate the highest ethical standards and convey professionalism in their conduct, behavior and academic activities. Plagiarism and cheating are explicit violations of academic honesty and DIT learners are required to avoid both.

Applicable university policies include 3.01.01 Academic Integrity and Honesty, 3.01.04 Academic Standing, 3.03.06 Research Misconduct, and 4.02.02 Learner Code of Conduct, which are all outlined in the University Catalog.

5.2. Personal Accountability

DIT learners are expected to assume responsibility for their own work and own behavior, and to exhibit personal leadership at all times in their interactions with others.

5.3. Constructive Feedback and Critique

Throughout the DIT experience, learners will receive constructive feedback and critique about their work and performance from their DIT mentors, the DIT faculty, academic advising, and their peers. Learning to accept and build upon constructive feedback and critique is integral to the mastery of competencies, as well as the achievement of excellence and ultimately scholarship at the university. Explore top ten ways to responding constructively to mentor feedback.

5.4. Interpersonal Relationships

DIT learners and mentors are expected to to behave appropriately and professionally. Interpersonal relationships and communication must be respectful and courteous. Inappropriate behavior and language is not tolerated and has no place in the DIT doctoral community. The Learner Code of Conduct governs all such behavior.
6. INSTITUTIONAL REVIEW BOARD AND HUMAN SUBJECT PROTECTION

The Institutional Review Board (IRB) ensures research complies with federal regulations and ethical practices for human protections. Capella University’s IRB is responsible for reviewing all research involving human participants or records, including all research by learners engaged in the dissertation process. Review by the IRB is required for all Capella doctoral learners.

6.1. Getting Started

Before initiating the IRB review process, DIT learners must register with the Collaborative Institutional Training Initiative (CITI) as a researcher. Once registered, DIT learners must access and complete the required and optional training modules. DIT learners must earn a satisfactory grade for each module to achieve CITI qualification as a researcher. The CITI qualification is required prior to the conduct of any research study, including dissertations.

To register in the CITI system, visit www.citiprogram.org (consult the CITI registration guide produced by Capella for step-by-step instructions). There are on-screen instructions to register as a new researcher. Once a login ID and password have been established, the learner may revisit the site at any time. A record of completed training modules is maintained on the CITI website for the convenience of the learner.

6.2. IRB Reviews

Once the CITI requirements have been completed, learners are encouraged to give careful thought to the methodology, site selection, and data collection elements of their dissertation study, as these may involve human subjects and ethics. A clear plan of action is required for the protection of any human subjects participating in a study. Each of the following may be a key area of consideration in the conduct of a dissertation:

- Field tests, pilot studies, test runs
- Recruitment
- Informed consent
- Site permission
- Instrument permission
- Conflict of interest
- Data security, privacy, and destruction

Dissertations and other academic research that involve human subjects and which are conducted at educational institutions must be in compliance with federal regulations. The Belmont Report, written in 1979 by the National Commission for the Protection of Human Subjects in Biomedical and Behavioral Research, outline key ethical parameters for research involving human subjects.

The U.S. Department of Health and Human Services along with the Food and Drug Administration revised their human subject’s regulations in 1991, and the Federal Policy for the Protection of Human Subjects, known as the “Common Rule,” was subsequently published. The HHS regulations, known as 45 CFR 46, outlined provisions for Institutional Review Boards (IRBs), informed consent, and Assurances of Compliance. Those regulations
specify that an IRB shall oversee and review all research involving human participants to ensure human protections and ethics are in place.

The Capella University IRB, in accordance with federal regulations, reviews all research involving human subjects for compliance with federal regulations and other best practices. This includes proposed DIT dissertations before any data is collected. The focus of the IRB includes:

- Protecting the privacy and confidentiality of human participants
- Respecting the autonomy and dignity of participants
- Ensuring that human subjects are treated fairly and without deception, undue influence, or coercion
- Safeguarding vulnerable subject groups so that they are afforded appropriate protections
- Making sure that participants have adequate information about what their participation entails, and that they understand the information in order to make informed decisions as to whether they agree to participate in any research
- Weighing the benefits and risks of research, seeing to it that any risk mitigation is in place, and ensuring that the benefits of doing the study justify any risks inherent in the study to human subjects
- Ensuring data is kept secured and confidential and that proper measures are in place to handle or dispose of the data once the study is ended

Capella University uses IRBManager as its IRB submission management system. Upon submission, the IRB reviews and renders its decisions via email notifications to the learner and mentor. As a reminder, recruitment or collecting data from human participants cannot begin until after IRB approval. For more information about IRBManager and the IRB process, visit https://campus.capella.edu/web/doctoral-programs/research-scholarship/institutional-review-board.
7. HIGHLIGHTS OF THE DIT DEGREE PROGRAM

7.1. Faculty in the DIT Degree Program

The DIT faculty is comprised of subject matter experts in the computing field who have attained doctoral-level credentials and scholarly practitioner experience. The DIT faculty provides learners with guidance and direction intended to help them develop research skills and complete the required courses and other requirements of the DIT degree program. During the course of the DIT degree program, learners can expect to build rich relationships with the DIT faculty encountered during course work, residencies, and dissertation committee work. Refer to the most recent edition of Capella’s University Catalog and iGuide for a full listing of DIT faculty.

7.2. The Mentor-Learner Relationship

During the second quarter of enrollment, the DIT faculty chair assigns selected members of the DIT faculty to serve as mentors for incoming DIT learners. DIT learners assigned to a single DIT mentor form a cohort that remains with that mentor over the duration of the learner’s DIT program. Mentors interact with learners both individually and collectively within their cohort. The first interaction takes place within week 1 or 2 of each new quarter. The mentor facilitates and guide learners through completion of DIT dissertation milestones and other requirements.

DIT mentors are prominent Capella University faculty members who chair learner dissertation committees. DIT mentors seek to support learners as they pursue research, acclimate to academic life, and ultimately complete a successful dissertation. DIT mentors and learners develop a collegial relationship through the learning process of becoming scholar-practitioners. The primary activities of mentors include:

- Guiding learners throughout the dissertation production process
- Helping learners identify viable dissertation research topics
- Sharing ideas regarding balance between academic with professional life

DIT mentors and learners typically communicate on weekly or bi-weekly basis in both synchronous and asynchronous settings. DIT learners should expect more frequent interactions with their mentors as they near milestone due dates. Learner-mentor communications can include:

- One-on-one telephone conversations
- Email interactions
- Dissertation and Mentor Courseroom messaging
- Teleconferencing

DIT learners may request to change faculty mentors during the course of their program. Mentor changes typically occur when a learner’s specialization or research interests change requiring assignment of another faculty member with better-aligned skills and interests. DIT learners may submit requests for mentor changes through academic advising to the DIT faculty chair for resolution.

DIT learners should carefully consider changing mentors namely that the outcome may extend their time to develop the dissertation. Building a relationship with a newly assigned mentor entails revisiting the entire dissertation development process to date, including milestone completions. Working to resolve a professional and collaborative mentor-learner relationship throughout the dissertation development process is fundamental to successful completion of the DIT program.
7.3. **Doctoral Support Center and Advisor Team**

The Doctoral Support Center and academic advisors partner with DIT mentors and learners throughout the learner’s DIT degree program. Doctoral advisors communicate with learners on an ongoing basis, providing academic and personal strategies for support, clarifying university procedures, tracking and discussing academic progress, and providing information about any changes that may affect learners. Learners can contact their dissertation advisor and the Doctoral Support Center by emailing [doctoral@capella.edu](mailto:doctoral@capella.edu).
8. THE DISSERTATION DEVELOPMENT PROCESS

8.1. Overview

The DIT degree program requires that learners develop an original applied research dissertation that focuses on a specific problem found within the learner’s specialization. The DIT dissertation is a publication piece of quality research that is styled in accordance with APA (2010) publication standards using a prescribed five-chapter dissertation format.

8.2. Specialization Focus

Acceptable DIT dissertation research topics must focus on a specific problem that is aligned with the learner’s specialization. Dissertation research topics outside the realm of the learner’s chosen specialization will not be accepted.

8.3. Research is Problem Solving Based

Problem solving is fundamental to research and applied research studies. DIT learners should expect to begin the dissertation development process with an exploration of the literature that leads to identification of a problem that is transformable into refined research questions. The research problem should be rooted in an organizational problem for which an IT solution may be applied.

8.4. Organization of the Dissertation

The DIT dissertation consists of a five Chapter model with the following sections, in order:

- Title page
- Copyright page (optional)
- Abstract
- Dedication page (optional)
- Acknowledgments page (optional)
- Table of Contents
- List of tables (required when tables appear in the body of the paper)
- List of figures (required when figures appear in the body of the paper)
- Body of the paper (chapters 1–5)
- References
- Appendices
- Statement of Original Work

The DIT dissertation proposal follows a three-chapter format and the final DIT dissertation follows a five-chapter format. DIT learners begin writing their proposals and dissertations by first downloading the DIT dissertation template found on iGuide. The DIT dissertation template includes information about the mandatory chapters, sections, and content that must be included in the successful dissertation and proposal submission.

8.5. Draft Working Papers

DIT learners can expect to make iterative changes to their draft dissertations throughout the dissertation development process until final approval is received by the School. Thus, all draft dissertation documents, including draft submissions that gain approval of the mentor,
committee, reviewers, or chair are considered in progress working papers pending final approval of the School of Business and Technology (Technology) dean at the culmination of the dissertation production process.

8.6. **Turnaround Time for Mentor and Committee Reviews**

Dissertation mentors, committee members, and university reviewers will complete reviews of draft working papers submitted by learners as promptly as feasible. It is important to note that reviews typically do not occur during quarter break periods. DIT learners should plan for this turnaround time for each draft submission during the dissertation development process. Submission of multiple drafts for any given milestone is normal during the dissertation production process.

8.7. **Committee Formation**

DIT dissertation committees are comprised of three members: the faculty mentor and two committee members. Assignment of faculty to DIT dissertation committees occurs at specific times over the course of the DIT degree program. Specifically, the DIT faculty chair assigns a mentor to the DIT learner in the second quarter of enrollment and later assigns two committee members (see Appendix B or Appendix E for timing).

8.7.1 **Role of the DIT Mentor**

The DIT mentor is a faculty member in the School of Business and Technology (Technology) with the primary responsibility to guide DIT learners toward developing and successfully defending a DIT dissertation. The DIT mentor serves as the chair and is a full voting member of the DIT learner’s dissertation committee. DIT learners work through their DIT mentors to communicate with other members of the dissertation committee over the course of the dissertation development process.

8.7.2 **The Role of Committee Members**

Two additional faculty that serve as committee members are appointed by the faculty chair to serve on the dissertation committee after the completion of milestone 7. Each committee member is a full voting member of the dissertation committee and serves as a resource for the dissertation committee and approver of the dissertation under development by the DIT learner over the course of the learners degree program.

8.7.3 **The Role of the Scientific Reviewer**

The Scientific Merit Reviewer is a faculty appointed by the faculty chair in the School of Business and Technology (Technology) that serves as an independent reviewer of the DIT dissertation proposal for scientific merit. See section 9.5 for more information about the Scientific Merit Review Process.

8.8. **Research Designs and Approved Techniques**

Similar to other doctoral-granting universities, the DIT degree program limits the pre-approved research techniques accepted for DIT dissertations due to program time constraints, available faculty expertise, and demonstrated learner competencies. The DIT pre-approved research techniques includes qualitative and quantitative methodologies. (see Acceptable Dissertation Research Methods for SoBT / Doctorate of Information Technology)
DIT learners desiring to use other research techniques should request advance approval from their assigned mentor and the DIT faculty chair.

8.9. Dissertation Milestones

The DIT dissertation development process entails the completion of sixteen (16) milestones (Appendix E) that occur sequentially in accordance with the program structure in which a learner enrolls (with or without transfer credits as shown at Appendix B). For each quarter, the learner and mentor develop a plan of action that maintains SMART goals (Specific, Measurable, Action-oriented, Realistic, and Time-bound) with specific measurable outcomes to be achieved at the end of the quarter. DIT learners must complete these outcomes for each quarter in order to progress to a subsequent quarter of study. Failure to achieve the preplanned outcomes for any quarter will result in a non-satisfactory grade. The learner's academic progress will be paused and in the following quarter be placed into a mandatory support course (DIT9950) that will enable the DIT learner to “catch up” with dissertation progress requirements. Successful completion of the DIT9950 support course is a prerequisite for resuming the standard dissertation program sequence.

8.10. Doctoral Success Program

The Doctoral Success Program (DSP), which is part of the Doctoral Support Center is responsible for promoting the responsible conduct of doctoral research and providing timely and appropriate interventions to those learners struggling or unable to complete their dissertation requirement. The Doctoral Success Program is available to learners, faculty, and other school or university personnel and assists in the diagnoses and coordination of interventions related to successful dissertation competency development (both knowledge and behavior).

While the DSP’s primary mission is to help learners develop the advanced expertise needed to demonstrate doctoral competence, the DSP team is also responsible for fostering awareness of and respect for the rights and welfare of all doctoral students. Additionally, the DSP monitors dissertation activity and facilitates ongoing university-level reviews for institutional regulations, including, but not limited to university policies 2.01.02 Maximum Time to Degree Completion, 3.0104 Academic Standing, and academic standards per 3.01.10 Advanced Doctoral Learners.

At any time during the program, learners can contact the Doctoral Success Program by email at DoctoralSuccessProgram@capella.edu. Telephone appointments or teleconference calls are available upon request.
9. COURSEROOMS, ACTIVITY, AND PARTICIPATION

9.1. Mentor and Dissertation Courseroom Activities and Participation

Mentors lead all presentations and teleconferences, as well as establish regular meetings with each mentee. Mentors may evaluate learner performance and achievement of learning outcomes and competencies based on course room participation and work products submitted by the learners/mentees.

9.2. Dissertation Mentor Courseroom (DIT9940)

DIT learners are enrolled in the Dissertation Mentor Courseroom (DIT9940) which is a non-credit course for the duration of their academic program. The Dissertation Mentor Courseroom is the focal point for interaction between the DIT mentor and all learners assigned to each mentor and is the learning environment where learners complete their DIT dissertation milestones. The DIT learner group in the Mentor Courseroom forms a “cohort” team for purposes of information sharing and scholarly collaboration and is milestone-driven (Appendix B). For each quarter, the learner and mentor develop a plan of action aligned to the proposed research study DIT learners earn either a satisfactory or a non-satisfactory (S/NS) grade for DIT9940. A satisfactory (S) grade requires completion of the outcomes specified in the plan of action established for any given term. Learners are required to maintain good academic standing in dissertation in order to remain enrolled at the university. A learner who receives a non-satisfactory (“NS”) grade will receive a formal warning of Academic Standing and be afforded an opportunity to restore good standing the quarter following. Learners who receive a second “NS” grade will be subject to administrative withdrawal. Learners have the option to appeal an administrative withdrawal outcome pursuant section V of the University’s Academic Standing policy.

9.3. Dissertation with Project Mentoring Courses (DIT9921)

Learners enter the Dissertation Courserooms (DIT9921 concurrent with DIT9940 to complete the remaining dissertation milestones 10-16 in their academic program (Appendix B). DIT9921 is a mentor-supervised self-paced course where learners earn either a satisfactory or a non-satisfactory (R/NS) grade. Learners who do not succeed in completing all milestones in the Dissertation Courseroom may retake the same course again the following quarter. For DIT9921, a learner and mentor will be responsible for developing a quarterly plan of action with specific outcomes aligned to the proposed research study. Learners maintain enrollment in DIT9921 until completion of Milestone 16 – Dean Approval and are required to maintain good academic standing in the dissertation phase in order to remain enrolled at the university. A learner who receives a non-satisfactory (“NS”) grade will receive a formal warning of Academic Standing and be afforded an opportunity to restore good standing the quarter following. Learners who receive a second “NS” grade will be subject to administrative withdrawal. Learners will have the option to appeal an administrative withdrawal outcome pursuant section V of the University’s Academic Standing policy. Dissertation Courses are graded on a satisfactory/non-satisfactory (S/NS) basis.

9.4. Dissertation Competency Development Course (DIT9950)

DIT learners who fail to achieve the outcomes specified in the plan of action prior to the completion of M9 in DIT9940 will be concurrently enrolled in the Dissertation Competency Development Course (DIT9950). This course is designed to support and remediate learners toward completion of delinquent dissertation development milestones (see Appendix B for milestone schedule). DIT9950 learners are assigned to one of three development tracks: Track 1 (which remediates development of the DIT concept paper or DIT dissertation chapter 1); Track 2 (which remediates development of the DIT dissertation chapter 2); or Track 3 (which remediates development of the DIT dissertation chapter 3). DIT learners earn either a satisfactory or a non-satisfactory (S/NS) grade for DIT9950. Throughout DIT9950, the DIT faculty course instructor works closely with the DIT learner, as well as with the DIT learner’s mentor.
Following successful completion of DIT9950, its associated milestones and the corresponding DIT9940 course, learners will then return to the Mentor Courseroom (DIT9940) and resume their DIT program.

9.5. Scientific Merit Review Process

All DIT dissertation proposals (Chapters 1–3) are reviewed for scientific merit, which is a prerequisite for IRB submission. The scientific merit review (SMR) process begins once the mentor and the committee have approved all three chapters of the dissertation proposal. In the DIT program, the scientific merit reviewer is a faculty who is not member of the dissertation committee and is assigned by the School of Business and Technology (Technology) faculty chair.

The scientific merit reviewers use a prescribed set of assessment rubrics designed to evaluate the dissertation proposal (Appendix C). DIT mentors and learners use these identical rubrics throughout the dissertation development process to assess milestone progress. Dissertation proposal errors and omissions identified by the SMR will result in a deferral of the dissertation proposal subject to revision by the DIT learner.

9.6. Final Defense (Video Teleconference)

Upon unanimous approval of the complete dissertation by the full dissertation committee, the DIT mentor will schedule a final defense (video teleconference) with the full committee and the DIT learner. During the video teleconference, the DIT learner will present the completed research via a slide presentation and answer questions from the committee. The DIT learner should allocate approximately 15–20 minutes for presentation, and another 20–30 minutes for questions. The DIT learner’s final defense slide presentation should consist of the following minimum slides:

- Problem statement
- Purpose of the research
- Research questions
- Summary of the research design
- Core authors and their contribution
- Data collection process
- Data analysis techniques
- Summary of the findings
- Summary of conclusions
- Summary of implications
- Recommendations for future research

9.7. Doctoral Publication Review

Upon completion of the defense conference, the DIT mentor submits the approved manuscript to Doctoral@capella.edu for publication review. Doctoral support will verify that all previous milestones are complete and that the Statement of Original Work is included as an appendix to the dissertation (as included in the DIT dissertation template). The committee-approved dissertation will then be forwarded to Doctoral Publications for review.

The publication editor completes the publication review, Doctoral support sends the results to the DIT learner for any necessary editing and resubmission. If the manuscript requires resubmission for additional Doctoral Publications review, the learner will initiate the process by submitting the Statement of Review form, which will be provided to the learner in the decision notification. Once the DIT learner receives Doctoral Publications
approval, the learner will then resubmit the final draft dissertation to the DIT mentor, who will resubmit to Doctoral Support for final school reviews, with final approval by the Dean of School of Business and Technology, and publication by UMI ProQuest.
10. THE RESIDENCY EXPERIENCES

Residencies are a required component of the DIT program. Residency provides a unique and powerful opportunity to collaborate scholastically with the DIT faculty and peers. Each residency occurs at a key point during the DIT degree program with the purpose of directing DIT learners toward completion of specific DIT program and dissertation milestone requirements. DIT learners are deemed prepared to attend and participate in a residency based upon milestone achievement and not the DIT learner’s quarter of enrollment at a particular time. Therefore, DIT learners must complete all prerequisite milestone requirements prior to making travel arrangements to attend residencies.

10.1. Residency Track 1

Residency Track 1 occurs during the first month of matriculation into the DIT program, and concentrates on three important outcomes of the DIT process: 1) to provide learners a face-to-face experience with DIT faculty and mentors; 2) to acquaint learners with the skills needed to write in a scholar-practitioner environment; and 3) to assist learners with conducting initial research for the purpose of identifying an active business problem and a directly related research topic upon which their dissertation will be based.

10.2. Residency Track 2

Residency Track 2 concentrates on the assembly of the dissertation proposal. Library specialists provide training using advanced research techniques that extend basic key word searches with bibliography mining and cited reference searches. Additionally, DIT learners are introduced to the requirements for the dissertation proposal (chapter 3), including populations, sampling, instrumentation, data collection, analysis, validity, reliability, and ethical risks. The second track is workshop-based. DIT learners make multiple short presentations that are assessed by DIT faculty in alignment with dissertation milestone requirements. Learners who have not yet completed Milestone 3 are not eligible to attend residency.

10.3. Residency Track 3

Residency Track 3 concentrates on preparing learners to submit their proposal for approval. Organizing research results and presenting those results can be challenging. The third track of the DIT colloquia experience provides a success-driven strategy to assemble the remaining three chapters of the dissertation (chapters 3, 4, and 5). In addition, the track 3 residency serves as a writer’s retreat to reinforce previous learning and to advance DIT learners toward completion of the remaining dissertation milestones. Learners who have not yet completed Milestone 7 are not eligible to attend residency.

10.4. Residency Grading

DIT learners earn two-quarter credits at each residency with a grade of satisfactory or non-satisfactory (S/NS). DIT learners who fail to complete the face-to-face portion of the residency, and/or do not participate in the courseroom discussions will be assigned a grade of “NS” and will be required to repeat the course one time per university policy 2.02.02 Course Registration. If the learner earns an "S" grade in the second attempt, the “S” will replace the original “NS” grade. Failure to earn an “S” grade in these subsequent quarters will result in administrative withdrawal from the program, per university policy 3.01.04 Academic Standing. Successful completion of each the residency is a program requirement.
11. KEY CONTACTS AND WHERE TO FIND INFORMATION

There are many sources of information available to DIT learners about all aspects of the program and requirements, including resources about the library services, IT support, financial aid, registration, advising, dissertation support, and many other areas. Extensive information is available on Campus.
12. NEXT STEPS IN YOUR DIT JOURNEY

The DIT degree program faculty developed this handbook in support of learner toward earning the Doctor of Information Technology degree. We hope that the information provided here is helpful, provides general guidance and supports your doctoral studies. However, this information does not replace the guidance provided from DIT mentors, academic advisors, and the doctoral support team. We also invite you to share feedback about the usefulness of this handbook and welcome your suggestions for its continuous quality improvement. Please direct your feedback, comments, and questions to Dr. Tsun Chow, DIT faculty chair. We wish you the best of luck for successful completion of your DIT degree.

REFERENCES


APPENDIX A: FREQUENTLY ASKED QUESTIONS

“Why hasn’t my mentor/instructor/dean/chair contacted me within the promised deadline?”

Your mentor/instructor/dean/chair will make every effort to respond within a promised deadline. However, if their response is not timely, we suggest you reach out to them again and ask for a status update on your request. Unforeseen circumstances occur from time to time that may delay a response, the most common of which are being out of the office, on business or personal travel, etc.

“Can I switch instructor/mentor mid-quarter?”

Changing your mentor is a serious decision at any time. Mentors are assigned to specific learners and expected to complete the work learners for the duration of quarter. If a mentor change is necessary, please contact your advisor in advance of the end of a quarter to initiate the mentor change process. Please note that in any mentor change request, it will be important that the learner be able to document reasonable and good faith efforts to resolve any miscommunication or misunderstanding between the learner and mentor in advance of submitting a mentor change request.

“Why do I have to take this course?”

The Doctor of Information Technology degree program is an accredited program, and as part of its accreditation, the curricula is established and followed by all its graduates. The program has required core courses, a specialization that the learner chooses which requires four additional courses in the field, residencies, and the dissertation. All are required as part of the program.

“Why doesn’t my master’s degree qualify for transfer credits when my friend got two courses transferred, thus saving her thousands of dollars?”

Courses are considered as eligible for transfer credit if they align with the program for which they are being considered. This is to ensure the academic integrity and central educational focus of the program. Not all courses may align with a given program. Your advisor can assist you in determining if a graduate course you successfully completed can be transferred for credit into your DIT degree program.

“Why are you making me take two courses in addition to the dissertation Mentor Courseroom this quarter?”

The courseroom is part of the dissertation support process and is the virtual location at which the learner and mentor can discuss issues related to the learner’s progress in the program. It is not optional. The number of courses taken per quarter depends upon availability and the program structure being followed. (with transfer credits or without transfer credits).

“What happens to my milestones if I change topic/specialization/mentor?”

The milestones are tied to the specific dissertation problem statement/concept paper. Therefore, if the topic changes then the milestones will no longer apply since a new
concept paper and other deliverables must be completed. Also, a learner’s dissertation topic must be consistent with the learner’s specialization. If the specialization changes, learners will have to redo all milestone requirements already completed. If there is a mentor change, this should not affect the milestones already completed, but the new mentor may have additional questions about the topic and the methodology that will need to be answered before the learner may continue.

“What happens if I do not go to residency this quarter/month/week/tomorrow?”

DIT learners must complete their residency requirements but may elect to postpone attending residency for a subsequent quarter. In order to receive credit for having attended each residency, DIT learners must be on site and in attendance from the beginning of the program on Thursday evening through all presentations on Sunday morning. If a learner leaves early, credit for having attended residency will be lost.

“What happens if I attended the face-to-face residency, but did not complete the courseroom requirements?”

If online residency courseroom work is incomplete (DIT-R8921, DIT-R8922, or DIT-R8923), a grade of “NS” will be awarded, and learners will be expected to retake that the entire residency course, which includes both the face-to-face component and the online residency courseroom.

“Why can’t I leave residency an hour early?”

Important assessments occur during the final period at the end of the on-site residency, which are the culmination of the on-site residency work. Leaving early will compromise the completion of the assessments required of all learners.

“What steps do I take if my mentor is not responding to my outreach attempts?”

If your mentor is not responding to your communications, please contact your advisor and report the situation. Your advisor will refer the matter to the faculty chair for mentor review and remediation.

“What happens if I can’t attend the residency when it is scheduled or if I can’t meet the milestones to be able to attend the second and third colloquia tracks?”

DIT learners must complete all prerequisite milestones before being scheduled to attend residency. DIT learners who have not met residency milestone prerequisites must postpone attending residency until all prerequisite milestones are completed. If a learner cannot attend a residency when scheduled, the learner may attend a future residency.
### APPENDIX B: DIT DEGREE PROGRAM SEQUENCE

#### DIT Without Transfer Credits

<table>
<thead>
<tr>
<th>Residencies</th>
<th>Core Courses</th>
<th>Research Courses</th>
<th>Specialization Courses</th>
<th>Mentor/Dissertation Courses</th>
<th>Dissertation Milestones</th>
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<tbody>
<tr>
<td>DIT-R8921</td>
<td>DIT8004</td>
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<td>DIT8055</td>
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<td>DIT-R8922</td>
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<td>Specialization Courses 3 &amp; 4</td>
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<td>DIT8214</td>
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<td></td>
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<td>M6: Chapters 1-2 approved by mentor &amp; CITI Training Complete</td>
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</table>

M1: Business Technical Problem/topic approved by the mentor
M2: Concept Paper approved by Mentor
M3: Draft Chapter 1 submitted to Mentor
M4: Chapter 1 approved by Mentor
M5: Data Source/Site Approval
M6: Chapters 1-2 approved by mentor & CITI Training Complete
M7: Draft Chapter 3 submitted to mentor & CITI Training Complete
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<th>Residencies</th>
<th>Core Courses</th>
<th>Research Courses</th>
<th>Specialization Courses</th>
<th>Mentor/Dissertation Courses</th>
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<td>DIT- R8923</td>
<td>DIT8216</td>
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<td>M8: Chapters 1-3 Approved by the mentor &amp; full committee</td>
<td>IRB Application Complete</td>
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<td>M9: Chapters 1-3 approved by SMR Reviewer</td>
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<td>DIT8940 or DIT8950</td>
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<td>DIT9921</td>
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<td>M10: Institutional Review Board approval</td>
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<td>M11: Chapters 4-5 approved by Mentor</td>
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<td>M12: Chapters 4-5 approved by Full Committee</td>
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<td>M13: Committee Teleconference (defense)</td>
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<td>M14: Publication approval</td>
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<td>M15: School Approval</td>
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<td>M16: Dean Approval/Publication</td>
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# APPENDIX B: DIT DEGREE PROGRAM SEQUENCE

## DIT With Transfer Credits

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<th>Residencies</th>
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<th>Dissertation Milestones</th>
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<td>DIT8020</td>
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<td>DIT8055</td>
<td>M2: Concept Paper approved by Mentor</td>
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<td>DIT9940</td>
<td>M3: Draft Chapter 1 submitted to Mentor</td>
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<td>DIT-R8922</td>
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<td>M6: Chapters 1-2 approved by mentor</td>
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<td>M7: Draft Chapter 3 submitted to mentor &amp; CITI Training Complete</td>
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## APPENDIX B: DIT DEGREE PROGRAM SEQUENCE
### DIT With Transfer Credits (continued)

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<th>Specialization Courses</th>
<th>Research Courses</th>
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<td>M8: Chapters 1-3 Approved by the mentor &amp; full committee</td>
<td>IRB Application Complete</td>
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<td>or DIT8950</td>
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<td>DIT9921</td>
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<td>M10: Institutional Review Board approval</td>
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<td>M16: Dean Approval/ Publication</td>
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## Business/Technical Problem Milestone 1 Rubric

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<th>Section</th>
<th>Competency/Outcome</th>
<th>Criteria</th>
<th>Non-performance</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Comments</th>
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</thead>
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<tr>
<td>BP-1</td>
<td>Business Problem</td>
<td>Formulates a current business technical problem that is grounded in the literature, and explains the problem using examples and descriptions as required</td>
<td>Formulates a current business technical problem that is grounded in the literature, and explains the problem using examples and descriptions as required</td>
<td>Does not formulate a current business technical problem that is grounded in the literature, or explain the problem using examples and descriptions as required</td>
<td>Formulates a limited description of a current business technical problem that is grounded in the literature, or explain the problem using examples and descriptions as required</td>
<td>Formulates a current business technical problem that is grounded in the literature of the field and reflects an analysis and synthesis of peer reviewed articles to explain the business technical problem using examples and descriptions as required</td>
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<tr>
<td>BP-3</td>
<td>References (end of document)</td>
<td>Assembles a list of all cited references</td>
<td>Assembles a list of all cited references</td>
<td>Does not assemble a list of all cited references</td>
<td>Assembles a limited or incomplete list of all cited references</td>
<td>Assembles a list of all cited references</td>
<td>Assembles an extensive and comprehensive list of all cited references including peer reviewed journal articles.</td>
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<tr>
<td>BP-4</td>
<td>Communicates in a manner that is scholarly, professional, logically organized, and follows APA and university formatting and styling guidelines</td>
<td>Communicates in a manner that is scholarly, professional, logically organized, and follows APA and university formatting and styling guidelines</td>
<td>Does not communicate in a manner that is scholarly, professional, logically organized, does not follow APA and university formatting and styling guidelines, and/or contains multiple grammatical, spelling, sentence construction, and other errors.</td>
<td>Communicates in a manner that is scholarly, professional, logically organized, and follows APA and university formatting and styling guidelines, but contains some grammatical, spelling, sentence construction or other errors.</td>
<td>Communicates in a manner that is scholarly, professional, logically organized, and follows APA and university formatting and styling guidelines.</td>
<td>Communicates in a manner that is consistent with professional or peer review journal publication standards, is scholarly, professional, and logically organized with excellent flow of thought and follows all APA and university formatting and styling guidelines without grammatical, sentence construction, spelling or other errors.</td>
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## Concept Paper Milestone 2 Rubric

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<th>Section</th>
<th>Competency/Outcome</th>
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<th>Non-performance</th>
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<th>Proficient</th>
<th>Distinguished</th>
<th>Comments</th>
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<tbody>
<tr>
<td>CP-1</td>
<td>Business Problem</td>
<td>Formulates a current business technical problem that is grounded in the literature, and explains the problem using examples and descriptions as required</td>
<td>Formulates a current business technical problem that is grounded in the literature, and explains the problem using examples and descriptions as required</td>
<td>Does not formulate a limited description of a current business technical problem that is grounded in the general literature</td>
<td>Formulates a current business technical problem that is grounded in the literature, and explains the problem using examples and descriptions as required</td>
<td>Formulates a current business technical problem that is grounded in the literature of the field and reflects an analysis and synthesis of peer reviewed articles to explain the business technical problem using examples and descriptions as required</td>
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<td>CP-2</td>
<td>Research Questions</td>
<td>Formulates research questions that fulfill the research purpose and contribute knowledge toward solving or understanding the business technical problem</td>
<td>The research questions align with the business technical problem to refine it into a research statement which identifies concepts, variables and possible affiliations, is supported by the scholarly literature and which includes language that identifies the methodological approach</td>
<td>The research questions do not align with the business technical problem, scholarly literature or methodology.</td>
<td>The business technical problem is ineffectively translated into a single or multiple set of research questions; Concepts are poorly defined, lack scholarly justification, and do not support the methodology chosen</td>
<td>The research questions align with the business technical problem to refine it into a research statement which identifies concepts, variables and possible affiliations, is supported by the scholarly literature, and which includes language that identifies the methodological approach</td>
<td>The research questions align with, and further develop, the business technical problem while identifying key concepts, variables, affiliations and methodology, and provides an academic justification for the business technical problem by integrating multiple scholarly sources.</td>
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<tr>
<td>CP-3</td>
<td>Tentative Methodology</td>
<td>Methodology alignment with scholarly literature and logical relationship to research objectives and questions</td>
<td>Explains the methodological choice (quantitative or qualitative) with scholarly support and logic relating to the research objectives and questions.</td>
<td>Does not identify the proposed research methodology.</td>
<td>Describes the methodological choice with little or no linkage or logical connection to the research objectives and questions.</td>
<td>Explains the methodological choice (quantitative or qualitative) with scholarly support and logic relating to the research objectives and questions.</td>
<td>Explains and critiques the methodological choice with integration of multiple sources of scholarly support to logically justify the selection of a methodology most appropriate to addressing the research objectives and questions.</td>
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<td>CP-4</td>
<td>References (end of document)</td>
<td>Assembles a list of all cited references</td>
<td>Assembles a list of all cited references</td>
<td>Does not assemble a list of all cited references</td>
<td>Assembles a limited or incomplete list of all cited references</td>
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<tr>
<td>CP-5</td>
<td>Communicates in a manner that is scholarly, professional, logically organized, and follows APA and university formatting and styling guidelines</td>
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<td>Communicates in a manner that is scholarly, professional, logically organized, and follows APA and university formatting and styling guidelines</td>
<td>Communicates in a manner that is consistent with professional or peer review journal publication standards, is scholarly, professional, and logically organized with excellent flow of thought and follows all APA and university formatting and styling guidelines without grammatical, sentence construction, spelling or other errors.</td>
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</table>
## Chapter 1 Rubric

<table>
<thead>
<tr>
<th>Ref No</th>
<th>Section</th>
<th>Competency/Outcome</th>
<th>Criteria</th>
<th>Non-performance</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>1-1</td>
<td>Introduction</td>
<td>Explains the purpose and organization of chapter 1</td>
<td>Explains the purpose and organization of chapter 1</td>
<td>Does not explain the purpose and organization of chapter 1</td>
<td>Describes the purpose and organization of chapter 1</td>
<td>Explains the purpose and organization of chapter 1</td>
<td>Explains and justifies the purpose and organization of chapter 1. Provides the context of the chapter and alignment of key themes.</td>
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<td></td>
<td>Background</td>
<td>Describes the context and background of the business technical problem.</td>
<td>Summarizes and places in context the present state of the business or research problem from a scholarly research and practitioner perspective; identifies and explains why the problem is worth researching.</td>
<td>Does not describe a research problem and does not reference scholarly or practitioner literature to explain why the problem is worth researching.</td>
<td>Describes a business or research problem without referencing scholarly research or practitioner literature; does not provide sufficient explanations why the problem is worth researching.</td>
<td>Summarizes and places in context the present state of the business or research problem from a scholarly research and practitioner perspective; identifies and explains why the problem is worth researching.</td>
<td>Supports the business technical problems through the integration of scholarly research and practitioner literature; substantiates and evaluates why the business or research problem is worth researching.</td>
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<tr>
<td>1-3</td>
<td>Business technical problem</td>
<td>Formulates a current business technical problem that is grounded in the literature, and explains the problem using examples and descriptions as required</td>
<td>Formulates a current business technical problem that is grounded in the literature, and explains the problem using examples and descriptions as required</td>
<td>Does not formulate a current business technical problem that is grounded in the literature, or explain the problem using examples and descriptions as required</td>
<td>Formulates a limited description of a current business technical problem that is grounded in the general literature</td>
<td>Formulates a current business technical problem that is grounded in the literature, and explains the problem using examples and descriptions as required</td>
<td>Formulates a current business technical problem that is grounded in the literature of the field and reflects an analysis and synthesis of peer reviewed articles to explain the business technical problem using examples and descriptions as required.</td>
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<tr>
<td>1-4</td>
<td>Research Purpose</td>
<td>Formulates a research purpose that contributes knowledge toward resolving or understanding the business technical problem</td>
<td>Formulates a research purpose that contributes knowledge toward solving or understanding the business technical problem</td>
<td>Does not formulate a reason (nor cites the literature to identify) why the research should be attempted.</td>
<td>Presents a reason, identified within the scholarly research literature, why the research should be attempted.</td>
<td>Formulates a compelling reason (citing the scholarly research literature) why the research should be attempted.</td>
<td>Creates a compelling reason (citing and integrating the scholarly research literature) why the research will benefit both scholarly and practitioner efforts and add to the body of practitioner knowledge.</td>
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<tr>
<td>1-5 Research Questions</td>
<td>Refines the business technical problem into 1 or more research questions that defines the research objective. Wording describes/explores concepts, variables, and possible affiliations.</td>
<td>Does not define the business technical problem into 1 or more research questions without defining the research objective. Wording does not explore concepts, variables, or affiliations.</td>
<td>Refines the business technical problem into 1 or more research questions that defines the research objective. Wording describes/explores concepts, variables, and possible affiliations.</td>
<td>Refines the business technical problem into 1 or more research questions that defines the research objective. Wording describes/explores concepts, variables, and possible affiliations.</td>
<td>Refines the business technical problem is further refined into a set of research questions that define the research objective and connect to existing theory. Each question captures the purpose and intent of the problem statement. Wording of the question must identify/explore concepts, variables, and affiliations.</td>
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<td>1-6 Rationale</td>
<td>Explains the rationale (justification) for the proposed research.</td>
<td>Integrates and links 1 or more recent (within the last 5 years) scholarly research and practitioner publications to justify the proposed research.</td>
<td>Does not use scholarly literature to justify the proposed research.</td>
<td>Identifies at least 1 recent (within the last 5 years) scholarly research and practitioner article to justify the proposed research.</td>
<td>Integrates and links 1 or more recent (within the last 5 years) scholarly research and practitioner publications to justify the proposed research. Integrates multiple sources of linked scholarly research and practitioner publications (outcomes), published less than 5 years ago, to justify the proposed research.</td>
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<td>1-7 Theoretical Framework</td>
<td>Describes the theoretical framework for the proposed research.</td>
<td>Explains and justifies the theory and concepts applied. Provides a sufficient conceptual (theory based) framework and visualization that identifies contributing variables (exploratory, descriptive or empirical) for testing or exploration.</td>
<td>Does not describe a conceptual framework, theory nor identifies exploratory, descriptive, or empirical variables for testing or exploration.</td>
<td>Discusses the theory and concepts applied. Provides a conceptual (theory based) framework and visualization that identifies contributing variables (exploratory, descriptive or empirical) for testing or exploration.</td>
<td>Explains and justifies the theory and concepts applied. Provides a sufficient conceptual (theory based) framework and visualization that identifies contributing variables (exploratory, descriptive or empirical) for testing or exploration. Formulates conceptual framework that identifies theory, concepts, and variables including how these link to and align with the research questions. Explains the evolution of the theory from seminal author to present day application. Identifies any relationships, contributing variables (exploratory, descriptive, or empirical), dependencies, or mitigating factors.</td>
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<td>1-8 Significance</td>
<td>Explains the proposed research and that which adds to the Body of Knowledge and how it adds scholarly and practitioner value.</td>
<td>Does not fully explain the overall significance of the proposed research and how it adds scholarly or practitioner concerns.</td>
<td>Describes the overall significance of the proposed research, does not significantly add to scholarly or practitioner value.</td>
<td>Explains the overall significance of the proposed research and how it adds scholarly or practitioner value.</td>
<td>Directly adds value to the body of knowledge by transferring both value and significant contribution to the practitioner and scholarly literature.</td>
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<td>Definition of Terms</td>
<td>Assumptions and Limitations</td>
<td>Organization for Remainder of the Study</td>
<td>References (End of Document)</td>
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<td>1-9</td>
<td>Defines relevant terms, constructs, and operational definitions for the proposed research.</td>
<td>Explains all pertinent assumptions and limitations.</td>
<td>Formulates a general organization and description for the remainder of the study</td>
<td>Assembles a list of all cited references</td>
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<td>20</td>
<td>Constructs an operational definition for those relevant terms, constructs, and concepts as each pertains to the proposed research.</td>
<td>Explains and integrates all pertinent assumptions regarding (population/samples, data collection and analysis, instrumentality, delivery and methodology) and limitations (constraints, undue influence, researcher capabilities, and risk).</td>
<td>Formulates a general organization and description for the remainder of the study</td>
<td>Assembles a list of all cited references</td>
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<td>30</td>
<td>Does not construct an operational definition for those relevant terms, constructs, and concepts as each pertains to the proposed research.</td>
<td>Discusses some pertinent assumptions (population/samples data collection and analysis, instrumentality, delivery and methodology) and limitations (constraints, undue influence, researcher capabilities, and risk).</td>
<td>Identifies a general organization and description for the remainder of the study</td>
<td>Does not assemble a list of all cited references</td>
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<td>40</td>
<td>Defines relevant terms, constructs, and concepts as it pertains to the proposed research.</td>
<td>Explains and integrates all pertinent assumptions regarding (population/samples, data collection and analysis, instrumentality, delivery and methodology) and limitations (constraints, undue influence, researcher capabilities, and risk).</td>
<td>Formulates a general organization and description for the remainder of the study</td>
<td>Assembles a limited or incomplete list of all cited references</td>
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<td>50</td>
<td>Constructs an operational definition for those relevant terms, constructs, or concepts as each pertains n to the proposed research.</td>
<td>Formulates, summarizes and integrates both assumptions and limitations. Assumptions address issues such as: population/samples, data collection and analysis, instrumentality, delivery and methodology; limitations should address: constraints, undue influence, researcher capabilities, and risk.</td>
<td>Formulates a general organization and description for the remainder of the study with an analysis and evaluation of the value of the organization.</td>
<td>Assembles an extensive and comprehensive list of all cited references including peer reviewed journal articles.</td>
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<td>1- 13</td>
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<td>Communicates in a manner that is scholarly, professionally organized, and follows APA and university formatting and styling guidelines</td>
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<td>2-1</td>
<td></td>
<td>Creates an outline and topic headings for chapter 2 that cover the scope of the research topic introduced in chapter 1 in breadth and depth</td>
<td>Creates an outline and topic headings for chapter 2 that cover the scope of the research topic introduced in chapter 1 in breadth and depth</td>
<td>Does not create an outline or topic headings for chapter 2 that link to key topics in chapter 1.</td>
<td>Creates an outline and topic headings for chapter 2 that cover the scope of the research topic introduced in chapter 1 in breadth and depth</td>
<td>Creates an outline and topic headings for chapter 2 that cover the scope of the research topic introduced in chapter 1 in breadth and depth</td>
<td>Creates an outline and topic headings for chapter 2 that cover the scope of the research topic introduced in chapter 1 in breadth and depth and which effectively organizes and integrates the topics into a logical flow of thought.</td>
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<tr>
<td>2-2</td>
<td></td>
<td>Critically reviews the recent and relevant scholarly (and practitioner) literature that supports the research questions.</td>
<td>Explains in detail recent and relevant academic (scholarly research) and practitioner literature that supports how theory influences proposed research. Integrates seminal authors and recent research to support the proposed research questions.</td>
<td>Does not summarize the in detail recent academic (scholarly research) and practitioner literature that supports how theory influences the proposed research. Does not integrate seminal authors and recent research.</td>
<td>Describes recent and relevant academic (scholarly research) and practitioner literature that supports how theory influences proposed research. Marginally integrates seminal authors and recent research to support the research questions.</td>
<td>Explains in detail recent and relevant academic (scholarly research) and practitioner literature that supports how theory influences the proposed research. Integrates seminal authors and recent research to support the research questions.</td>
<td>Integrates, coordinates, and links the theory in a cohesive manner, developing an identifiable “thread” that links the articles using seminal authors, recent research, and practitioner literature to support the research questions and proposed research; describes the theory as it influences the proposed research questions.</td>
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<tr>
<td>2-3</td>
<td></td>
<td>Describes relevant scholarly research that influences the proposed research.</td>
<td>Develops a cohesive framework of literature from supporting academic and practitioner articles that complements the research and reinforces its practical value.</td>
<td>Does not develop a cohesive framework of literature from supporting academic and practitioner articles.</td>
<td>Discusses a framework of literature from supporting academic and practitioner articles that describes the research and reinforces its practical value.</td>
<td>Develops a cohesive framework of literature from supporting academic and practitioner articles that complements the research and reinforces its practical value.</td>
<td>Creates a cohesive framework of literature from supporting academic and practitioner articles that complements the research, generalizes its contribution and reinforces its practical value to the existing business community.</td>
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<tr>
<td>2-4</td>
<td>Applies Bloom’s Taxonomy (analyze, synthesize, and evaluate) to summarize the literature.</td>
<td>Analyzes the literature by using critical thinking skills to synthesize and evaluate complementary and competing research, theories, and methodologies to identify the best approach to answer the research questions.</td>
<td>Does not apply critical thinking skills to identify the best approach to answer the research questions.</td>
<td>Demonstrates critical thinking skills by examining and explaining complementary and competing research, theories, and methodologies to identify an approach to answer the research questions.</td>
<td>Analyzes the literature by using critical thinking skills to synthesize and evaluate complementary and competing research, theories, and methodologies to identify the best approach to answer the research questions.</td>
<td>Assesses, classifies, and integrates the literature into a cohesive review to support the research questions and theory; Synthesizes and evaluates complementary and competing theories, methodologies, findings, and recommendations to develop the best approach to answering the research questions.</td>
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<td>2-5</td>
<td>Creates a sufficient Literature Review.</td>
<td>Summarizes relevant scholarly research by evaluating and linking the details of the research design, data collection, data analysis, results, conclusions, implications and recommendations to the proposed research. Discusses similarities and differences to validate the approach.</td>
<td>Does not summarize relevant scholarly research by evaluating and linking the details of the research design, data collection, data analysis, results, conclusions, implications and recommendations to the proposed research.</td>
<td>Discusses relevant scholarly research by linking the details of the research design, data collection, data analysis, results, conclusions, implications, and recommendations to the proposed research.</td>
<td>Summarizes relevant scholarly research by evaluating and linking the details of the research design, data collection, data analysis, results, conclusions, implications and recommendations to the proposed research. Discusses similarities and differences to validate the approach.</td>
<td>Creates a complete, cohesive and integrated Literature Review by linking the Literature to the research questions, underlying theory, and research methodology. Provides an expert view and synopsis of the literature as it applies to the proposed research. Demonstrates full comprehension of the topic and related issues.</td>
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<td>2-6</td>
<td>Evaluates the literature and its influence on the discipline.</td>
<td>Convincingly demonstrates a comprehension of the literature and its meaning as it supports the existing discipline.</td>
<td>Does not demonstrate a comprehension of the literature and its meaning as it supports the existing discipline.</td>
<td>Demonstrates an understanding of the literature and its meaning as it supports the existing discipline.</td>
<td>Convincingly demonstrates a comprehension of the literature and its meaning as it supports the existing discipline.</td>
<td>Creates a comprehensive analysis of the literature and its meaning from a theoretical and practical perspective that demonstrates a developed expertise of the existing discipline.</td>
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<td>2-7</td>
<td>References (end of document)</td>
<td>Assembles a list of all cited references</td>
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<tr>
<td>3-1</td>
<td>Qual Introduction</td>
<td>Explains the purpose and organization of chapter 3</td>
<td>Explains the purpose and organization of chapter 3</td>
<td>Does not describe or explain the purpose and organization of chapter 3</td>
<td>Describes the purpose and organization of chapter 3</td>
<td>Explains the purpose and organization of chapter 3</td>
<td>Describes, explains and justifies the purpose and organization of chapter 3 including the linkage to key topics in the scholarly research.</td>
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<tr>
<td>3-2</td>
<td>Qual Design and Methodology</td>
<td>Explains and justifies the research design and methodological approach to align with research questions.</td>
<td>Explains and justifies the research design and methodological approach and alignment with the research questions.</td>
<td>Does not explain or justify the research design and methodological approach and alignment with the research questions.</td>
<td>Describes the research design and methodological approach and alignment with the research questions.</td>
<td>Explains and justifies the research design and methodological approach and alignment with the research questions.</td>
<td>Assesses the value of the research design and methodology and justifies it with several scholarly research sources. Aligns the research design to the research questions.</td>
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<tr>
<td>3-3</td>
<td>Qual Participants</td>
<td>Explains and rationalizes the selection criteria for participants.</td>
<td>Explains and justifies the selection criteria for participants, saturation, recruitment (participation) procedures, and any inclusion or exclusion criteria.</td>
<td>Does not explain or justify the selection criteria for participants, saturation, recruitment (participation) procedures, and any inclusion or exclusion criteria.</td>
<td>Describes the selection criteria for participants, saturation, recruitment (participation) procedures, and any inclusion or exclusion criteria.</td>
<td>Explains and justifies the selection criteria for participants, saturation, recruitment (participation) procedures, and any inclusion or exclusion criteria.</td>
<td>Explains, defends, and rationalizes the selection criteria for participants, saturation, recruitment (participation) procedures, and any inclusion or exclusion criteria. Integrates recent and relevant scholarly justification for all elements of the research design.</td>
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<tr>
<td>3-4</td>
<td>Qual Setting</td>
<td>Explains the setting and context of the research.</td>
<td>Explains the setting and context of the research, and (if required) the process of choosing the sponsoring organization. Explains the potential practitioner benefit.</td>
<td>Does not describe the setting and context of the research nor elaborates on the process of choosing a sponsoring organization (if a sponsoring organization is required).</td>
<td>Describes the setting and context of the research; provides minimal information on selection of a sponsoring organization, if a sponsoring organization is required.</td>
<td>Explains the setting and context of the research, and (if required) the process of choosing the sponsoring organization. Explains the potential practitioner benefit.</td>
<td>Explains and defends the setting and context of the research and, if applicable, fully describes the process of identifying, interviewing and selecting a sponsoring organization. Provides a compelling reason for selecting the organization (if appropriate) by detailing reasons for why the research will benefit both the practitioner and scholar.</td>
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<td>3-5 Qual</td>
<td>Analysis of Research Questions</td>
<td>Critically analyzes the questions of inquiry.</td>
<td>Explains the questions of inquiry proposed including scholarly support and alignment for concepts and questions. Provides and describes the interview protocol. Explains and clarifies the proposed coding structure. Explains the interviewer's role as instrument and details experiences and training that prepares the interviewer for this role.</td>
<td>Provides no description of the questions of inquiry and provides no interview protocol. There is no alignment of questions of inquiry to the conceptual model and coding structure, or steps to clarify responses, if needed. There is no description of the interviewer as instrument.</td>
<td>Describes the questions of inquiry with limited scholarly references. Provides a limited interview protocol with some alignment to the conceptual model and limited steps to clarify or codify responses. Limited mention and description of the interviewer as an instrument.</td>
<td>Explains the questions of inquiry proposed including scholarly support and alignment for concepts and questions. Provides and describes the interview protocol. Explains and clarifies the proposed coding structure. Explains the interviewer's role as instrument and details experiences and training that prepares the interviewer for this role.</td>
<td>Constructs a set of criteria to create and subsequently judge the questions of inquiry from concept to statement development, including scholarly support and alignment for all concepts and questions. Provides an in-depth description of the interview protocol. Explains, clarifies, and aligns the coding structure. Explains the unique role of interviewer as instrument, addressing credibility and accuracy concerns.</td>
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<tr>
<td>3-6 Qual</td>
<td>Credibility and Dependability</td>
<td>Explains and justifies the credibility and dependability of the data collection construct.</td>
<td>Explains and documents the process of assessing and justifying the dependability and credibility of the data collection construct.</td>
<td>Does not explain or document the process of assessing and justifying the dependability and credibility of the data collection construct.</td>
<td>Describes the process of assessing and justifying the dependability and credibility of the data collection construct.</td>
<td>Explains and documents the process of assessing and justifying the dependability and credibility of the data collection construct.</td>
<td>Constructs a detailed description of the process of assessing, comparing, and justifying the dependability and credibility of the data collection construct. Explains dependability and credibility (including any triangulation techniques) as it relates to future use.</td>
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<tr>
<td>3-7 Qual</td>
<td>Data Collection</td>
<td>Explains the data collection process.</td>
<td>Formulates and explains the data collection protocol with a simple flow chart (or suitable diagram). Analyzes the various types of data to be collected (interviews, focus groups, company records, etc.) Specifically explains the process of gathering data. Estimates time allotted for data collection activities and has remediation plans ready if a problem arises.</td>
<td>Does not formulate the data collection protocol. Discusses some of the various types of data to be collected (interviews, focus groups, company records, etc.) Mentions the process of gathering data. Does not estimate time allotted for data collection activities; has no remediation plans ready if a problem arises.</td>
<td>Discusses the data collection protocol. Describes the various types of data to be collected (interviews, focus groups, company records, etc.) Discusses the process of gathering data. Estimates time allotted for data collection activities and has some form of remediation plan ready if a problem arises.</td>
<td>Formulates and explains the data collection protocol with a simple flow chart (or suitable diagram). Analyzes the various types of data to be collected (interviews, focus groups, company records, etc.) Specifically explains the process of gathering data. Estimates time allotted for data collection activities and has remediation plans ready if a problem arises.</td>
<td>Provides synopsis on the specifics and mechanics of the data collection protocol. Analyzes the various types of data segments to be collected (interviews focus groups, company records, etc.) and justifies it and its role in relation to the research questions. Explains, in detail, the process of gathering data. Estimates time allotted for each data segment. Includes a remediation plan, if problems arise. Provides a complete</td>
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<td>Process Flow Diagram of All Data Collection Activities in Time Order</td>
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<tr>
<td>3-8 Qual Data Analysis</td>
<td>Explains the data capture and coding process</td>
<td>Does not explain how the data is recorded; the data capture method (conversations, facial features, body language); nor any proposed data coding regimens; nor remediation procedures or expected time with participants.</td>
<td>Analyzes and evaluates how the data is recorded; the data capture method (conversations, facial features, body language); Explains the establishment of coding structure in alignment with the conceptual framework; details remediation procedures; and expected time with participants.</td>
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<td>3-9 Qual Data Analysis</td>
<td>Explains the process of analyzing and displaying the data and the alignment with the coding structure.</td>
<td>Discusses the choice(s) for displaying and analyzing data or the alignment with the coding structure; software identified and version documented (if applicable). Limited discussion of how the data will be summarized and presented (types of figures, graphs and charts planned). Chooses inappropriate descriptive and summarization techniques based on the research questions.</td>
<td>Evaluates scholarly support and viable alternatives for data analysis, data displays and software (version identified) applications. Selects the best technique based on the needs of the research and research questions; available data, and scholarly author's recommendations.</td>
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<td>Explains and justifies the process of analyzing and displaying the data and the alignment with the coding structure; software identified and version documented (if applicable).</td>
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<td>3-10 Qual</td>
<td>Ethical Considerations</td>
<td>Summarizes the Ethical and human subject protection (if applicable) considerations in accordance with IRB guidelines required to conduct this proposed research.</td>
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<tr>
<td>3-11 Qual</td>
<td>Assembles a list of all cited references</td>
<td>Does not explain nor assess the privacy concerns of respondents, maintains confidentiality and data security; does not address risk in comparison to benefits; avoids vulnerable populations.</td>
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<tr>
<td>3-12 Qual</td>
<td>Communicates in a manner that is scholarly, professional, logically organized, and follows APA and university formatting and styling guidelines</td>
<td>Explains and assesses some privacy concerns of respondents, maintains confidentiality and data security; addresses risk in comparison to benefits; avoids vulnerable populations.</td>
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| 3-11 Qual | References (end of document) | Does not assemble a list of all cited references |
| 3-12 Qual | Communicates in a manner that is scholarly, professional, logically organized, and follows APA and university formatting and styling guidelines | Communicates in a manner that is scholarly or professional, organized, follows most APA and university formatting and styling guidelines, but contains some grammatical, spelling, sentence construction, or other errors. |

| 3-11 Qual | Assembles a list of all cited references | Communicates in a manner that is scholarly, professional, logically organized, and follows APA and university formatting and styling guidelines without grammatical, sentence construction, spelling or other errors. |

<p>| 3-12 Qual | Communicates in a manner that is consistent with professional or peer review journal publication standards, is scholarly, professional, and logically organized with excellent flow of thought and follows all APA and university formatting and styling guidelines. | Communicates in a manner that is consistent with professional or peer review journal publication standards, is scholarly, professional, and logically organized with excellent flow of thought and follows all APA and university formatting and styling guidelines. |</p>
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<th>Non-performance</th>
<th>Basic</th>
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<th>Distinguished</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>3-1</td>
<td>Quant</td>
<td>Introduction</td>
<td>Explains the purpose and organization of chapter 3</td>
<td>Does not describe or explain the purpose and organization of chapter 3</td>
<td>Describes the purpose and organization of chapter 3</td>
<td>Explains the purpose and organization of chapter 3</td>
<td>Describes, explains and justifies the purpose and organization of chapter 3 including the linkage to key topics in the scholarly research.</td>
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</tr>
<tr>
<td>3-2</td>
<td>Quant</td>
<td>Design and Methodology</td>
<td>Explains and justifies the research design and methodological approach to align with research questions.</td>
<td>Does not explain or justify the research design and methodological approach and alignment with the research questions.</td>
<td>Describes the research design and methodological approach and alignment with the research questions.</td>
<td>Explains and justifies the research design and methodological approach and alignment with the research questions.</td>
<td>Assesses the value of the research design and methodology and justifies it with several scholarly research sources. Aligns the research design to the research questions.</td>
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</tr>
<tr>
<td>3-3</td>
<td>Quant</td>
<td>Population and Sampling</td>
<td>Explains and rationalizes the population, sampling frame (sampling strategy), and sample size.</td>
<td>Does not explain nor justifies attributes of the population, sample, ample size, recruitment (participation) procedures, demographics, or inclusion/exclusion criteria.</td>
<td>Describes attributes of the population (where appropriate); describes sampling frame (strategy), sample size, recruitment (participation) procedures, demographics and inclusion/exclusion criteria.</td>
<td>Explains and justifies attributes of the population (where appropriate). Explains, justifies, and rationalizes the sample frame (strategy), sample size, recruitment (participation) procedures, demographics, and any inclusion or exclusion criteria.</td>
<td>Compares and contrasts the choice of population and what distinguishes it from other similar research studies. Explains, defends, and justifies the sample frame (strategy), sample size, selection (inclusion or exclusion criteria), recruitment (participation) procedures, and demographics. Integrates recent and relevant scholarly justification for all elements of the research design.</td>
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<tr>
<td>3-4</td>
<td>Quant</td>
<td>Setting</td>
<td>Explains the setting and context of the research.</td>
<td>Does not explain the setting and context of the research and if applicable, the process of choosing the sponsoring organization; explains the potential practitioner benefit.</td>
<td>Describes the setting and context of the research and if applicable, the process of choosing the sponsoring organization; explains the potential practitioner benefit.</td>
<td>Analyzes the setting and context of the research and if applicable, the process of choosing the sponsoring organization; explains the potential practitioner benefit.</td>
<td>Evaluates and defends the setting and context of the research and, if applicable, elaborates on the process of identifying, interviewing and selecting a sponsoring organization. Provides a compelling reason for selecting the organization by detailing reasons for why the research will benefit both the practitioner and scholar.</td>
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</tr>
<tr>
<td>3-5 Quant</td>
<td>Data Collection</td>
<td>Explains the data collection process, including acquisition, coding, measurement scales, and variables</td>
<td>Describes and explains in detail the data collection process, including acquisition, coding, measurement scales, and variables</td>
<td>Does not describe or explain the data collection process, including lack of description or explanation of acquisition, coding, measurement scales, and variables</td>
<td>Describes in general the data collection process, including acquisition, coding, measurement scales, and variables</td>
<td>Describes and explains in detail the data collection process, including acquisition, coding, measurement scales, and variables</td>
<td>Formulates, describes, explains in detail and justifies the data collection process, including acquisition, coding, measurement scales, and variables</td>
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<tr>
<td>3-6 Quant</td>
<td>Instrumentation (if applicable)</td>
<td>Critically analyzes and justifies the proposed instrumentation if applicable</td>
<td>Analyzes and justifies the instrument use and applicability; cites both successful and unsuccessful use and modifications; explains the response scale, defines the variables.</td>
<td>Does not describe, evaluate or justify the instrument; does not cite sources that detail success or failure; does not indicate the response scale or variables.</td>
<td>Describes instrument use and applicability. Citates both successful and unsuccessful use and modifications; Discusses the response scale, and defines the variables.</td>
<td>Analyzes and justifies the instrument use and applicability; cites both successful and unsuccessful use and modifications; explains the response scale, defines the variables.</td>
<td>Evaluates the use of the instrument and its applicability; justifies use and applicability of the instrument with numerous scholarly sources from previous research (both successes and failures); explains how the concepts relate to the research question and underlying theory; identifies and rationalizes the variables</td>
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<tr>
<td>3-7 Quant</td>
<td>Hypotheses (or Propositions)</td>
<td>Formulates and states the hypotheses or propositions in association with the research questions from chapter 1</td>
<td>Formulates and states the hypotheses or propositions in association with the research questions from chapter 1</td>
<td>Does not formulate or state the hypotheses or propositions in association with the research questions from chapter 1</td>
<td>Basically formulates or states the hypotheses or propositions in association with the research questions from chapter 1</td>
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</tr>
<tr>
<td>3-8 Quant</td>
<td>Data Analysis</td>
<td>Specify, explain and justify the analytical process and techniques, and software to be used for data analysis.</td>
<td>Specifies, explains and justifies the analytical process and techniques used, and the software choice for data analysis. Identifies the software provider and version.</td>
<td>Does not specify, explain or justify the analytical process and techniques used, or the software choice for data analysis. Does not identify the software provider and version.</td>
<td>Describes the analytical process and techniques used, and the software choice for data analysis. Identifies the software provider and version.</td>
<td>Specifies, explains and justifies the analytical process and techniques used, and the software choice for data analysis. Identifies the software provider and version.</td>
<td>Evaluates, assesses and rationalizes the hypotheses or proposition to be used and the software choice for data analysis. Identifies and fully examines the software provider and version.</td>
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<tr>
<td>3-9</td>
<td>Quant</td>
<td>Validity and Reliability</td>
<td>Evaluates past research evidence of validity and reliability using statistics from relevant sources.</td>
<td>Does not include past research evidence of validity and reliability from relevant scholarly sources. Describes the alignment between measurement concepts and variables.</td>
<td>Provides an incomplete description and/or analysis of past research; fails to discuss or evidence of validity and reliability from previous, related scholarly sources. Describes the alignment between measurement concepts and variables.</td>
<td>Evaluates past research evidence of validity and reliability using statistics from relevant sources. Describes the alignment between measurement concepts and variables.</td>
<td>Compares and contrasts past scholarly research evidence of validity and reliability. Explains reasons for similarities, differences, or modifications that could result in reduced performance. Links the information to the overall credibility of the proposed research. Describes the alignment between measurement concepts and variables.</td>
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<td>Quant</td>
<td>Ethical Considerations</td>
<td>Assesses all privacy concerns of respondents, maintains confidentiality and data security; addresses risk in comparison to benefits; avoids vulnerable populations.</td>
<td>Does not assess the privacy concerns of respondents, nor maintains confidentiality and data security; does not address risk in comparison to benefits; avoids vulnerable populations.</td>
<td>Explains and assesses some privacy concerns of respondents, nor maintains confidentiality and data security; addresses risk in comparison to benefits; avoids vulnerable populations.</td>
<td>Assesses all privacy concerns of respondents, maintains confidentiality and data security; addresses risk in comparison to benefits; avoids vulnerable populations.</td>
<td>Explains, in detail, privacy, confidentiality and data security concerns; compares and contrasts with like scholarly research; addresses risk in comparison to benefits; avoids vulnerable populations. Explains the ethical conduct of research referring to IRB requirements and the findings from the Belmont Report.</td>
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<td>3-11</td>
<td>Quant</td>
<td>Appendices</td>
<td>Evaluates whether references are sufficient and properly cited using APA format. Includes Appendices, Recruitment, and Permission letters, Instrument attachment. (Used only for SM Review)</td>
<td>Evaluates existing scholarly and practitioner literature to substantiate the research and comprehend the discipline. Majority of articles referenced are recent scholarly research articles. Cites literature to validate factual information, concepts, variables, and findings. No issues with Appendices, Recruitment/Permissio n letters, or instrument attachment.</td>
<td>Does not evaluate existing scholarly and practitioner literature to substantiate the research and comprehend the discipline. Majority of articles referenced are not recent nor are these scholarly research articles. Irregularly cites literature to validate factual information, concepts, variables, and findings. No issues exists with Appendices, Recruitment/Permissio n letters, or instrument attachment.</td>
<td>Discusses existing scholarly and practitioner literature to substantiate the research and comprehend the discipline. Approximately 50% are recent scholarly research articles. Cites literature to validate factual information, concepts, variables, and findings. No issues with Appendices, Recruitment/Permissio n letters, or instrument attachment.</td>
<td>Thoroughly evaluates structure and content of existing scholarly and practitioner literature to substantiate the research and comprehend the discipline. Learner could easily translate finds to a scholarly publication. Cites literature to validate factual information, concepts, variables, and findings. No problems with Appendices, Recruitment/Permissio n letters, or instrument attachment.</td>
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<td>3-12 Quant References (end of document)</td>
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<tr>
<td>4-1 Qual</td>
<td>Introduction</td>
<td>Introduces Chapter 4 (Introduction)</td>
<td>Explains the purpose and organization of chapter 4, including any modifications or enhancements from that proposed in Chapter 3</td>
<td>Does not explain the purpose and organization of chapter 4, including any modifications or enhancements from that proposed in Chapter 3</td>
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<tr>
<td>4-2 Qual</td>
<td>Data Collection Results</td>
<td>Analyzes and critiques the research design and procedures and related data collection efforts.</td>
<td>Analyzes and critiques the research design and methodology and related data collection efforts. Methodically delineates all sources of data beginning with case/phenomenology context, interview participants, nature of semi-structured interviews and triangulation of additional data sources such as focus groups, artifacts, and documents.</td>
<td>Does not analyze or critique the research design and methodology and related data collection efforts. Methodically delineates all sources of data beginning with case/phenomenology context, interview participants, nature of semi-structured interviews and triangulation of additional data sources such as focus groups, artifacts, and documents.</td>
<td>Fundamentally analyzes and critiques the research design and methodology and related data collection efforts. Describes all sources of data beginning with case/phenomenology context, interview participants, nature of semi-structured interviews and may or may not use triangulation of additional data sources such as focus groups, artifacts, and documents.</td>
<td>Analyzes and critiques the research design and methodology and related data collection efforts. Methodically delineates all sources of data beginning with case/phenomenology context, interview participants, nature of semi-structured interviews and triangulation of additional data sources such as focus groups, artifacts, and documents.</td>
<td>Analyzes, critiques and assesses the research design and methodology and related data collection efforts. Methodically delineates all sources of data beginning with case/phenomenology context, interview participants, pilot interviews, nature of semi-structured interviews and triangulation of additional data sources such as focus groups, artifacts, and documents.</td>
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<tr>
<td>4-3 Qual</td>
<td>Data Analysis and Results</td>
<td>Analyses and explains findings</td>
<td>Analyses and critiques the compiled data through a relevant coding structure into substantive themes or issues including triangulation of data around selected issues. Creates a new narrative based on he analyzed data including use of tables and figures, where relevant, focusing on themes or patterns of meaning.</td>
<td>Does not analyze or critique the compiled data through a relevant coding structure into substantive themes or issues including triangulation of data around selected issues. Creates a new narrative based on he analyzed data including use of tables and figures, where relevant, focusing on themes or patterns of meaning.</td>
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<tr>
<td>4-4 Qual</td>
<td>Summary</td>
<td>Summarizes the key findings of the research</td>
<td>Summarizes and evaluates the key findings of the research</td>
<td>Does not summarize or evaluate the key findings of the research</td>
<td>Summarizes but does not evaluate the key findings of the research</td>
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<td>Explains and justifies the purpose and organization of chapter 4, including any modifications from that proposed in Chapter 3</td>
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<tr>
<td>4-2 Quant</td>
<td>Data Collection Results</td>
<td>Analyzes and critiques data collection effort</td>
<td>Explains and analyzes the data collection process and effort in detail, including numbers of participants, sampling outcomes, and emergent limitations of the data actually collected.</td>
<td>Does not analyze or critique the data collection process and effort in detail, including numbers of participants, sampling outcomes, and emergent limitations of the data actually collected.</td>
<td>Describes the data collection process and effort in detail, including numbers of participants, sampling outcomes, and emergent limitations of the data actually collected.</td>
<td>Explains and analyzes the data collection process and effort in detail, including numbers of participants, sampling outcomes, and emergent limitations of the data actually collected.</td>
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<tr>
<td>4-3 Quant</td>
<td>Descriptive Analysis</td>
<td>Analyzes descriptive data and reports results</td>
<td>Analyzes available descriptive data and reports results in detail using appropriate tables and/or figures</td>
<td>Does not analyze available descriptive data or reports results in detail using appropriate tables and/or figures</td>
<td>Describes the available descriptive data or reports results in detail using appropriate tables and/or figures</td>
<td>Analyzes available descriptive data and reports results in detail using appropriate tables and/or figures</td>
<td>Analyses, evaluates and critiques available descriptive data and reports results in detail using appropriate tables and/or figures</td>
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<tr>
<td>4-4 Quant</td>
<td>Analysis of Hypotheses (or Propositions)</td>
<td>Tests hypotheses and reports results (explanatory research); or evaluates propositions and reports analytical results (exploratory/descriptive research)</td>
<td>Tests hypotheses and reports statistical results and findings in detail using appropriate tables and/or figures; or evaluates propositions and reports findings using analytics in detail using appropriate tables and/or figures.</td>
<td>Does not test hypotheses or reports statistical results and findings in an incomplete or general manner using tables and/or figures; or does not evaluate propositions and reports findings using analytics in detail using appropriate tables and/or figures.</td>
<td>Tests hypotheses or reports statistical results and findings in detail using appropriate tables and/or figures; or evaluates propositions and reports findings using general analytics using tables and/or figures.</td>
<td>Tests hypotheses and reports statistical results and findings in detail using appropriate tables and/or figures; or evaluates propositions and reports findings implementing extensive analytics in detail using appropriate tables and/or figures.</td>
<td>Tests and assesses hypotheses, and reports the analysis of statistical results and findings in detail using appropriate tables and/or figures; evaluates propositions and reports findings implementing extensive analytics in detail using appropriate tables and/or figures.</td>
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<tr>
<td>4-5 Quant</td>
<td>Summary</td>
<td>Summarizes the key findings of the data collection and analysis effort</td>
<td>Summarizes and evaluates the key findings of the data collection and analysis effort</td>
<td>Does not summarize or evaluate the key findings of the data collection and analysis effort</td>
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<td>Does not communicate in a manner that is scholarly, professional, logically organized, does not follow APA and university formatting and styling guidelines, and/or contains multiple grammatical, spelling, sentence construction, and other errors.</td>
<td>Communicates in a manner that is scholarly or professional, logically organized, follows most APA and university formatting and styling guidelines, but contains some grammatical, spelling, sentence construction or other errors.</td>
<td>Communicates in a manner that is scholarly, professional, logically organized, and follows APA and university formatting and styling guidelines</td>
<td>Communicates in a manner that is consistent with professional or peer review journal publication standards, is scholarly, professional, and logically organized with excellent flow of thought and follows all APA and university formatting and styling guidelines without grammatical, sentence construction, spelling or other errors.</td>
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</table>
# Chapter 5 Rubric

<table>
<thead>
<tr>
<th>Ref No</th>
<th>Section</th>
<th>Competency/Outcome</th>
<th>Criteria</th>
<th>Non-performance</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-1</td>
<td>Introduction</td>
<td>Explains the purpose and organization of chapter 5</td>
<td>Explains the purpose and organization of chapter 5</td>
<td>Does not explain the purpose and organization of chapter 5</td>
<td>Fundamentally explains the purpose and organization of chapter 5</td>
<td>Explains the purpose and organization of chapter 5</td>
<td>Explains and justifies the purpose and organization of chapter 5</td>
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<tr>
<td>5-2</td>
<td>Evaluation of Research Questions</td>
<td>Evaluates each research question based on findings from chapter 4</td>
<td>Evaluates each research question based on findings from chapter 4</td>
<td>Does not evaluate each research question based on findings from chapter 4</td>
<td>Evaluates some of the research question based on findings from chapter 4, or conducts an inadequate or incomplete evaluation of all research questions based on chapter 4 findings.</td>
<td>Evaluates each research question based on findings from chapter 4</td>
<td>Evaluates and assesses all dimensions of each research question and explores any integrative or common themes based on findings from chapter 4</td>
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<tr>
<td>5-3</td>
<td>Fulfillment of Research Purpose</td>
<td>Evaluates how the research fulfills the stated purpose which is to contribute knowledge toward resolving or understanding the business technical problem based on findings from chapter 4</td>
<td>Evaluates how the research fulfills its stated purpose which is to contribute knowledge toward resolving or understanding the business technical problem based on findings from chapter 4</td>
<td>Partially or incompletely evaluates the research study to determine the extent to which it contributes knowledge toward resolving or understanding the business technical problem based on findings from chapter 4</td>
<td>Evaluates how the research fulfills its stated purpose which is to contribute knowledge toward resolving or understanding the business technical problem based on findings from chapter 4</td>
<td>Evaluates how and to what extent the research fulfills its stated purpose which is to contribute knowledge toward resolving or understanding the business technical problem based on findings from chapter 4. The significance of the findings in terms of why and how the research will benefit scholarly and practitioner efforts and add to the body of practitioner knowledge is comprehensively assessed.</td>
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<tr>
<td>5-4</td>
<td>Contribution to business technical problem</td>
<td>Evaluates how the research contributes knowledge toward understanding and resolving the business technical problem based on findings from chapter 4</td>
<td>Does not evaluate how the research contributes knowledge toward understanding and resolving the stated business technical problem based on findings from chapter 4</td>
<td>Evaluates in an incomplete or inadequate manner how the research contributes knowledge toward resolving or understanding the stated business technical problem based on findings from chapter 4</td>
<td>Evaluates how the research contributes knowledge toward understanding and resolving the stated business technical problem based on findings from chapter 4</td>
<td>Evaluates, analyzes and synthesizes how the research contributes knowledge toward resolving or understanding the stated business technical problem based on findings from chapter 4</td>
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<tr>
<td>5-5</td>
<td>Recommendations for future research in a manner that builds upon the findings in chapter 4</td>
<td>Formulates multiple recommendations for future research in a manner that builds upon the findings in chapter 4</td>
<td>Does not formulate multiple recommendations for future research in a manner that builds upon the findings in chapter 4</td>
<td>Identifies one or two recommendations for future research in a manner that builds upon the findings in chapter 4</td>
<td>Formulates multiple recommendations for future research in a manner that builds upon the findings in chapter 4</td>
<td>Formulates, assesses, and justifies multiple recommendations for future research in a manner that builds upon the findings in chapter 4</td>
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<tr>
<td>5-6</td>
<td>Appendices</td>
<td>Includes appropriate and required appendices, including a statement of original work, informed consent letter, instrumentation, and other tables and figures</td>
<td>Does not include appropriate and required appendices, including a statement of original work, informed consent letter, instrumentation, and other tables and figures</td>
<td>Includes a partial or incomplete set of appendices and may be missing one or more of the required components such as a statement of original work, informed consent letter, instrumentation, and other tables and figures</td>
<td>Includes appropriate and required appendices, including a statement of original work, informed consent letter, instrumentation, and other tables and figures</td>
<td>Includes appropriate, required and supplementary information in the appendices, including a statement of original work, informed consent letter, instrumentation, and other tables and figures</td>
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<tr>
<td>5-7</td>
<td>Conclusions</td>
<td>Formulates conclusions based on the dissertation in its entirety</td>
<td>Does not formulate conclusions that are logical and well developed and which are based on the dissertation in its entirety</td>
<td>Formulates conclusions based on the dissertation in its entirety, some of which are incomplete, illogical or not well-developed or formulates conclusions which are not reflective of the dissertation in its entirety.</td>
<td>Formulates logical and well-developed conclusions based on the dissertation in its entirety</td>
<td>Formulates, critiques and integrates a discussion of logical and well-developed conclusions based on the dissertation in its entirety</td>
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<tr>
<td>5-8</td>
<td>Abstract</td>
<td>Formulates an abstract that summarizes the research, including the business technical problem, research purpose, research questions, conceptual framework, sources of data, key findings, and the contribution of the research to the literature.</td>
<td>Formulates an abstract that summarizes the research and highlights the business technical problem, research purpose, research questions, conceptual framework, sources of data, key findings, and the contribution of the research to the practice of business and business literature.</td>
<td>Formulates an abstract that does not summarize the research or highlight the business technical problem, research purpose, research questions, conceptual framework, sources of data, key findings, or identify the contribution of the research to the practice of business and business literature.</td>
<td>Formulates an abstract that is well developed, integrative and clear and which summarizes the research and highlights the business technical problem, research purpose, research questions, conceptual framework, sources of data, key findings, and the contribution of the research to the practice of business and business literature.</td>
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<tr>
<td>5-9</td>
<td>References (end of document)</td>
<td>Assembles a list of all cited references</td>
<td>Assembles a limited or incomplete list of all cited references</td>
<td>Does not assemble a list of all cited references</td>
<td>Assembles an extensive and comprehensive list of all cited references including peer reviewed journal articles.</td>
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<tr>
<td>5-10</td>
<td>Communicates in a manner that is scholarly, professional, logically organized, and follows APA and university formatting and styling guidelines</td>
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# Defense Milestone 13 Rubric

<table>
<thead>
<tr>
<th>Ref No</th>
<th>Section</th>
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<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>D-1</td>
<td>Preparation of a slide presentation that summarizes the dissertation research, including the business technical problem, research purpose, research questions, theoretical framework, methodology, literature review, research design, data collection and analysis including results and findings, recommendations for future research, and conclusions</td>
<td>Prepares a slide presentation (not more than 20 slides) that succinctly summarizes the dissertation research, including the business technical problem, research purpose, research questions, theoretical framework, methodology, literature review, research design, data collection and analysis including results and findings, recommendations for future research, and conclusions</td>
<td>Does not prepare a slide presentation (not more than 20 slides) that succinctly summarizes the dissertation research, including the business technical problem, research purpose, research questions, theoretical framework, methodology, literature review, research design, data collection and analysis including results and findings, recommendations for future research, and conclusions</td>
<td>Prepares a limited or incomplete slide presentation, or a slide presentation in excess of 20 slides, that does not clearly or logically summarize the dissertation research, and/or does not include adequate attention to the business technical problem, research purpose, research questions, theoretical framework, methodology, literature review, research design, data collection and analysis including results and findings, recommendations for future research, and conclusions</td>
<td>Prepares a succinct, engaging, logical, well organized and developed discussion of the research. The information provided includes results, the context of the research in terms of current literature and business practice, is integrative of the key research themes, and includes implications for future research and business practice.</td>
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<td>D-2</td>
<td>Presentation of a summary of the dissertation research (not more than 20 minutes)</td>
<td>Presents a succinct summary of the research, is well organized and delivered. The research is discussed within the context of existing research and practice.</td>
<td>Presentation is not well developed, organized or delivered. Does not place the research in the context of existing research or practice.</td>
<td>The presentation minimally summarizes the findings and is somewhat organized. The research may connect to practice but the integration is neither extensive nor clear.</td>
<td>Presents a succinct summary of the research, is well organized and delivered. The research is discussed within the context of existing research and practice.</td>
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<td>Demonstration of topic competency through question and answer session</td>
<td>Effective demonstration of topic competency through the question and answer session, and active engagement with the committee to discuss contributions from the research to the practice of business.</td>
<td>Questions from the committee are not addressed, or ineffectively addressed and topic competency is questionable.</td>
<td>Committee questions and discussion are handled with limited responses and topic competency is demonstrated only occasionally or variably.</td>
<td>Effective demonstration of topic competency through the question and answer session, and active engagement with the committee to discuss contributions from the research to the practice of business.</td>
<td>Topic competency is clearly and consistently demonstrated through effective and substantive responses to questions, continued active engagement of the committee and integrative discussion of the topic to relate the research to advancement of business practice.</td>
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<td>D-3</td>
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APPENDIX D: DIT COURSES

Core Courses

- DIT8004 Research and Practice in Information Technology (6 quarter credits)
- DIT8020 Research Foundations (6 quarter credits)
- DIT8055 Research Design and Methodology (6 quarter credits)
- DIT8210 Information Technology Leaders as Partners in Organizational Strategic Planning (6 quarter credits)
- DIT8212 Leading Information Technology Strategic Planning in Complex and Global Environments (6 quarter credits)
- DIT8214 Guiding the Implementation of Information Technology Policies and Processes (6 quarter credits)
  - DIT8940 Information Technology Consulting Practice Seminar (6 quarter credits) OR
  - DIT8950 Teaching Practice Seminar in Information Technology Education (6 quarter credits)

Dissertation Courses

- DIT9940 Dissertation Mentor Courseroom (non-credit)
- DIT9921 Dissertation with Project Mentoring 1 (6 quarter credits)

Residency Courses

- DIT-R8921 DBA Residency Track 1 (2 quarter credits)
- DIT-R8922 DBA Residency Track 2 (2 quarter credits)
- DIT-R8923 DBA Residency Track 3 (2 quarter credits)
Specialization Courses

**General Information Technology**

There are no specialization courses within the General Information Technology specialization. Learners may instead choose four elective courses from the following list:

- BMGT8430 Advanced Concepts of Project Management Methodologies (4 quarter credits)
- BMGT8432 Projects as Complex Adaptive Systems (4 quarter credits)
- BMGT8434 Advanced Risk Management Systems and Research (4 quarter credits)
- BMGT8436 Dynamics of Program and Portfolio Management (4 quarter credits)
- ED7311 Theory and Methods of Educating Adults (4 quarter credits)
- ED7312 Teaching Adults (4 quarter credits)
- ED7712 Classroom Assessment in Education (4 quarter credits)
- ED8446 Curriculum Development and Teaching Strategies for Adult Learning (4 quarter credits)
- TS8531 Network Security Advances (4 quarter credits)
- TS8533 Enterprise Security Risk Management (4 quarter credits)
- TS8535 System and Application Security Advances (4 quarter credits)
- TS8537 Assurance Controls and Compliance Management (4 quarter credits)

**Information Assurance and Security**

- TS8531 Network Security Advances (4 quarter credits)
- TS8533 Enterprise Security Risk Management (4 quarter credits)
- TS8535 System and Application Security Advances (4 quarter credits)
- TS8537 Assurance Controls and Compliance Management (4 quarter credits)

**Information Technology Education**

- ED7311 Theory and Methods of Educating Adults (4 quarter credits)
- ED7312 Teaching Adults (4 quarter credits)
- ED7712 Classroom Assessment in Education (4 quarter credits)
- ED8446 Curriculum Development and Teaching Strategies for Adult Learning (4 quarter credits)
Project Management

- BMGT8430 Advanced Concepts of Project Management Methodologies (4 quarter credits)
- BMGT8432 Projects as Complex Adaptive Systems (4 quarter credits)
- BMGT8434 Advanced Risk Management Systems and Research (4 quarter credits)
- BMGT8436 Dynamics of Program and Portfolio Management (4 quarter credits)
APPENDIX E: DISSERTATION MILESTONES

Mentor Courseroom DIT 9940:

- Milestone 1: Topic Approved by Mentor and Specialization Lead
- Milestone 2: Concept Paper Approved by Mentor
- Milestone 3: Draft Chapter 1 Submitted to Mentor
- Milestone 4: Chapter 1 Approved by Mentor
- Milestone 5: Data Source/Site Approved
- Milestone 6: Chapters 1–2 Approved by Mentor
- Milestone 7: Draft Chapter 3 Submitted to Mentor and CITI Training Completed
- Milestone 8: Chapters 1–3 Approved by Mentor and Committee Members
- Milestone 9: Chapters 1–3 Scientific Merit Review (SMR) Approval

Mentor Courseroom DIT 9940 and DIT-9921:

- Milestone 10: IRB Approval
- Milestone 11: Chapter 4–5 Approved by Mentor
- Milestone 12: Chapter 4–5 Approved by Full Committee
- Milestone 13: Dissertation Defense
- Milestone 14: Format and Editing
- Milestone 15: School Approval
- Milestone 16: Dean Approval and Publication
APPENDIX F: DEFINITIONS

The following definitions apply to the policy, procedural, and assessment rubrics operationalized by this edition of handbook:

**Alternative Hypothesis (Ha):** “That a difference exists between the sample parameter and the population statistic to which it is compared; the logical opposite of the null hypothesis used in significance testing” (Cooper & Schindler, 2014, p. 652).

**Applied Research:** “Research that addresses existing problems or opportunities” (Cooper & Schindler, 2014, p. 652).

**Association:** “The process used to recognize and understand patterns in data and then used to understand and exploit natural patterns” (Cooper & Schindler, 2014, p. 652).

**Basic Research:** See Pure Research.

**Business Problem:** See Management Dilemma.

**Case Studies:** “A methodology that combines individual and (sometimes) group interviews with record analysis and observation; used to understand events and their ramifications and processes; emphasizes the full contextual analysis of a few events or conditions and their interrelations for a single participant...” (Cooper & Schindler, 2014, p. 653).

**Causal Hypothesis:** See Explanatory Hypothesis.

**Causal Study:** “Research that attempts to reveal a causal relationship between variables (A produces B or causes B to occur)” (Cooper & Schindler, 2014, p. 653).

**Cluster Analysis:** “Identifies homogenous subgroups of study objects or participants and then studies the data by these subgroups” (Cooper & Schindler, 2014, p. 653).

**Coding:** “Assigning numbers or other symbols to responses so that they can be tallied and grouped into a limited number of categories” (Cooper & Schindler, 2014, p. 654).

**Concept:** “A bundle of meanings or characteristics associated with certain concrete, unambiguous events, objects, conditions, or situations” (Cooper & Schindler, 2014, p. 654).

**Conceptual Scheme:** “The interrelationships between concepts and constructs” (Cooper & Schindler, 2014, p. 654).
**Construct**: “A definition specifically invented to represent an abstract phenomenon for a given research project” (Cooper & Schindler, 2014, p. 654).

**Descriptive Hypothesis**: “States the existence, size, form, or distribution of some variable” (Cooper & Schindler, 2014, p. 656).

**Descriptive Statistics**: “Display characteristics of the location, spread, and shape of a data array” (Cooper & Schindler, 2014, p. 656).

**Descriptive Study**: “Attempts to describe or define a subject, often by creating a profile of a group of problems, people, or events, through the collection of data and the tabulation of the frequencies on research variables or their interaction; the study reveals who, what, when, where, or how much; the study concerns a univariate question or hypothesis in which the research asks about or states something about the size, form, distribution, or existence of a variable” (Cooper & Schindler, 2014, p. 656).

**Dependent Variable**: “The variable measured, predicted, or otherwise monitored by the researcher; expected to be affected by a manipulation of the independent variable; a.k.a. criterion variable” (Cooper & Schindler, 2014, p. 655).

**“Dummy” Table**: “Displays data one expects to secure during the data analysis; each dummy table is a cross-tabulation between two or more variables” (Cooper & Schindler, 2014, p. 656).

**Empirical Studies**: “Reports of original research. These include secondary analyses that test hypotheses by presenting novel analyses of data not considered or addressed in previous reports” (APA, 2010, p. 10).

**Explanatory (Causal) Hypothesis**: “A statement that describes a relationship between two variables in which one variable leads to a specified effect on the other variable” (Cooper & Schindler, 2014, p. 657).

**Explanatory Study**: “Attempts to explain an event, act, or characteristic measured by research” (Cooper & Schindler, 2014, p. 656).

**Exploration**: “The process of collecting information to formulate or refine management, research, investigative, or measurement questions; loosely structured studies that discover future research tasks, including developing concepts, establishing priorities, developing operational definitions, and improving research design; a phase of a research project where the researcher expands understanding of the management dilemma, looks for ways others have addressed and/or solved problems similar the management dilemma or management question, and gathers background information on the topic to refine the research questions; a.k.a. exploratory study or exploratory research)” (Cooper & Schindler, 2014, p. 657).
Exploratory Data Analysis (EDA): “Patterns in the collected data guide the data analysis or suggest revisions to the preliminary data analysis plan” (Cooper & Schindler, 2014, p. 657).

Exploratory Study. See Exploration.

Hypothesis: “A proposition formulated for empirical testing; a tentative descriptive statement that describes the relationship between two or more variables” (Cooper & Schindler, 2014, p. 658).

Independent Variable: “The variable manipulated by the researcher, thereby causing an effect or change on the dependent variable” (Cooper & Schindler, 2014, p. 658).


Informed Consent: “Participant gives full consent to participation after receiving full disclosure of the procedures of the proposed survey” (Cooper & Schindler, 2014, p. 658).

Intervening Variable: “A factor that affects the observed phenomenon but cannot be seen, measured, or manipulated; thus its effect must be inferred from the effects of the independent and moderating variables on the dependent variable” (Cooper & Schindler, 2014, p. 659).

Literature Reviews: “Critical evaluations of material that has already been published... By organizing, integrating, and evaluating previously published material, authors of literature reviews consider the progress of research toward clarifying a problem. In a sense, literature reviews are tutorials, in that authors define and clarify the problem; summarize previous investigations to inform the reader of the state of research; identify relations, contradictions, gaps, and inconsistencies in the literature; and suggest the next step or steps in solving the problem” (APA, 2010, p. 10).

Management Dilemma: “The problem or opportunity that requires a decision; a symptom of a problem or an early indication of an opportunity” (Cooper & Schindler, 2014, p. 660); a.k.a., the business problem.

Moderating Variable: “A second independent variable, believed to have a significant contributory or contingent effect on the originally stated IV-DV [independent variable- dependent variable] relationship (Cooper & Schindler, 2014, p. 660).


Null Hypothesis (H0): “Assumption that no difference exists between the sample parameter and the population statistic” (Cooper & Schindler, 2014, p. 661).
**Operational Definition**: “A definition for a variable stated in terms of specific testing criteria or operations, specifying what must be counted, measured, or gathered through our senses” (Cooper & Schindler, 2014, p. 661).

**Operationalized**: “The process of transforming concepts and constructs into measurable variables suitable for testing” (Cooper & Schindler, 2014, p. 661).

**Path Diagram**: “Represents predictive and associative relationships among constructs and indicators in a structure model” (Cooper & Schindler, 2014, p. 662); a.k.a., Influence Diagram.

**Phenomenology**: “A method of explaining meaning that strips out reference to abstracting, historical or structural influences, and instead looks to the experiencing subjects’ direct and unmediated awareness of phenomena” (Holt, 2008, p. 153).

**Pilot Test**: “A trial collection of data to detect weaknesses in design and instrumentation and provide proxy data for selection of a probability sample” (Cooper & Schindler, 2014, p. 662).

**Proposition**: “A statement about concepts that may be judged as true or false if it refers to observable phenomena” (Cooper & Schindler, p. 663).

**Proposal**: “A work plan, prospectus, outline, statement of intent, or draft plan for a research project…” (Cooper & Schindler, 2014, p. 663).

**Pure Research (Basic Research)**: “Designed to solve problems of a theoretical nature with little direct impact on strategic or tactical decisions” (Cooper & Schindler, 2014, p. 663); a.k.a., Basic Research.

**Qualitative Research**: “Interpretive techniques that seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain phenomena; a fundamental approach of exploration, including individual depth interviews, group interviews, participant observation, videotaping of participants, projective techniques and psychological testing, case studies, street ethnography, elite interviewing, document analysis, and proxemics and kinesics” (Cooper & Schindler, 2014, p. 664).

**Qualitative Techniques**: “Non-quantitative data collection used to increase understanding of a topic” (Cooper & Schindler, 2014, p. 664).

**Quantitative Research**: “The precise count of some behavior, knowledge, opinion, or attitude” (Cooper & Schindler, 2014, p. 664).

**Relational Hypothesis**: “Describes the relationship between two variables with respect to some case; relationships are correlational or explanatory” (Cooper & Schindler, 2014, p. 664).
Reliability: “A characteristic of measurement concerned with accuracy, precision, and consistency; a necessary but not sufficient condition for validity (if the measure is not reliable, it cannot be valid)” (Cooper & Schindler, 2014, p. 664).

Replication: “The process of repeating an experiment with different subject groups and conditions to determine the average effect of the IV [independent variable] across people, situations, and times” (Cooper & Schindler, 2014, p. 664).

Research Design: “The blueprint for fulfilling research objectives and answering questions” (Cooper & Schindler, p. 665).

Research Question(s): “The hypothesis that best states the objective of the research; the answer to this question should provide the manager with the desired information necessary to make a decision with respect to the management dilemma” (Cooper & Schindler, p. 665); a.k.a., research hypothesis.

Sample: “A group of cases, participants, events, or records consisting of a portion of the target population, carefully selected to represent that population” (Cooper & Schindler, 2014, p. 665).

Sample Frame: “List of elements in the population from which the sample is actually drawn” (Cooper & Schindler, 2014, p. 665).

Scientific Method: “Systematic, empirically based procedures for generating replicable research; includes direct observation of phenomena; clearly defined variables, methods, and procedures; empirically testable hypotheses; the ability to rule out rival hypotheses; and statistical rather than linguistic justification of conclusions” (Cooper & Schindler, 2014, p. 665).

Screen Question: “Question to qualify the participant’s knowledge about the target questions of interest or experience necessary to participate” (Cooper & Schindler, 2014, p. 665).

Simulation: “A study in which the conditions of a system or process are replicated” (Cooper & Schindler, 2014, p. 666).

Sponsorship Nondisclosure: “A type of confidentiality, when the sponsor of the research does not allow revealing of its sponsorship” (Cooper & Schindler, 2014, p. 666).

Statistical Significance: “An index of how meaningful the results of a statistical comparison are; the magnitude of difference between a sample value and its population value; the difference is statistically significant if it is unlikely to have occurred by chance (represent random sampling fluctuations)” (Cooper & Schindler, 2014, p. 666).

Theory: “A set of systematically interrelated concepts, definitions, and propositions that are advanced to explain or predict phenomena (facts); the generalizations we make about variables and the relationships among variables” (Cooper & Schindler, 2014, p. 668).
Validity: “A characteristic of measurement concerned with the extent that a test measures what the researcher actually wishes to measure; and that differences found with a measurement tool reflect true differences among participants drawn from a population” (Cooper & Schindler, 2014, p. 668).

Variable: “A characteristic, trait, or attribute that is measured; a symbol to which values are assigned; includes several different types; continuous, control, decision, dependent, dichotomous, discrete, dummy, extraneous, independent, intervening, and moderating variables” (Cooper & Schindler, 2014, p. 668).