Getting Started

Course Overview

Welcome to your Capella University online course, -R8925 – PhD Dissertation Research Seminar Track 1.

Congratulations! You have reached a critical stage in your development as both a scholar-practitioner and an independent researcher. This first dissertation research seminar will help you begin to conceptualize and develop the skills required for independent research. Specifically, you will begin to develop a research topic and initiate a literature review to justify your topic. In Track 1, you begin to develop your Dissertation Research Plan. You also begin the process of developing your Institutional Review Board (IRB) application.

Demonstrating your ability to design and conduct independent research is the capstone of the PhD educational process, and it begins early in the program. In your courseroom and residency experiences, you will develop the writing, research, and critical thinking skills necessary to complete your dissertation and earn your PhD. Across the three Dissertation Research Seminar tracks, you apply these skills to develop and complete your Dissertation Research Plan and IRB application.

Courseroom Tour

The Dissertation Research Seminar courseroom functions differently from the usual courseroom. Instead of ten units, each taking about a week, you will complete nine units before attending the residency and one unit following the residency. You must complete the first nine units prior to the residency, and you will have through Thursday of the fourth week to complete your work. The Oral Presentation on Research Topic in Unit 8 and the Power Point Presentation in Unit 9 are actually presented at residency. Unit 10 will be completed when you return home.

The course will be structured as follows:

- Units 1–9 will mostly be completed before you attend the residency. The nine units and the residency will all be completed within a four-week period.
- Unit 10 will be completed when you return home from the residency, and it will last two weeks.

The units in this course cover the following topics:

- Unit 1: Forming Cohorts and Dissecting Research Articles.
- Unit 2: The Role of Theory in PhD Research.
- Unit 3: Professional Communications.
- Unit 4: Your Research Topic.
- Unit 5: Library Skills and the Literature Review.
- Unit 6: Research Ethics – Completing Dissertation Milestone 1.
- Unit 7: Reviewing the Scientific Merit of a Proposed Topic and Developing Your Research Problem Statement.
- Unit 8: Contributions to Theory.
- Unit 9: Preparing for the Residency.
- Unit 10: Track 1 Final Assessments and Preparing for Track 2.

The course contains a variety of learning activities similar to your 10-week online courserooms:

- Readings.
- Reviewing presentations.
- Discussion questions.
- Quizzes and self-assessments.
Assignments.

Due Dates

The due dates for the unit activities are as follows:

- **Units 1–3**: Due by Sunday at 11:59 p.m. CST at the end of Week 1.
- **Units 4–6**: Due by Sunday at 11:59 p.m. CST at the end of Week 2.
- **Units 7–8**: Due by Sunday at 11:59 p.m. CST at the end of Week 3.
- **Unit 9**:  
  - u09a1: PowerPoint Presentation due by **Sunday at 8:00 a.m. CST** of the residency, **at the end of Week 4**.
- **Unit 10**:  
  - u10a1: Track 1 Final Assignment due by Sunday at 11:59 p.m. CST at the end of Week 5.
  - u10a2: Track 1 Preparation Plan due by Sunday at 11:59 p.m. CST at the end of Week 6.

Dissertation Milestones

The chart below shows the milestones associated with each track and a brief description of the milestone.

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<tr>
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For additional information, visit [Doctoral Resources and Support: PhD](#).

Peer Feedback

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

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

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

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

Capella University is committed to ensuring academic integrity within the doctoral research process. Dissertation and doctoral capstone researchers are responsible for ensuring that they have conducted their own research and completed their own data analysis, and that their dissertation or doctoral capstone is their own work. Doctoral researchers must strictly comply with University Policies 3.01.01 and 3.03.06, and nothing in this document replaces or alters those policies.

The Use of Third-party Services in Dissertation and Doctoral Capstone Research [PDF] document provides examples of ways in which third party services of all types may and may not be used within the doctoral process. Except as expressly set forth in this document, doctoral researchers must not use third-party services for any purpose. This includes services from any individuals other than those designated for the support of Capella’s dissertation and doctoral capstone learners such as mentors, committee members, librarians, tutors, and Writing Center staff.

Preparing for the Residency

It is important that you move through each activity sequentially. The objective here is to present the information you will need in the residency in a developmental sequence. You learn and practice in the Dissertation Research Seminar courseroom, and then you apply your skills at the residency.

Finally, the Dissertation Research Seminar courseroom is self-guided to a much greater extent than your regular courses. The instructor will be available to answer questions and direct you to resources as you need them. Think of the instructor as a consultant to—and an evaluator of—your work.

Discussions in the My Groups Area

Your instructor will assign all learners to a group. All unit discussions will be held in the private Group Discussion Board accessed via My Groups in the left-hand navigation area. You will only see your own group’s discussions. You will not see My Groups in the left-hand navigation area unless your instructor has enrolled you into a group. Use Messages to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Please note that discussions such as Welcome and Introductions and Ask Your Instructor are held in the regular discussion area and are open to all learners in this course.

Reference


Course Competencies

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

1. Identify the qualities and skills of a scholar-practitioner professional within respective disciplines.
2. Identify personal attributes of a scholar-practitioner.
3. Plan how to develop the scholar-practitioner identity within the discipline.
4. Apply the process and characteristics of critical thinking.
5. Evaluate the importance and value of a scholarly discourse.
6. Support ideas and concepts with evidence from the literature.
7. Problem: Assess research problems and questions in scholarly articles.
8. Literature: Evaluate the credibility of scholarly articles.
10. Analysis and conclusion: Analyze the various methodologies used by scholars to answer research questions in the literature.
11. Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.
12. Apply academic communication skills in verbal and written interactions.
Review Policies and Procedures

Learner Expectations Statement

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

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

Review Learner Expectations

Disability Services Statement

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

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

Visit Disability Services on iGuide

Course Participation

Begin participating in your courses from the very beginning. Active participation helps keep you from falling behind and gives you the opportunity to fully benefit from the course. It is also required for continuing enrollment, as stated in the Course Registration policy. The Course Registration policy outlines the requirements related to maintaining enrollment in the "Initial Course Participation" and "Ongoing Course Participation" sections.

For Initial Course Participation requirements, learners must submit a grade-eligible courseroom activity before the end of the second Friday of each course in order to remain enrolled in their course(s). Active participation is defined as:

- Completing an initial post to a unit discussion question.
- Completing an assessment (or quiz) in the courseroom.
- Submitting (or resubmitting) an assignment.

Note: Communicating with an instructor via courseroom mail, in the Ask Your Instructor discussion board, or outside of the courseroom does not count as initial course participation.

To meet Ongoing Course Participation requirements, learners must also continuously submit grade-eligible courseroom activities throughout the duration of each course in order to remain enrolled in their course(s). If you are not actively participating in your course for 14 consecutive days, you will receive an e-mail notification directing you to take action. If you continue to remain inactive for another 14 consecutive days (for a total of 28 consecutive days), you will be administratively withdrawn from the course.

Note: It is not enough to contact your instructor when you are unable to participate in your course for more than 14 days. If circumstances prevent you from being an active participant in your course, contact your academic advisor to review your options.

In the event that you are unable to complete the course requirements by the course "end date" due to unavoidable and unforeseen circumstances, you may request an Incomplete ("I") grade by submitting the Incomplete Grade Form on iGuide before the course concludes.

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

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

Welcome and Introductions

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

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

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

Faculty Expectations

It is important that you and your instructor share a common understanding of the expectations for this course. Read the faculty expectations message and respond acknowledging your understanding of the expectations.
Syllabus

Course Overview

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Preparing for the Residency

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Please note that discussions such as Welcome and Introductions and Ask Your Instructor are held in the regular discussion area and are open to all learners in this course.

Reference

This is a Pass/Fail course which means that the final grade will be converted to an S (Satisfactory) or an NS (Nonsatisfactory). You will earn numerical grades for the graded activities below, which will be calculated together as a final numerical grade. The instructor will convert the numerical grade to an S or NS based on the following requirements:

**Important:** You must fulfill the following criteria to pass this course with a Satisfactory (S) rating.

- You must pass u10a1 – Track 1 Final Assignment with a minimum score of 70% and receive either Basic, Proficient or Distinguished on all criteria.
- You must complete u06a1 – CITI Certification with an 85% total score.
- You must receive a score between 70 – 100 on the course overall.

Learners who meet the requirements above will receive a Satisfactory (S) rating; any other score will receive a Non-Satisfactory (NS) rating. Any learner receiving an NS will have to retake the course before registering for Track 2.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>Scoring Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unit Activities</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>u01a1: Dissecting a Quantitative Article</td>
<td>3%</td>
<td>Dissecting a Quantitative Article Scoring Guide</td>
</tr>
<tr>
<td>u01a2: Dissecting a Qualitative Article</td>
<td>3%</td>
<td>Dissecting a Qualitative Article Scoring Guide</td>
</tr>
<tr>
<td>u01q1: Quiz – Dissecting Research Articles</td>
<td>1%</td>
<td>Quiz – Dissecting Research Articles Scoring Guide</td>
</tr>
<tr>
<td>u03a1: Evaluating a Discussion Response</td>
<td>3%</td>
<td>Evaluating a Discussion Response Scoring Guide</td>
</tr>
<tr>
<td>u04q1: Self-Assessment – Research Topics</td>
<td>1%</td>
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<td>u04a1: Self Assessment – Literature Review</td>
<td>3%</td>
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<tr>
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<td>Literature Review Scoring Guide</td>
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<td>u06a1: CITI Certification</td>
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<tr>
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<td>Dissertation Research Seminar Track 1 Discussions Scoring Guide</td>
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<tr>
<td>u10a1: Track 1 Final Assignment</td>
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<td>Track 1 Final Assignment Scoring Guide</td>
</tr>
<tr>
<td>u10a2: Track 1 Preparation Plan</td>
<td>5%</td>
<td>Track 1 Preparation Plan Scoring Guide</td>
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<tr>
<td>Total:</td>
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**Course Materials**

**Required**

The materials listed below are required to complete the learning activities and projects in this course. Unless noted otherwise, the books, software, and coursepacks are available for purchase from the Capella University Virtual Bookstore. To purchase these texts, visit the bookstore and select your school and course ID.

**Books**

The following required readings are provided for you in the Capella University Library or linked directly in this course. To find library resources, use the Journal and Book Locator tool found on the library home page.

All Programs


Harold Abel School of Social & Behavioral Sciences - Department of Counseling


Harold Abel School of Social & Behavioral Sciences - Department of Psychology


School of Business & Technology


School of Education


School of Public Service Leadership


Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.
Optional Internet Resources

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.


Unit 1

Unit 1 Forming Cohorts and Dissecting Research Articles

Introduction

Identifying a dissertation topic may sound like a simple task but many PhD learners spend the greatest amount of time in dissertation attempting to identify an appropriate topic. In addition to topic identification, you need the knowledge and skill set to:

- Conceptualize.
- Plan.
- Execute.
- Complete your dissertation.

Capella University designed each aspect of your specialization curriculum to support your development to succeed and earn your PhD. Key elements of the design are:

- A competency-based curriculum model.
- Course sequencing.
- PhD Dissertation Research Seminars to complete Dissertation Milestones.

The goal of the three PhD Dissertation Research Seminars is to start early and to prepare you for your dissertation across your learning experience.

A competency-based curriculum model is your educational compass for success. Your online courses, the PhD Dissertation Research Seminar Tracks, the Comps Exam, and the Dissertation all connect to Program and Specialization Outcomes to form a seamless learning experience. Each component of your learning experience contributes a set of unique competencies that prepare you for independent research. In your dissertation, you will demonstrate that you have developed the knowledge and skills to meet each of your Program and Specialization Outcomes.

In an outcome-based curriculum model, you follow a developmental pathway. Your courses are sequenced and divided into three distinct segments. The three PhD Dissertation Research Seminar Tracks are strategically integrated at the end of each segment. Each segment of courses contains a specific set of competencies that you will apply at each PhD Dissertation Research Seminar Track. At each PhD Dissertation Research Seminar Track, you will receive feedback on your progress and develop a personal plan to continue your development in the next segment of your learning experience. The most efficient learning experience is to follow the course and PhD Dissertation Research Seminar Track sequence recommended for your specialization.

Your Capella University curriculum is carefully planned to efficiently deliver a high quality learning experience.

- Outcomes inform you of the goal and course competencies guide you on the pathway to achieving the goal.
- The most efficient pathway for your success is to follow the course sequence for your specialization.

In addition to providing developmental feedback, you will complete Dissertation Milestones in the PhD Dissertation Research Seminar Tracks. Specifically, you will complete:

- Milestone 1 – CITI Training in Track 1.
- Milestone 2 – Topic Approval in Track 2.

In addition to Milestone completion, you will complete the IRB Application in Track 3. Completing the application in Track 3 can decrease your time in Milestone 6 when you enter the dissertation phase of your program.
Dissertation Research Seminar Competencies

As you work your way through this course, you will begin to gain proficiency in twelve competencies, which are grouped into four key categories:

- **Scholar-Practitioner**
  - Identify the qualities and skills of a scholar-practitioner professional within respective disciplines.
  - Identify personal attributes of a scholar-practitioner.
  - Plan how to develop the scholar-practitioner identity within the discipline.

- **Critical Thinker**
  - Apply the process and characteristics of critical thinking.
  - Evaluate the importance and value of a scholarly discourse.
  - Support ideas and concepts with evidence from the literature.

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

- **Scholarly Communicator**
  - Apply academic communication skills in verbal and written interactions.

Additional Resources

These resources can be used as needed throughout the course.

- Capella Dissertation Research Seminars.
- Dissertation Research at Capella.
- Dissertation Research Seminar Competencies.
- Dissertation Research Seminar Track 1 Courseroom Outline.
- Courseroom Support Center.
- Learning Resources.
- Online Writing Center.
- Success Factors.

Group Discussion Activities – Topics and Replies

Please be aware that since discussion posts and replies take place in the My Groups area, your discussion topics will be presented in study activities; for example, "[u01s3] Unit 1 Discussion 1 Topic." Read the group discussion topic study for the discussion requirements, then post your replies in the appropriate private group discussion accessed via My Groups in the left-hand navigation area.

The competencies covered in this unit include the following:

- Competency 3 - Plan how to develop the scholar practitioner identity within the discipline.
- Competency 4 - Apply the process and characteristics of critical thinking.
- Competency 7 - Problem: Assess research problems and questions in scholarly articles.
- Competency 8 - Literature: Evaluate the credibility of scholarly articles.
- Competency 9 - Approach and Methodology: Articulate basic scientific method and research approaches.
- Competency 10 - Analysis and conclusion: Analyze the various methodologies used by scholars to answer research questions in the literature.
Competency 11 - Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.

Objectives

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

1. Explore expectations and competencies associated with the dissertation research seminar experience.
2. Assess the problem statement and research questions articulated in quantitative and qualitative research studies.
3. Assess how well literature reviews familiarize readers with research topics and provide information about how the studies fill a gap in the knowledge base.
4. Assess the research designs in quantitative and qualitative research studies.
5. Assess the sampling strategies and the process for recruiting and selecting participants in quantitative and qualitative research studies.
6. Evaluate authors' findings in quantitative and qualitative research studies.
7. Assess the implication and application sections of quantitative and qualitative research studies.

[u01s1] Unit 1 Study 1

Preparing for the Dissertation Research Seminar

For a successful Track 1 experience, begin by completing the following tasks. Remember, complete the activities in the order presented.

Readings

Complete the following:

- Read How the Dissertation Research Seminar Tracks Relate to Your Coursework.
- Read Dissertation Research Seminar Courseroom Expectations.
- Review Dissertation Research Seminar Competencies.

Forming Cohorts and Smarthinking

Your instructor will assign you to a small working group, or cohort, with whom you will discuss topics throughout this course and the Residency. All unit discussions will be held in the private Group Discussion Board accessed via My Groups in the left-hand navigation area. You will only see your own group's discussions. You will not see My Groups in the left-hand navigation area unless your instructor has enrolled you into a group. Use Messages to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course. Please note that discussions such as Welcome and Introductions and Ask Your Instructor are held in the regular discussion area and are open to all learners in this course.

Many activities for writing and the library include resources to support your development. You may already be familiar with some or all of the resources. If you identify areas that need improvement, use the resources to improve your skills. You are also strongly encouraged to use the Smarthinking service to receive free writing feedback and tutoring to improve your professional communication skills.

[u01s2] Unit 1 Study 2

Dissecting Research Articles

In the next few activities, you will focus on developing the critical thinking skills associated with becoming a critical consumer of research literature. Through these learning experiences, you will be able to:

- Identify key research concepts.
Utilize these research concepts to begin evaluating research articles more critically.

These critical thinking competencies are directly applicable to your coursework and to each aspect of the research process that you will continue to encounter as you advance in your program of studies. When you locate relevant existing research to support your research topic, your next step will be to evaluate what those articles:

- Contribute to your literature review.
- Contribute to your justification for your study.

These activities will help you develop basic skills in doing such evaluative reflection. Knowing how to evaluate research does not happen naturally. Throughout life, individuals make decisions about truth based on nonscientific methods. Examples of nonscientific evidence include:

- Opinions.
- Value judgments.
- Personal experiences.
- Unsupported assertions.
- Second-hand reports.

Therefore, learning to distinguish between nonscientific evidence and scientific evidence is a learning process that requires self-awareness and practice. As a graduate student, recognizing nonscientific methods and learning how to apply critical thinking skills to the dissection and evaluation of research articles is an essential tool for your educational success.

As you work through the material, obtaining a comprehensive understanding of quantitative and qualitative research methods and data analysis is not the objective. The focus is to help you achieve a basic understanding of key research concepts that form the foundation of the research process. This work will help you develop the foundation of knowledge and understanding that you will continue to build upon as you complete coursework in your doctoral program.

You will apply your knowledge of the research process:

- When reading research articles for your courses.
- When developing your Research Plan.
- When preparing your comprehensive exam papers.

As you continue in the transformational process to scholar-practitioner, you will become increasingly sophisticated in critically evaluating the claims of authors in research articles; and will be able to separate out scientifically verified claims from unsubstantiated claims. A research article describes the research design and the results of the study conducted. The objective of this unit is to help you develop basic skills in critically evaluating those results.

To complete the work on dissecting research articles, complete the following:

- Study the Dissecting Research Articles handout to prepare yourself for the Dissecting a Quantitative Article and Dissecting a Qualitative Article activities. Now is also a good time to review Library Research and Information Literacy Skills, if you wish.
  - Browse the tutorials and information in the Source Quality tab on your school’s Library Research Guide page:
    - Business PhD.
    - Counseling PhD.
    - Education PhD.
    - Information Technology PhD.
    - Psychology PhD.
    - Public Service Leadership PhD.

In the next two activities, Dissecting a Quantitative Article and Dissecting a Qualitative Article, you will read two research articles, referred to as Sample Article 1 and Sample Article 2, and then complete an evaluation of each.

- Sample Article 1 is an example of a quantitative research study.
- Sample Article 2 is an example of a qualitative research study.
[u01a1] Unit 1 Assignment 1

Dissecting a Quantitative Article

Read Sample Article 1 for your program:

- For Counseling, read Schoebi, Karney, and Bradbury's 2012 article, "Stability and Change in the First 10 Years of Marriage: Does Commitment Confer Benefits Beyond the Effects of Satisfaction?" from Journal of Personality and Social Psychology, volume 102, issue 4, pages 729–742.
- For Psychology, read Schoebi, Karney, and Bradbury's 2012 article, "Stability and Change in the First 10 Years of Marriage: Does Commitment Confer Benefits Beyond the Effects of Satisfaction?" from Journal of Personality and Social Psychology, volume 102, issue 4, pages 729–742.
- For Public Service Leadership, read Thomas, Thomas, Burgason, and Wichinsky's 2014 article, "Early Contact With the Criminal Justice System and Intellectual Functioning as Risk Factors for Violent and Chronic Adult Offending," from Western Criminology Review, volume 15, issue 1, pages 34–50.

After you have completed your reading of Sample Article 1, open the document associated with your program and follow the instructions. You may also wish to review the Dissecting Research Articles handout. This activity will help you develop skills for evaluating the article carefully and fully, taking into account each element of a research article.

- For Business and Technology, use Dissecting Research Articles – Quantitative – Business and Technology.
- For Counseling, use Dissecting Research Articles – Quantitative – Counseling.
- For Education, use Dissecting Research Articles – Quantitative – Education.
- For Psychology, use Dissecting Research Articles – Quantitative – Psychology.
- For Public Service Leadership, use Dissecting Research Articles – Quantitative – Public Service Leadership.

Review the Dissecting a Quantitative Article Scoring Guide to ensure that you have addressed all of the grading criteria in your assignment. Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[u01a2] Unit 1 Assignment 2

Dissecting a Qualitative Article

Read Sample Article 2 for your program:

- For Education, read Wiersma and Sherman's 2005 article, "Volunteer Youth Sport Coaches' Perspectives of Coaching Education/Certification and Parental Codes of Conduct," from Exercise and Sport, volume 76, issue 3, pages 324–338.

Resources

- Dissecting a Quantitative Article Scoring Guide
- Dissecting a Qualitative Article Scoring Guide


After you have completed your reading of Sample Article 2, open the document associated with your program and follow the instructions. This is also a good time to review the Dissecting Research Articles handout, if you wish. This activity will help you develop skills for evaluating the article carefully and fully, taking into account each element of a research article.

For Business and Technology, use Dissecting Research Articles – Qualitative – Business and Technology.

For Counseling, use Dissecting Research Articles – Qualitative – Counseling.

For Education, use Dissecting Research Articles – Qualitative – Education.

For Psychology, use Dissecting Research Articles – Qualitative – Psychology.

For Public Service Leadership, use Dissecting Research Articles – Qualitative – Public Service Leadership.

Review the Dissecting a Qualitative Article Scoring Guide to ensure that you have addressed all of the grading criteria in your assignment. Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[u01q1] Unit 1 Quiz 1

Quiz – Dissecting Research Articles

In the unit, you have been working on further developing your research skills through the following activities:

- Reviewing the Dissecting Research Articles handout.
- Completing the Dissecting a Quantitative Article assignment.
- Completing the Dissecting a Qualitative Article assignment.

This quiz provides an opportunity for you to test yourself on the following course competencies:

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

Read the following instructions before taking the quiz:

- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- You will have two attempts to take the quiz. The highest score will be recorded.
- After answering all questions, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible and 17 questions.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Updates and Handouts

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

Ask Your Instructor

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

Unit 2 The Role of Theory in PhD Research

Introduction

Now that you are beginning to develop a research plan for your dissertation, you need to understand and be able to respond to the following questions:

- What is theory?
- What is the role of theory in research?

The dissertation is comprised of 16 Milestones. In Track 1, you will complete Milestone 1, completion of the CITI training. In Track 2, you will complete Milestone 2, topic approval, and you will view the media piece entitled, Research Question Hierarchy. A scholar-practitioner, "seeks to connect practice with theory through applied research that addresses real-world situations" (Capella University, 2012). In short, a scholar-practitioner's dissertation contributes "to testing and building theory and actionable knowledge" (Capella University, 2012) that can be applied in the context of the scholar-practitioner's specialization.

So how can quantitative and qualitative research impact your professional practice? To illustrate an example of a quantitative study, consider Isaac Newton. Utilizing an experimental method, Newton developed the law of gravitation that explains the acceleration of a falling apple due to gravity. Quantitatively, he was able to demonstrate that the falling apple is an example of the laws of gravitation and motion. First, Newton verified his theory of gravitation and motion. Then, he generalized his findings to explain the impact of gravity and motion for all objects.

Now, consider Charles Darwin, a qualitative, naturalist researcher. Darwin gathered his data from observing nature. He then utilized the information to develop a rich description of the origin of species to develop a theory of evolution. Darwin did not quantify his theory but nonetheless, his work significantly impacted science and society.

Newton and Darwin are examples of quantitative and qualitative research; however, your mission is not to transform science and society in your dissertation. The dissertation is the final assessment to demonstrate that you have developed the competencies required to conduct independent research within your specialization. In dissertation, you will demonstrate to your mentor and committee that you can design and execute an independent research project that fills a gap, and not a canyon, in the literature of your specialization. In short, graduate first and then, use your knowledge and skills to pursue your research passion.

Each PhD specialization is defined by a body of scholarly literature grounded in theory. In Track 1, you begin developing your Research Plan by identifying a dissertation topic and developing a research problem. Part of this process includes identifying theory. Theory provides the structure for how you perceive your research. The hallmark of PhD research is to extend theory. In your coursework, you will encounter multiple theories that relate to your specialization. You should also go to Research in Your School, choose your school, and review the Programs of Research document for your school to identify theories appropriate for your specialization.

The role of theory in research is different for quantitative and qualitative methods. To understand the role of theory, you must also understand the philosophical assumptions underlying quantitative and qualitative research. The following philosophical assumptions will guide your research:

- Ontological.
- Epistemological.
- Axiological.
- Methodological.

Within each of these assumptions are two philosophical perspectives, positivist and constructionist, also known as naturalist. The quantitative researcher's assumptions are positivist and the qualitative researcher's assumptions are constructionist. For the purposes of Track 1, the focus will be on ontological and epistemological assumptions.

Ontological assumptions are "assumptions about the nature of things". There are two ontological assumptions, the positivist view and the constructionist view. For the positivist, the researcher is an objective observer of the research process.
one reality and that reality can be broken down into defined and measurable variables. In contrast, constructionists accept nature as nature. The constructionist is part of nature and therefore, part of the research process. All research participants have a perception of reality within nature and there are as many realities as there are participants, including the researcher’s.

Epistemological assumptions are about the kind of knowledge we can seek with the methodology. Epistemologically, the positivist identifies specific variables to quantify, test, and verify. The positivist seeks truth. On the other hand, the constructionist observes a phenomenon in the natural setting and utilizes language to reveal a description, a lesson to be learned, an answer to a question, or an emergent theory.

The competencies covered in this unit include the following:

- Competency 3 - Plan how to develop the scholar-practitioner identity within the discipline.
- Competency 4 - Apply the process and characteristics of critical thinking.
- Competency 5 - Evaluate the importance and value of a scholarly discourse.
- Competency 6 - Support ideas and concepts with evidence from the literature.

References


Objectives

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

1. Define theory within the Scholar-Practitioner Model.
2. Compare and contrast the inductive and deductive processes of theory building.
3. Explain the role of theory in the quantitative research process.
4. Assess how a researcher's paradigm can influence the use of a grounded theory method.

[u02s1] Unit 2 Study 1

Theory Building in PhD Research

To prepare for the activities in Unit 2, you will read two articles regarding the role of theory in the research process. The article by Lynham presents theory from primarily a quantitative perspective, while the article by Hall, Griffiths, and McKenna presents theory primarily from a qualitative perspective. To better understand the two philosophical approaches, both articles compare and contrast quantitative and qualitative approaches to theory and theory building in research.

Section 3.1 of the Quantitative Research Plan is Theoretical Foundations. Section 3.2 of the Qualitative Research Plan is Theoretical Implications. It is important to note the difference between theoretical foundations and theoretical implications. Foundation is the base upon which you will build your research. Implication suggests an inferred relationship. The unit activities will begin with quantitative research and theoretical foundations.

In quantitative research, the term "theoretical foundations" defines the central role of theory in the quantitative research process. The quantitative researcher identifies a gap in the literature to build or extend theory. Variables are identified and a hypothesis is developed. The researcher then tests the interaction of the variables and analyzes the data. The results of the statistical analysis will either verify or refute the hypothesis.

In qualitative research, the term "theoretical implications" is not so direct and the application of theory can be more of an implied part of the process. For example, the outcome of the grounded theory method is to arrive at an emergent theory. In addition to arriving at an emergent theory, as you read the article by Hall, Griffiths, and McKenna, you will understand how extant theory can be utilized to frame or guide the grounded theory process. A theory may also emerge from a generic qualitative method.

Qualitative methods other than grounded theory and generic qualitative usually avoid theoretical frameworks and preconceptions. Instead, theoretical implications are more related to the outcome of a qualitative study. In your coursework, research, and Tracks 2 and 3, you will learn more about theoretical implication and the connection to qualitative methods. You will apply what you learn in Unit 2 to your research plan in Unit 6 – Contributions to Theory.
Readings

Complete the following:

- Review Section 3.2 of the Qualitative Dissertation Research Plan – Theoretical Implications.

[u02s2] Unit 2 Study 2

Unit 2 Discussion 1 Topic

Group Discussion Instructions

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

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

Group Discussion Topic: Define Theory within the Scholar-Practitioner Model

This discussion should be completed after completing the readings in this unit. In your own words, compose and post an answer to the following question:

- Theory is the core of PhD dissertation research. Define your understanding of the term theory as it relates to research. Remember to use proper APA format for any citations and references you use to support your explanation in this, and every discussion in the course.

Response Guidelines

Respond with a high-quality post to one cohort partner. In your response, compare and contrast your partner's answer to your own.

[u02s3] Unit 2 Study 3

Unit 2 Discussion 2 Topic

Resources

- PhD Dissertation Research Seminar Discussion Scoring Guide.
- Courseroom Tutorial: Participate in Groups.
Group Discussion Instructions

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

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

Group Discussion Topic: Inductive and Deductive Processes for Theory Building

This discussion should be completed after studying the readings in this unit. In your own words, compose and post an answer to the following question:

- The articles by Hall, Griffiths, and McKenna and by Lynham both describe the inductive and deductive processes to theory building. Using the information from the two articles, compare and contrast the two processes in theory building.

Response Guidelines

Respond with a high-quality post to one cohort partner. In your response, compare and contrast your partner's answer to your own.

[u02s4] Unit 2 Study 4

Unit 2 Discussion 3 Topic

Group Discussion Instructions

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

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

Group Discussion Topic: Role of Theory in the Quantitative Research Process.

This discussion should be completed after studying the readings in this unit. Compose and post an answer to the following question:

- Lynham presents a five phase model for theory building. Identify the phase that you would expect most quantitative dissertation research would occur within the scholar-practitioner model and explain how the phase you identified is a better fit for the scholar-practitioner model.

Resources

- PhD Dissertation Research Seminar Discussion Scoring Guide
- Courseroom Tutorial: Participate in Groups
Response Guidelines

Respond with a high-quality post to one cohort partner. In your response, compare and contrast your partner’s answer to your own.

[u02s5] Unit 2 Study 5

Unit 2 Discussion 4 Topic

Group Discussion Instructions

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

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

Group Discussion Topic: Research Paradigm Influence on Grounded Theory Method

This discussion should be completed after studying the readings in this unit. Compose and post an answer to the following question:

Unlike quantitative research, theory does not have a distinct role across the various qualitative methods. Hall, Griffiths, & McKenna address the role of how different paradigms can influence the application of a grounded theory method. While more frequently associated with a grounded theory method, different paradigms can influence the application of other qualitative methods. Yet in other qualitative methods, a paradigm or preconception is avoided. In your words, summarize how a researcher’s paradigm can influence the use of a grounded theory method.

Response Guidelines

Respond with a high-quality post to one cohort partner. In your response, compare and contrast your partner’s answer to your own.

Updates and Handouts

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

Ask Your Instructor

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

Unit 3 Professional Communication

Introduction

This unit introduces the Professional Communication and Writing Guide and more details of APA style and format. It includes a thorough description and discussion of how to correctly write postings, responses to other learners, and papers at Capella, which is directly related to your work in Track 1. The articles that you find to support your thesis (for a posting or a course paper, for instance) and the careful critical analysis applied to those articles, will form the body of any paper or posting, and the Professional Communication and Writing Guide identifies how to construct successful papers, postings, and discussion responses.

In this unit, you will become familiar with the Professional Communications and Writing Guide used in the university to present learners with the standards for professional communication—whether written or spoken. You will become familiar with:

- The key elements of academic writing needed for successful postings and responses in the courseroom.
- The key elements in a course final project (the literature review or final paper).
- The idea of the key challenge and how to respond to it in the final course paper.

The process of attaining a PhD requires learners to communicate in a scholarly fashion. To complete the PhD program, you must write at a very high level. This means that you have to write to a very specialized audience: a group of academics. During and after the dissertation research seminar you may find the Professional Communications and Writing Guide helpful. These sessions on professional communications in the courseroom are your first steps in preparing you for independent research throughout your academic career.

As you move forward in your doctoral program, the complexity of your writing requirements will progressively intensify:

- In your course work, you must develop your initial professional communications skills.
- In your comprehensive examination, you must demonstrate that you are prepared to conduct independent research and present your investigation in a manner appropriate to your profession.
- In your dissertation, you must demonstrate the ability to conduct sustained independent research and the ability to communicate your findings in a clear, precise, and accurate way that conforms to the highest academic standards.

The professional communication activities are designed to help you develop the communication skills to succeed as an academic and scholar in the first step of your journey towards completing the PhD. We do not expect that you will be perfect after completing Track 1—or even after completing Track 3. But we do expect that you will take these standards seriously and work to develop your skills to the level required of the PhD.

The competencies covered in this unit include the following:

- Competency 4 - Apply the process and characteristics of critical thinking.
- Competency 5 - Evaluate the importance and value of a scholarly discourse.
- Competency 12 - Apply academic communication skills in verbal and written interactions.

Discussions in the My Groups Area – Topics and Replies

Please be aware that since the discussions in this unit take place in the My Groups area, your discussion topics will be presented in study activities; for example, "[u03s2] Unit 3 Discussion 1 Topic." Read the group discussion topic study for the discussion requirements, then post your replies in the appropriate private group discussion accessed via My Groups in the left-hand navigation area.

Objectives

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

1. Explain the importance of scholarly communication in academic and professional settings.
2. Evaluate the quality and relevance of the content areas addressed in a doctoral discussion sample.
3. Evaluate the levels of critical analysis addressed in a doctoral discussion sample.
4. Evaluate the quality of the introduction, details, evidence, and logical support in a doctoral discussion response sample.

[u03s1] Unit 3 Study 1

Professional Communication

The Professional Communications and Writing Guide offers guidance and support to learners and faculty who want to enhance the quality of their professional communications. The key objective of the guide is to articulate a common set of expectations for learners and faculty.

- For Business and Technology, use Professional Communications and Writing Guide – Business and Technology.
- For Counseling use Professional Communications and Writing Guide – Counseling.
- For Education, use Professional Communications and Writing Guide – Education.
- For Psychology, use Professional Communications and Writing Guide – Psychology.
- For Public Service Leadership, use Professional Communications and Writing Guide – Public Service Leadership.

In Track 1, the guide focuses on scholarly writing in the courseroom:

- Unit posts.
- Critiques and responses to learner–colleagues.
- Course papers (also known as literature reviews).

After studying each of the materials in this section, please complete the activities associated with them.

In preparation for the next series of discussions, read the following:

- The Importance and Meaning of Scholarly Communication addresses the importance of professional communications, and its accompanying activity enables you to apply what you learned to your own development as a scholar-practitioner. When you have finished this presentation, answer the following:
  - Importance of Scholarly Communication, the first discussion of this unit.

- Successful Courseroom Postings and Critiques explores the characteristics of successful response postings to a discussion question in the courseroom. When you finish this reading presentation, answer the following:
  - Responding to Discussions – Content Issues, the second discussion of this unit.
  - Responding to Discussions – Critical Analysis, the third discussion of this unit.

- Turning Your Review of the Literature Into a Draft Answer addresses the goals, characteristics, and structures of successful answers to discussion questions and how to write successful and scholarly responses to colleagues in courseroom discussions. When you finish this reading presentation, complete the following:
  - Evaluating a Discussion Response, the first assignment of this unit.

[u03s2] Unit 3 Study 2

Unit 3 Discussion 1 Topic
Group Discussion Instructions

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

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

Group Discussion Topic: Importance of Scholarly Communication

This discussion should be completed after studying The Importance and Meaning of Scholarly Communication. Compose and post an answer to the following questions:

- What are the reasons that scholarly communication is important to you, not only at Capella, but also in your field of work?
- List the actual forms of scholarly communication you currently use or probably will use in your career (including your work at Capella).
- Why, in your opinion, is it important to keep all communications of an academic nature at the scholarly level?

Response Guidelines

Respond with a high-quality post to one cohort partner. In your response, compare and contrast your partner's answer to your own.

[u03s3] Unit 3 Study 3

Unit 3 Discussion 2 Topic
Group Discussion Instructions

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

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

Group Discussion: Responding to Discussions – Content Issues

This discussion should be completed after studying the presentation, Successful Courseroom Postings and Critiques. When you are ready, open the discussion associated with your program and follow the instructions:

- For Business and Technology, use Identifying Content Issues in Discussions – Business and Technology.
- For Counseling use Identifying Content Issues in Discussions – Counseling.
- For Education, use Identifying Content Issues in Discussions – Education.
- For Psychology, use Identifying Content Issues in Discussions – Psychology.
- For Public Service Leadership, use Identifying Content Issues in Discussions – Public Service Leadership.

[u03s4] Unit 3 Study 4

Unit 3 Discussion 3 Topic

Group Discussion Instructions

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

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

Group Discussion: Responding to Discussions – Critical Analysis

This discussion should be completed after studying the presentation, Successful Courseroom Postings and Critiques, and after the Responding to Discussions – Content Issues discussion. When you are ready, open

Resources

- PhD Dissertation Research Seminar Discussion Scoring Guide.
- Successful Courseroom Postings and Critiques.
- Writing Feedback Tool.
- Professional Communications and Writing Guide – Business and Technology.
- Professional Communications and Writing Guide – Counseling.
- Professional Communications and Writing Guide – Education.
- Professional Communications and Writing Guide – Psychology.
- Professional Communications and Writing Guide – Public Service Leadership.
- Courseroom Tutorial: Participate in Groups.
the discussion associated with your program and follow the instructions:

- For Business and Technology, use Critical Analysis in Discussions – Business and Technology.
- For Counseling, use Critical Analysis in Discussions – Counseling.
- For Education, use Critical Analysis in Discussions – Education.
- For Psychology, use Critical Analysis in Discussions – Psychology.
- For Public Service Leadership, use Critical Analysis in Discussions – Public Service Leadership.

[u03a1] Unit 3 Assignment 1

Evaluating a Discussion Response

This assignment should be completed after studying the presentation, Turning Your Review of the Literature Into a Draft Answer. For this activity, you will evaluate a sample response to the discussion question with which you worked earlier. When you are ready, open the sample response associated with your program and follow the directions to evaluate the response.

- For Business and Technology, use Evaluating a Discussion Response – Business and Technology.
- For Counseling, use Evaluating a Discussion Response – Counseling.
- For Education, use Evaluating a Discussion Response – Education.
- For Psychology, use Evaluating a Discussion Response – Psychology.
- For Public Service Leadership, use Evaluating a Discussion Response – Public Service Leadership.

Review the Evaluating a Discussion Response Scoring Guide to ensure that you have addressed all of the grading criteria in your assignment. Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

Updates and Handouts

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

Ask Your Instructor

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

Unit 4 Your Research Topic

Introduction

At Capella, earning your PhD requires that you demonstrate the achievement of your program and specialization outcomes. Your learning process is guided by the course and PhD Dissertation Research Seminar track competencies that align with your program and specialization outcomes. Competencies represent the skills and knowledge you will incrementally develop to achieve your program and specialization outcomes. The dissertation is the final project for all Capella PhD programs. Successfully completing your dissertation will demonstrate that you meet all program and specialization outcomes and that you are prepared to enter the PhD academy in your field.

The identification of a dissertation topic may sound simple but identifying an appropriate topic is a complex activity. A dissertation topic must be acceptable within the:

- Discipline.
- School.
- Specialization.

A dissertation topic must first align with your discipline. You will utilize the scientific literature in your discipline to maintain alignment and narrow the scope of your topic. The process begins by aligning your topic with the discipline and then, step by step narrowing the focus of your topic to respond to a specific gap in the body of knowledge for your specialization. Always keep in mind the dissertation demonstrates your ability to conduct independent research, extend theory, and fill a gap in the literature of your specialization area.

Note: You will use the work that you complete in Unit 4 in your Dissertation Research Plan Section 1.1 – Research Topic.

The competencies covered in this unit include the following:

- Competency 1: Identify the qualities and skills of a scholar practitioner professional within respective disciplines.
- Competency 3: Plan how to develop the scholar practitioner identity within the discipline.
- Competency 4: Apply the process and characteristics of critical thinking.
- Competency 6: Support ideas and concepts with evidence from the literature.
- Competency 7: Problem: Assess research problems and questions in scholarly articles.
- Competency 9: Assess the theoretical framework or orientation identified for a literature review.
- Competency 10: Analysis and conclusion: Analyze the various methodologies used by scholars to answer research questions in the literature.
- Competency 12: Apply academic communication skills in verbal and written interactions.

Group Discussion Activities – Topics and Replies

Please be aware that since discussion posts and replies take place in the My Groups area, your discussion topics will be presented in study activities; for example, "[u04s3] Unit 4 Discussion 1 Topic." Read the group discussion topic study for the discussion requirements, then post your replies in the appropriate private group discussion accessed via My Groups in the left-hand navigation area.

Objectives

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

1. Demonstrate an understanding of the characteristics of a successful research topic.
2. Demonstrate the ability to narrow and focus the key concepts and population in a research topic.
3. Identify a research topic using key concepts and target population.
4. Assess your own course paper including the research problem, theoretical framework, literature review, conclusions; and provide an action plan for improving writing skills.
[u04s1] Unit 4 Study 1

Developing Your Research Topic

Crafting the research topic is the very first step in creating a successful research design. Too many learners rush the process, settling for a sloppy and unfocussed topic statement and hurrying to identify a research question or methodology. Avoid that trap, for it is a trap. Why? A well-crafted topic statement identifies the key concepts that will be investigated, and does so using the terminology used in the specialization.

When the key concepts and the specific population of interest are correctly identified and articulated, keywords for a literature review can more readily be generated. The literature review is the second step in research design—it provides the evidence that justifies doing the study in the first place. So a sloppy and unfocused research topic will result in a sloppy and unfocused literature review, and it is highly likely that the study will not be justified. Care in formulating your research topics in the beginning will greatly enhance your likelihood of producing a successful and justified Research Plan.

Readings

- Read Creating a Successful Research Topic Statement.

[u04s2] Unit 4 Study 2

Complete the Research Topic Template

In preparation for this unit's Research Topic Critique discussion and Self-Assessment – Research Topics quiz, complete the Research Topic Template. Follow the instructions to work through a minimum of four iterations of a research topic. You will use the research topic throughout the rest of this course, so be sure to save a copy for your files.

You should also review the following criteria from the Self-Assessment – Research Topics quiz that you will use to self-assess your research topic in this unit.

- The research topic identifies, using well-focused terms appropriate to the field, the key concepts or a phenomenon to be investigated.
- If more than one concept is to be investigated, the research topic specifies the relationship among the key concepts (if any). If only one phenomenon is to be investigated, the type of phenomenon is specified clearly.
- The research topic names the target population.
- The document contains no errors of grammar, usage, or mechanics.
- There is a full APA-formatted reference list.

You may wish to review Creating a Successful Research Topic Statement.

[u04q1] Unit 4 Quiz 1

Self-Assessment – Research Topics

In this unit, you have explored some of the elements of creating a successful research topic statement, and have begun the process of developing your own with the Research Topic Template. Using this Self-Assessment – Research Topics Quiz, assess how you think you did on your research topic. This will help you demonstrate an understanding of the following course competencies:

- Apply the process and characteristics of critical thinking.
- Support ideas and concepts with evidence from the literature.
- Problem: Assess research problems and questions in scholarly articles.
- Apply academic communication skills in verbal and written interactions.

Use this quiz to help you determine where additional work may need to be done.
Read the following instructions before taking the quiz:

- There is no time limit on the quiz.
- You will have two attempts to take the quiz. The highest score will be recorded.
- You must take and submit the quiz in this unit.
- After answering all the questions, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 6 questions worth a total of 100 points.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

[u04s3] Unit 4 Study 3

Unit 4 Discussion 1 Topic

Group Discussion Instructions

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

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

Group Discussion Topic: Research Topic Critique

First state your program or specialization name. Then post a well-written message in which you state your research topic in the final form reached in your Research Topic Template. That form should have been a single phrase. In your message, write the phrase within a sentence that starts, "My research topic is . . .," and then write the topic phrase in italics.

For example:

My Specialization is I/O Psychology.

My research topic is the relationship between frequency of promotion and years of post-high-school education in middle class African American male managers in midsize corporations.

In addition to your research topic, include the following in your initial post:

- Following correct APA (2010, p. 63) format for lists (either numbered or bulleted), list the key concepts you plan to investigate.
- Indicate what kind of relationship among or between them (if any) you wish to explore.
- Identify the population of interest.
- Use correct terminology from your specialization.

Note: You will use the work that you complete on your research topic in this unit in your Dissertation Research Plan Section 1.1 – Research Topic.

Response Guidelines

Offer a constructive critique to at least one of your cohort colleagues, using the criteria from the Self-Assessment – Research Topics quiz you completed earlier:

- The research topic identifies, using well-focused terms appropriate to the field, the key concepts or a phenomenon to be investigated.

Resources

PhD Dissertation Research Seminar Discussion Scoring Guide
Research Topic Template
Courseroom Tutorial: Participate in Groups
If more than one concept is to be investigated, the research topic specifies the relationship among the key concepts (if any). If only one phenomenon is to be investigated, the type of phenomenon is specified clearly.

The research topic names the target population.

The document contains no errors of grammar, usage, or mechanics.


There is a full APA-formatted reference list.

Each cohort partner should receive at least two critiques, so if you open a post and it has been critiqued twice already, move on to one that has not. If all have received two critiques, more can be added. Be sure that your critique addresses each of Self-Assessment – Research Topics criteria.

[u04a1] Unit 4 Assignment 1

Self Assessment – Literature Review

This section continues the theme of scholarly communication. In order to complete this series of activities, you will need to use a final paper that you wrote for one of your program courses. You will evaluate this paper using the information you will obtain from the presentation. Take a moment to locate the paper you will use for this evaluation, then proceed to the media.

Media

Complete the following:

- Select the presentation that is associated with your program, and click Launch [School] Media to view The Literature Review or Course Paper. This piece addresses how to write successful literature reviews (course papers), including their correct structure and organization, identifying the key challenge of the paper assignment, and properly constructing a literature review that addresses the key challenge successfully.
- When you have finished studying the presentation, complete the following:
  - Locate the final paper you selected for evaluation.
  - For Self Assessment: Evaluating a Literature Review or Course Paper, click Launch Presentation. Follow the instructions to evaluate your paper. When you have completed the self-assessment and received a score, complete the section where you explain how you will improve your skills. Make sure you indicate, in the self-assessment, to have the results sent to your e-mail.
  - As you complete the self-assessment, take notes related to each question and sub-question, related to your chosen course paper. Write a synopsis of your assessment.

Post both your synopsis and the results page of the Self-Assessment to the assignment area so that the instructor can view your results and provide additional feedback as needed.

Review the Self Assessment – Literature Review Scoring guide to ensure that you have addressed all grading criteria for this assignment. Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

Updates and Handouts

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

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

Unit 5 Library Skills and the Literature Review

Introduction

*What contribution will your dissertation make to the scholarly literature in your field?*

We are early in the topic exploration process, so you do not yet know the definitive answer to that question. But even posing the question to yourself can bring your research priorities into focus. The goal of this unit's activities is to begin to familiarize yourself with the literature in your field, and to understand the scope and contours of the research in your topic domain.

This is a big undertaking—much more than simply collecting articles about your topic. Here are some questions to consider as you begin to search the literature:

- Where will you look for the literature? Which journals are important? Which research databases include those journals?
- What is the extent of the literature related to your topic(s)? How much has been written? Which disciplines are involved?
- Who established, or first wrote about, the field? Who has theorized in the field? Who is currently researching in the field?
- What is the history of the field? Where do you look to find that history?
- What are the key debates that have cropped up in the field?

Answering these questions will require reading in broad directions as well as effective note taking and organization. You will ultimately need to organize hundreds of sources, which is no easy task.

As the landscape of the literature emerges, you will then be able to notice what is missing or where the gaps exist. Having this map of the literature will not only lead you to the gaps, but will inform your literature review and allow you to place your own research into the proper context.

In this unit, you will work on reviewing and building your library research skills from the ground up, to help you begin to build a comprehensive literature review for your dissertation as well as for the research you will continue to do in your regular courses. This unit begins with resources for selecting keywords, organizing your research, and searching the library’s databases, followed by a short quiz to assess your understanding of these concepts. You will be asked to use what you have learned to search the Capella Library databases to complete a brief, initial literature review on your research topic. In Tracks 2 and 3, you will build on these foundational skills and extend your expertise in library research into more refined applications.

Unit 5 is immediately relevant to the Track 1 residency, where you will:

- Articulate a justification to conduct the study on your selected topic.
- Continue to build your initial literature review.

The competencies covered in this unit include the following:

- Competency 1 – Identify the qualities and skills of a scholar practitioner professional within respective disciplines.
- Competency 3 – Plan how to develop the scholar practitioner identity within the discipline.
- Competency 6 – Support ideas and concepts with evidence from the literature.
- Competency 12 – Apply academic communication skills in verbal and written interactions.

Objectives

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

1. Identify a research topic using key concepts and target population.
2. Demonstrate effective library research skills through focused and refined keyword searches, providing a rationale for search strategy.
3. Identify scholarly articles that support a research topic, using APA 6th edition formatting.
4. Assess the contribution of scholarly articles to the literature review of an identified research topic.
5. Assess scholar-practitioner library research knowledge through completion of a brief assessment.

[u05s1] Unit 5 Study 1

Defining Your Search Terms Using Keywords

A thorough and comprehensive search of the literature depends on a thoughtful and organized keyword search strategy. The goal of this activity is to familiarize you with resources that can help you identify keywords and plan a thorough keyword search strategy.

Definition: Keywords are significant words or the main ideas that are useful for searching for information. Here are some recommended tips:

- Take out little words like if, it, is, in, of, a, to, et cetera.
- Remove generic words like “effects” or “consequences.” Researchers usually focus on a single effect/consequence for their research, so they tend to not use words like these when they write.
- Remember that scholars use precise, academic language. Meanwhile, databases simply scan a large collection of articles for matching words. This means that everyday language might NOT be helpful for searching academic journals. Use the literature to guide the words you use to search.

Complete the Keyword Brainstorming Worksheet. You will use your list of keywords in the assignments in this unit. You will continue to build on and add to this list during Residency.

Review the following iGuide resources:

- Selecting the Best Keywords.
- Background Research – Discover Context.
- Exploring a Topic with CREDO.

[u05s2] Unit 5 Study 2

Organizing Your Literature

Reviewing the literature for your dissertation will require managing hundreds of different articles, books and other references. The more time you spend on the front end, organizing your search results, the less time you will waste backtracking later. The library has a number of organization and tracking tools that can help you stay efficient with your literature research.

Start to develop a plan now for tracking your academic workflow by reviewing the following resources:

- Staying Organized & Managing Documents.
- Automated Citations from the Library Databases.
- RefWorks Information Page.

[u05a1] Unit 5 Assignment 1

Library Research Knowledge Assessment

In this unit, you have been introduced to new concepts related to building your library research knowledge. For this assignment, you will complete the Library Research Knowledge Assessment, which provides you with the opportunity to demonstrate your mastery of the following course competencies:

- Identify the qualities and skills of a scholar practitioner professional within respective disciplines.

Resources

- Library Research Knowledge Assessment Scoring Guide.
- Library Research Knowledge Assessment Transcript.
Access the Library Research Knowledge Assessment, available in the resources. Complete the assessment to demonstrate an understanding of your current library research knowledge. After completing the assessment, and emailing yourself the results from the final page of the assessment, review the tutorials indicated in the feedback you receive.

If you do not receive at least 80% (13 correct out of 16 correct) on the assessment, review the material in the results e-mail and retake the assessment. You may take the assessment an unlimited number of times. Save the results e-mail you receive as a PDF or HTML file and submit it in the assignment area.

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

[u05a2] Unit 5 Assignment 2

Literature Review

Assignment Overview

What is “The Literature?” There is no single definition for this term. The meaning of the term “literature” shifts, depending on your research question. It will always include the scholarly material most relevant to your research. “The Literature” of your dissertation may well cross and include other fields. It will frame your research question, situate it within a context and establish your research perspective.

These three concepts are key:

- **Peer Reviewed Journals** – Most of your dissertation citations will stem from this type of resource. Peer review is a model of academic publishing that is considered the gold standard for published, scholarly research. Articles in peer reviewed journals undergo an extra level of screening for rigor. The Capella Library has over 50,000 peer reviewed journals, and an efficient check-box for limiting your search to these sources.

- **Paywall** – The majority of scholarly journals online can only be accessed via a paywall. According to Ullrichsweb, only about 8-10% of journals are published freely online. This means that the other 90%+ must be accessed via subscription resources, such as the databases in the Capella library.

- **Research Databases** – Databases are electronic filing systems that organize specific collections of information. In the library, these collections are normally scholarly, peer reviewed journals. The research databases in the Databases tab of the library offer more than 50,000 different peer reviewed journal subscriptions for your research.

**Note:** The library databases default to the Advanced Search Screen. "It is advisable to start your search at the advanced searching option of the database rather than to undertake a basic search, as the basic search is very limited" (Aveyard, 2008).

Assignment Instructions

Use the research topic keywords you developed in the Research Topic Template (u04s2) and the Keyword Brainstorming Worksheet (u05s1) to search for peer-reviewed journal articles that support your topic, in one of the specialized research databases in the Capella Library. See the Programs of Research – Library Companion Guides Resource for databases that are most appropriate to your discipline. You will need to find a minimum of five relevant articles. Keep track of your search strategy and use the articles you find to complete an initial literature review on your research topic.

Include the following elements in your assignment:

- **Introduction**: State the research topic.
- **Keywords**: Identify, in one sentence, the key words used in your specialization database search, both singly and in combination.
Search Strategy: In one well-written paragraph, describe your search strategy. Identify the specialization database that you searched and why you chose it. If you changed your keywords or limits during your search, describe your search revisions and rationale.

Literature Review: In paragraph form, discuss how the articles you identified contribute to your research literature review. Be sure to use proper in-text citations for any articles you use to support your analysis. Here are some questions to consider:

- Have they contributed new information about what is known about the topic?
- Have they contributed information about what is not yet known (a gap in the existing literature)?
- Have they confirmed or disconfirmed earlier research?
- Have they given you new questions or recommendations for further research on the topic?
- Have they led you to change your thinking on the topic?
- Have they demonstrated that the topic is or is not of interest in your specialization?

References: List the APA-formatted references for the peer-reviewed articles you found in your key word search and used in your Literature Review. You should have a minimum of five articles. (See chapter 7 of the APA Publication Manual for reference examples). If you have already begun a reference list for your research topic literature review, be sure to add these five resources to your list.

Although you are not expected to form a thorough and complete Literature Review at this early stage in your research work, it is helpful to understand what the scope of your Literature Review will include by the end of your dissertation journey. Review the Writing a Literature Review media piece, linked in the resources, to understand the scope of the Literature Review overall.

Be sure to use the resources provided, to help you with your search. Review the Literature Review Scoring Guide to ensure that you have addressed all of the grading criteria. Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time. Post your Literature Review in the assignment area.

Reference


[u05s3] Unit 5 Study 3

Unit 5 Discussion 1 Topic

Group Discussion Instructions

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

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

Group Discussion Topic: Literature Review Self-Assessment

In the previous assignment, the Literature Review, you had the opportunity to create and post a preliminary literature review. This assignment provided you with the opportunity to demonstrate your mastery of the following course competencies:

- Plan how to develop the scholar practitioner identity within the discipline.
- Support ideas and concepts with evidence from the literature.
- Identify the qualities and skills of a scholar practitioner professional within respective disciplines.
- Support ideas and concepts with evidence from the literature.
- Apply academic communication skills in verbal and written interactions.
For this discussion, complete a self-assessment of the Literature Review you just completed. Reflect on, and discuss, how well you addressed the grading criteria for the Literature Review:

- Did you state the research topic using key concepts and the target population?
- Did you identify, in one sentence, the key words used in your specialization database search, both singly and in combination?
- Did you describe your search strategy including the specialization database that you searched, why you chose it, changes to the keywords you used, limits used in your search, your search revisions, and rationale?
- Did you assess the contribution of your chosen scholarly articles to the literature review for your research topic?
- Did you include a reference list for your articles?
- Did you use APA 6th edition format for citations and references in your paper?
- Does your paper demonstrate professional and scholarly writing overall?

Following your self-assessment, provide an action plan for improving your research and writing skills related to literature reviews.

**Response Guidelines**

Respond with a high-quality post to one cohort partner. In your response, compare and contrast your partner's answer to your own. Share your insights or details on your action plan with your peer to help further support their learning goals.

**Updates and Handouts**

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

**Ask Your Instructor**

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

Unit 6 Research Ethics – Completing Dissertation Milestone 1

Introduction

In this unit, you will learn about the key principles of ethical research. It is unethical to do research that treats participants in these ways:

- Lacks respect for research participants.
- Unnecessarily puts participants (or others) at risk of harm.
- Exposes participants to unfair burdens or unfairly shared benefits (National Commission, 1979).

Research Ethics and the Institutional Review Board (IRB)

Capella University expects all of its doctoral learners to have a solid understanding of research ethics in order to design and conduct ethical studies that protect the rights of study participants. Understanding the history of research ethics, including past research abuses of human participants, is essential for the responsible conduct of research. As part of the Collaborative Institutional Training Initiative (CITI), you will learn about the historical events that led to the development of the Belmont Report and the Code of Federal Regulations (45 CFR 46), aka the Common Rule.

At Capella, our doctoral programs are engaged in social science teaching and learning, and nearly all of the dissertations in our schools fall in the category of social science research. Our research efforts systematically investigate phenomena of the social world, the world of human beings and their behavior and interactions. As our focus is on social science research, most research conducted at Capella involves engaging with human participants and their data. Capella University is committed to promoting the responsible conduct of research and fostering research which is both sound and ethical. Capella University carries out its institutional responsibility to respect and protect the rights of individuals involved in research as human participants by facilitating review by the Institutional Review Board (IRB), providing education relating to best practices for safeguarding participants, and engaging in monitoring and quality improvement initiatives. All doctoral research projects are required to undergo review by the IRB.

In this unit, you will

- Learn more about the history and foundations of ethical research and the IRB.
- Learn how to grapple with ethical considerations as you begin planning for your research.
- Complete the CITI course on research ethics.

This unit covers the following competency:

- Competency 11 - Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.

References


Objectives

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

1. Review the ethical foundations that form the base of Capella University's vision for responsible conduct of research.
2. Assess the risks in research designs.
3. Identify strategies and best practices that serve to encourage the protection of human subjects in human research.
4. Complete the Collaborative Institutional Training Initiative (CITI) certification.
5. Assess the risks for your dissertation research topic, including supportive rationale.

[u06s1] Unit 6 Study 1

Assessing Risks in Topic Selection and Research Plans

Any study with human participants has some degree of risk for participants. It is important to consider the risks your study presents and to minimize the risks presented by your dissertation research.

The Institutional Review Board performs a risk assessment to determine the level of IRB review required by the federal regulations. Studies that involve greater than minimal risk to participants require a robust review by the full IRB committee. Minimal risk studies, including those that involve existing records, tend to present fewer ethical concerns, but are still reviewed by the IRB to ensure risks are minimized and research is conducted ethically.

Cautionary Statement: Studies with significant risk may not be appropriate for novice dissertation researchers and can significantly increase your time in dissertation. Capella encourages learners to avoid dissertations that pose greater than minimal risk to participants.

- Review Common Feasibility Concerns in Doctoral Research [PDF] to understand factors that impact the IRB's risk assessment and to learn how to conduct your own assessment.
- Review Examples of Significant Risk Studies.

Vulnerable Populations and Sensitive Topics

When selecting a topic, it is important to understand which populations may be considered vulnerable and which topics are considered sensitive. Studies involving vulnerable populations or sensitive topics are likely to be greater than minimal risk, which means they are subject to more robust IRB review. If the study involves both vulnerable populations and sensitive topics, the level of risk increases and the study will likely be determined greater than minimal risk. While robust review ensures the adequacy of participant protections, it also has the following effects on your research plan:

- Very time consuming.
- Requires multiple revisions to the research plan.
- Requires more than a quarter to navigate.

Researchers engaged in research with potentially vulnerable populations or sensitive topics should be prepared for this level of review. Additionally, the more risk associated with the study, the more likely the researcher will encounter challenges recruiting participants.

Note: If your proposed topic includes vulnerable populations and/or sensitive topics, your topic may not be approved.

The regulations include additional protections for prisoners and parolees, children and minors, and pregnant women. Additional populations are described as potentially vulnerable to research risks. Such individuals are potentially vulnerable to the following risks:

- May be more likely to experience coercion or undue influence to participate in the research.
- May have limited capacity to consent to participation.
- May be at increased risk of adverse events such as psychological distress.

Whether or not an individual is considered vulnerable is determined on a case by case basis and may also depend on the nature of the research topic and methodology.

Sensitive topics include ones that are more likely to lead to participant distress or result in participant risks such as social stigma, risk to employability, or legal consequences.

- Review Vulnerable Populations.
- Review Sensitive Topics.
Red Flags

Certain topics present significant concerns for Capella's IRB. These topics may not be permissible for Capella researchers or may present significant feasibility concerns.

☐ Familiarize yourself with Research Red Flags, on the Sensitive Topics iGuide page, to avoid pitfalls.

Conflict of Interest and Dual Roles

A conflict of interest refers to a personal interest that has the potential to influence your judgments and decisions. A conflict of interest in research occurs whenever you have competing interests, a stake in the outcome of the research, personal bias, or may benefit financially from the product or idea being researched. Conflicts of interest are often the result of dual roles—for example conducting research within one's own workplace or with one's own clients or employees. If unaddressed, conflicts of interest may lead to an increased risk of harm to research participants and can undermine the validity of your research findings.

There are two strategies for addressing conflicts of interest in research:

☐ **Eliminate the conflict of interest.** Whenever possible, the best course of action is to eliminate the conflict of interest. For instance, conducting research in your own workplace creates a conflict of interest. The most effective way to handle such a conflict is to eliminate it by conducting research at a site where you do not have an affiliation.

☐ **Reduce and manage the conflict of interest.** When a researcher cannot completely eliminate the conflict of interest, he or she should take appropriate measures to reduce and manage it. For instance, a researcher conducting research at his or her own workplace might recruit participants from a department in which she has no affiliations or interactions.

In such cases, it is very important to disclose the conflict and give participants the opportunity to determine whether or not to participate without undue influence.

Whether a strategy is appropriate depends on the nature of the conflict and the risks it presents. The greater the level of risk, the more important it is to eliminate potential conflicts of interest.

☐ Review Conflict of Interest Guidance (PDF) to understand conflicts of interest and how to manage them.

Optional Readings


[u06a1] Unit 6 Assignment 1

CITI Certification
Capella University requires all researchers and mentors to complete a Human Subjects Research Course available through the Collaborative Institutional Training Initiative (CITI). The eleven modules comprising the course provide basic information on the ethical principles and federal regulations that protect human participants in research. Completion of CITI training ensures that researchers and mentors understand key concepts such as informed consent and conflict of interest. The modules should be seen as an introduction to these concepts and do not describe Capella's IRB process. Learners should consult the resources in the Dissertation Research at Capella iGuide page for information relating to the IRB process at Capella and best practices for ethical research.

CITI modules may be reviewed and quizzes retaken as many times as needed until a passing score is obtained. A minimum score of 85 percent correct overall is required for researchers to obtain the certificate of completion for the CITI modules. Learner CITI completion does not expire. Mentors are required to complete a refresher course every 3 years.

Participate in the CITI course by following the link to the training (see instructions below).

To complete the CITI certification, go to the CITI web site and use the How to Register on CITI resource to complete your registration. Complete all of the required modules and associated quizzes; the CITI web site will only allow you to complete the modules in the order that they are listed. The Basic Course will require 2-4 hours to complete. You are encouraged to use multiple log-on sessions and retake modules as needed.

Please note that the CITI course basic requirements are the same for all doctoral learners across the University. There are optional modules that are required for certain learners based on their research plan. Be certain that you review the optional module list and complete any that are of interest to you or that are necessary for your research. Consult with your mentor if you have any questions.

When you have completed all Required CITI modules with a score of 85% or higher, submit your certificate of completion in this assignment. Your successful completion of the CITI certification completes your Dissertation Milestone 1.

Please also review the "Use of Third-party Services in Dissertation and Doctoral Capstone Research” document in the activity resources in order to be informed of the appropriated uses and limitations to the use of third party services in research at Capella University.

[u06s2] Unit 6 Study 2

Unit 6 Discussion 1 Topic

Group Discussion Instructions

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

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

Review the resources provided in this unit to learn more about risk assessment in research. Then, complete the following questionnaire regarding your proposed research topic:

1. Please describe the proposed population for your study.
2. Are you utilizing a vulnerable population or proposing research on an especially sensitive topic? Please explain.
3. Are you planning to utilize existing data (i.e., data that is part of an existing data set)?
   1. Is the data highly sensitive or protected?
   2. Is the data publicly available? If the data is not publicly available, is it part of a restricted (i.e., especially protected) data set where access is strictly limited?
   3. Are there any contracts that would need to be negotiated as part of the process for obtaining permission to use the data?
4. Identify where you plan to conduct your study.
5. Are you proposing to utilize military, VA, or prisoner participants or data? If so, please indicate how you are planning to access this population or data. For example, are you planning to seek permission from the military or VA?
6. Are you proposing research at your workplace?
   1. Does this site represent a conflict of interest and/or place you, as the researcher, in a dual role (for example, as a researcher and teacher, or a researcher and counselor)?
   2. Please explain your response. If you identified a conflict of interest, how can you reduce or manage the conflict?
7. Are you proposing research at Capella?
8. Using the information above, please provide your perspective concerning whether your proposed research presents:
   1. A minimal risk to participants (i.e., the degree of risk presented by the research is no more than the risk encountered in daily life).
   2. A greater than minimal risk to participants (the degree of risk presented by the research is greater than the risk encountered in daily life). Explain.

Response Guidelines

Respond with a high-quality post to one cohort partner. In your response, compare and contrast your partner's assessment to your own, if useful. Provide constructive feedback when it is warranted, either about the assessment or areas of consideration that may have been overlooked.

Updates and Handouts

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

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the Messages tool found under Notifications.
Unit 7

Unit 7 Reviewing the Scientific Merit of a Proposed Topic and Developing Your Research Problem Statement

Introduction

In addition to understanding research ethics, you must demonstrate that your research study will have scientific merit, which means that it provides a real scientific benefit to the community. You will explore these concepts before concluding this unit. By the end of this unit, you will practice these concepts by completing these three steps:

1. Develop a well-formed topic.
2. Enter the literature related to the key terms in your topic so that you are able to discover a gap in the literature that you might be able to fill with a new study.
3. Turn your research topic into a research problem, which is the third step in creating the foundation for your research design.

Unit 7 is immediately relevant to the Track 1 residency, where you will:

- Utilize the justification of your selected topic to formulate a research problem statement.
- Write this material in the format used by your school, depending on how your school assesses the scientific merit of research ideas.

Note: You will use the work that you complete in Unit 7 in your Dissertation Research Plan Sections 1.2: Research Problem and 2.1: Research Problem Background.

As you work through this unit, you will cover the following competencies:

- Competency 3 - Plan how to develop the scholar practitioner identity within the discipline.
- Competency 6 - Support ideas and concepts with evidence from the literature.
- Competency 7 - Problem: Assess research problems and questions in scholarly articles.
- Competency 9 - Approach and Methodology: Articulate basic scientific method and research approaches.
- Competency 12 - Apply academic communication skills in verbal and written interactions.

Objectives

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

1. Describe a specific research topic to be studied, the significance of this topic to your program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and specialization within your program.
2. Summarize existing literature and key findings, clearly formulate gaps or problems in the existing literature, and explicitly state the Research Problem.
3. Summarize a review of the research literature on a research topic, demonstrated by a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, highlighting findings relevant to a proposed study, and how the proposed research will add to the existing literature on the topic.

[u07s1] Unit 7 Study 1

Developing the Research Problem Statement

A well-crafted research topic provides the initial key words for an in-depth mining of the literature on those key words and their related terms. This literature search:

- Familiarizes you with what is known about the research topic.
Allows you to become aware of gaps in the literature.

Gaps in the literature may include:

- Conflicts or disagreements about the topic.
- Design flaws or limitations in the existing research.
- New questions that previous findings raise.

One or more of these gaps, flaws, or new questions will then form the basis for a research problem statement. This unit will show you how to move from a research topic to a research problem, which is perhaps the pivot or centrally important element in conceptualizing your study. Everything flows from a well-developed research problem.

Readings

Read Developing a Research Problem From a Research Topic. Use this reading to complete the assignment of this unit, Research Topic and Problem Statement.

Your assignment in this unit is evaluated using the Research Topic and Problem Statement Scoring Guide. You will use your instructor’s evaluation and feedback to further refine and improve your research problem statement at the Residency. Finally, you will deliver a brief oral presentation of your research topic and problem statement at the Residency.

[u07a1] Unit 7 Assignment 1

Research Topic and Problem Statement

This assignment aligns to sections 1.1, 1.2, 2.1, and 6 in the Dissertation Research Plan. You will be able to use the feedback that you receive from this completed assignment to further refine your problem statement during your Residency. Address the following sections in your paper, using the headings provided:

Section 1.1: Research Topic (2 paragraphs)

State your research topic as you have refined it to this point. Ensure that you address the following elements in Section 1.1:

- First paragraph: Describe the specific topic to be studied in a clearly stated paragraph, including relevant, appropriately-focused key concepts.
- Second paragraph: Describe the significance of the topic to your program or field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) AND its significance to your program specialization.

The Research Topic should be correctly formed:

- Your research topic should be appropriate for your specialization.
- Your research topic should use appropriate language for key concepts/phenomena.
- The target population should be named.
- The concepts should be appropriately focused.

Note: You do not need to describe the relationships between or among the concepts for this assignment. You will address these relationships in Track 2.

Section 1.2: Research Problem (1 paragraph)

Write a brief statement that fully describes the problem being addressed. In simplified terms, the research problem should take this form:

“The research literature on ________ indicates that we know ________, we know _________, but we do not know _________.”
The Research Problem should be correctly stated:

- Existing literature and key findings should be summarized.
- Gaps or problems in the existing literature should be clearly formulated.
- The Research Problem should be explicitly stated, not implied.

Section 2.1: Research Problem Background (3 paragraphs)

Provide a brief SUMMARY of your review of the research literature on the topic. This should include citations from at least 5 articles, but should indicate that you have performed a review of the literature (acceptable for Track 1) on the topic. This should be demonstrated by providing a statement about the body of existing literature on the topic, then, summarizing recent research findings on the topic, highlighting the findings that are most relevant to your proposed study, demonstrating how your proposed research could add to the existing literature on the topic. Be sure to provide appropriate in-text citations and include references in the reference section.

Note: The Research Plan requires a minimum of 75 articles, which is a Track 3 expectation. For this activity, you only need 5 articles, to create your initial foundation. You will continue to build towards your full literature review after you complete Track 1, and throughout your dissertation process.

Section 6: References

- Provide a reference list for all of the articles cited in this assignment, following APA 6th edition formatting (see chapter 7 of the Publication Manual for examples).
- Use current (within 5-7 years), scholarly, PRIMARY resources to support statements throughout your paper.

Review the Research Topic and Problem Statement Scoring Guide to ensure you meet all grading criteria. Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time. Post the Research Topic and Problem Statement to the assignment area.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Updates and Handouts

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

Ask Your Instructor

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

Unit 8 Contributions to Theory

Introduction

Unit 2 introduced you to the role of theory in dissertation research. In unit 8, you will begin the process of how to identify and apply theory in scientific research. At this time in the research process, you don't know if your study will utilize a quantitative method or a qualitative method. Identifying a methodology is not necessary at this stage in topic development. What is important is that through your coursework and readings, you develop an expertise for understanding the role of theory in scientific research.

Note: You will use the work that you complete in Unit 8 in your Dissertation Research Plan Section 3 – Research Theory.

The competencies covered in this unit include the following:

- Competency 6 – Support ideas and concepts with evidence from the literature.
- Competency 9 – Approach and Methodology: Articulate basic scientific method and research approaches.
- Competency 12 – Apply academic communication skills in verbal and written interactions.

Discussions in the My Groups Area – Topics and Replies

Please be aware that since the discussions in this unit take place in the My Groups area, your discussion topics will be presented in study activities; for example, “[u08s3] Unit 8 Discussion 1 Topic.” Read the group discussion topic study for the discussion requirements, then post your replies in the appropriate private group discussion accessed via My Groups in the left-hand navigation area.

Objectives

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

1. Research dissertations that support your research topic using organized, effective research methods.
2. Identify whether you will use an existing or new theoretical framework for your dissertation research plan and provide a supportive rationale.
3. Apply academic communication skills by preparing an oral presentation on a research topic and problem statement.

[u08s1] Unit 8 Study 1

Theoretical Frameworks

At this point in Track 1, you are in the preliminary stages of developing your dissertation topic. Utilizing the iterative process with your peers and instructor, you will continue to refine your research topic in Track 1 and between Tracks 1 and 2. Refining your topic requires that you continue to search the literature. As a side note, when you review articles and/or dissertations, make sure that you review the references. Think of the reference list as a potential trail that will lead you to additional information about your topic.

Readings

- Read Connelly’s 2014 article, "Use of Theoretical Frameworks in Research" from

Resources

- Quantitative Dissertation Research Plan [DOCX].
- SOBT PhD Programs of Research [PDF].
- SOE PhD Programs of Research [PDF].
- PSL Programs of Research [PDF].
- SBS Psychology PhD Programs of Research [PDF].
- SBS Counseling PhD Programs of Research [PDF].
Before you begin the Unit 8 activities, read Connelly's article.

Library Research

Review the Using Dissertations iGuide page for an overview and media on using dissertations to inform your literature review. Then use Capella Library's Dissertations and Theses Global Database Guide, to search keywords related to your research topic in the Dissertations and Theses Global database. Use keywords derived from your research topic developed in the Research Topic Template in Unit 4 and the Keyword Brainstorming Worksheet in Unit 5.

Feel free to Ask a Librarian for help.

1. Find at least one dissertation that supports your research topic.
2. Review the index and identify the theory used in the dissertation.
3. Go to your school's Programs of Research to see if the theory is listed for your specialization.
4. If the theory is not listed in the Programs of Research, ask your instructor if the theory is appropriate.
5. Continue reviewing the dissertations that you identified until you locate an appropriate theory.
6. After you locate an appropriate theory, go to Chapter 5 of your chosen dissertation and review the implications for future research section and list the suggested topics.
7. List the Dissertation in the reference list that you have been building throughout this course, following APA 6th edition format (see chapter 7 of the APA Publication Manual for examples).
8. If you do not identify an appropriate theory in your search of dissertations, contact your instructor.

[u08s2] Unit 8 Study 2

Determining a Theoretical Framework

Use your Unit 5, Literature Review assignment (u05a3), and your dissertation search results from u08s1 to identify a theory to provide the theoretical framework for your Research Plan. Respond to the following questions:

1. Review your completed Literature Review assignment. Did you find a theory within the five articles that you identified?
2. If you identified a theory, then go to your school's Programs of Research. Is the theory listed under Theoretical Perspectives for your specialization? If not, check with your mentor about the appropriateness of the theory. The list in the Programs of Research is not exhaustive.
3. Did you identify a theory in your dissertation search?
4. If you did not identify a theory in your article or dissertation search, review the theories for your specialization in the Programs of Research. You may also use a theory from your coursework.

Respond to the initial questions below and then proceed to the first unit discussion, "Identifying a Theoretical Framework", to further detail your framework and rationale.

1. What new phenomenon (your research topic) is encountered?
2. Does a system of ideas (a theory) exist that explains the phenomenon?
   - If no, then you will develop a new theory.
   - If yes, then move to Step 3.
3. The system of ideas (a theory) is then tested. (Respond to all of the following questions. You may respond yes or no to more than one question.)
   - Will the study refine or add to an existing theory?
Will the study test to confirm or refute theory?
Will the study expand theory by telling us something new about the application process?

Review Lynham’s (2002) article for additional context for these questions.

[u08s3] Unit 8 Study 3

Unit 8 Discussion 1 Topic

Group Discussion Instructions

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

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

Group Discussion: Identifying a Theoretical Framework

Using your responses from u08s2, post a well-written message in which you address the following:

- Your research topic from section 1.1: Research Topic, of your Dissertation Research Plan.
- If you are developing new theory, provide a brief statement explaining your choice of developing a new theory as opposed to applying an existing theory.
- If you are using an existing theory:
  1. Identify the theory.
  2. Provide a brief description of the theory.
  3. Use your responses to u08s2 to briefly explain how you will test the theory in your dissertation.
  4. Describe the theoretical implications you believe your study could have for your field and your specialization area.

Once you have completed your work in this discussion, you can transfer it to Section 3 of your Dissertation Research Plan.

Response Guidelines

Offer a constructive critique to at least one of your cohort colleagues. Each cohort partner should receive at least two critiques, so if you open a post and it has been critiqued twice already, move on to one that has not. If all have received two critiques, more can be added. Be sure that your critique addresses each of the items listed for the discussion.

[u08s4] Unit 8 Study 4

Oral Presentation on Research Topic

During the Residency, you will deliver a three-minute oral presentation on your research topic. Use the work that you have developed in the courseroom to provide an overview of the following Research Plan sections:

- 1.1 Research Topic.
- 1.2 Research Problem.
- 2.1 Research Problem Background.
- 3.1 Theoretical Foundations.
- 4.3 Ethical Considerations.
- 6. References.
Once you have your oral presentation prepared, practice it and note the length of time it takes to deliver the presentation. If necessary, revise your presentation so that it is no longer than three minutes. You will be asked to post an outline of your presentation in the final discussion of this unit.

[u08s5] Unit 8 Study 5

Unit 8 Discussion 2 Topic

Group Discussion Instructions

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

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

Group Discussion: Oral Presentation Outline

Post an outline (not the full text) of your oral presentation, after refining it to be less than 3 minutes long. Be sure to include an introductory paragraph, before your outline, that explains the purpose of your presentation. Remember to include the following sections in your outline:

- 1.1 Research Topic.
- 1.2 Research Problem.
- 2.1 Research Problem Background.
- 3.1 Theoretical Foundations.
- 4.3 Ethical Considerations.
- 6. References.

Be sure that the outline is properly formatted according to APA 6th edition (see pages 63–64 for formatting outlines).

Response Guidelines

Provide a high quality response to at least two of the colleagues in your cohort, offering feedback on any aspect of the outline on which you can comment. Do not provide simple statements such as, "This is great," or, "You have done a fine job," without providing support for the statements. Do provide constructive feedback when it is warranted, either about the content or about the format and APA style.

[u08a1] Unit 8 Assignment 1

Dissertation Research Seminar Track 1 Discussions

For this assignment, submit a comment in the assignment area indicating that you have completed all of your discussion posts and responses. Your instructor will use this assignment to enter your grade for your discussion participation in this course.

Updates and Handouts

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

Resources

- PhD Dissertation Research Seminar Discussion Scoring Guide.
- The Definition of High Quality.
- Courseroom Tutorial: Participate in Groups.
Ask Your Instructor

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

Unit 9 Preparing for the Residency

Introduction

Congratulations! You have completed Units 1–8 of the Track 1 courseroom experience and are ready to attend the residency. We hope that the materials covered here have helped you to grow as a scholar-practitioner, have sharpened your critical thinking skills, helped you to start thinking as a researcher about your dissertation topic and research problem, and identified your proposed topic's contribution to the field. Also, your work in the courseroom should increase your awareness of the standards required for genuinely scholarly writing and communicating. Naturally, you will still grow a great deal more in all four of these areas as you move through your doctoral training. But you have made a fine start.

Many learners are somewhat apprehensive when they come to their first Dissertation Research Seminar residency. After working through the previous units, we hope that you are feeling more confident and ready for the face-to-face component of the Dissertation Research Seminar. To help bolster that confidence, we have prepared a brief overview of the activities and opportunities you will experience while you are in residence.

The competencies covered in this unit include the following:

- Competency 1 - Identify the qualities and skills of a scholar practitioner professional within respective disciplines.
- Competency 3 - Plan how to develop the scholar practitioner identity within the discipline.
- Competency 5 - Evaluate the importance and value of a scholarly discourse.
- Competency 6 - Support ideas and concepts with evidence from the literature.
- Competency 7 - Problem: Assess research problems and questions in scholarly articles.
- Competency 8 - Literature: Evaluate the credibility of scholarly articles.
- Competency 9 - Approach and Methodology: Articulate basic scientific method and research approaches.
- Competency 11 - Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.
- Competency 12 - Apply academic communication skills in verbal and written interactions.

We look forward to seeing and working with you at the residency.

Objectives

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

1. Describe a specific topic to be studied, the significance of this topic to your program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and specialization within your program.
2. Summarize existing literature and key findings, clearly formulate gaps or problems in the existing literature, and explicitly state the Research Problem.
3. Summarize a review of the research literature on a research topic, demonstrated by a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, highlighting findings relevant to a proposed study, and how the proposed research will add to the existing literature on the topic.
4. Describe the primary theoretical basis for a proposed study, the major theory (or theories) that will serve as the framework for identifying the research problem and developing research questions.
5. Describe how your research study may contribute to theory in your field.
6. Describe the theoretical and practical implications your study could have for your field and specialization.
7. Describe the ethical considerations for a research study given the sample, population, and topic.
8. Demonstrate effective verbal communication in one’s discipline and professional practice.
9. Demonstrate the qualities and skills of a scholar practitioner by providing peer feedback.
Activities and Protocol at the Residency

It is natural to feel somewhat apprehensive before coming to your first residency. This study activity is intended to help alleviate some of that feeling by providing information on what you can expect, what you should prepare for, what is going to be available at the Residency, what you should bring with you, and what is expected of everyone.

The residency ends promptly at noon on Sunday. You may not leave before that time. In order to check out, you will need to have your name badge and a valid photo ID (passport, state driver's license).

Read the following handouts:

- Protocol at the Residency – This handout identifies what you can expect to find at the residency, what is expected of you, and what you should bring with you.

You may also wish to skim the Residency Learner Guidebook, which will be used extensively through the residency. The guidebook may be accessed from the [iGuide: PhD Track 1](#) Web page.

Forms for the Residency

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

- Initial Research Topic and Problem Statement Peer Evaluation
- Literature Peer Review Evaluation
- Power Point Presentation Peer Evaluation
- Research Theory Peer Evaluation
- Revised Research Topic and Problem Statement Peer Evaluation

Power Point Presentation

For this assignment, you will build on your previous work in this course and at Residency to create a Power Point presentation, which you will then present to your cohort and instructor at Residency. Your instructor will grade this assignment based on your Power Point presentation at Residency.

The Power Point presentation should include the following:

1.1: Research Topic.
1.2: Research Problem.
2.1: Research Problem Background.
3.1: Theoretical Foundations.
3.2: Contributions to Theory.
3.3: Theoretical Implications.
3.4: Practical Implications.
4.3 Ethical Considerations.
6. References.

Resources

- ✔️ Power Point Presentation Scoring Guide
- 📄 Quantitative Dissertation Research Plan [DOCX]
Be sure to review the Power Point Presentation Scoring Guide to ensure that you address all of the grading criteria in your presentation. Review the Faculty Expectations discussion for any changes to due date information. **Submit your Power Point Presentation by Sunday, 8:00 a.m. CST of the Residency, at the end of Week 4.**

**Updates and Handouts**

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

Unit 10 Track 1 Final Assignments and Preparing for Track 2

Introduction

You have completed the pre-residency courseroom activities and now you have completed the residency! Congratulations! It is time now to wrap up the experience by completing the Track 1 final assignments.

Up to this point, you have worked through activities with a broad focus in order to develop your skills as a scholar-practitioner, critical thinker, independent researcher, and professional communicator. You have received valuable feedback from your peers, your instructor, and from self-assessment activities throughout the course. With that feedback and self-assessment insight, you have a clear understanding of your strengths and areas that need continued improvement.

In this unit, you will complete the Track 1 Final Assignment. You will also develop a preparation plan for Track 2. Consider every activity you can engage in between now and your attendance at the Track 2 Dissertation Research Seminar that will strengthen your research skills and prepare you to complete Dissertation Milestone 2 – Topic Approval, in Track 2.

The competencies covered in this unit include the following:

- Competency 1 - Identify the qualities and skills of a scholar practitioner professional within respective disciplines.
- Competency 2 - Identify personal attributes of a scholar-practitioner.
- Competency 3 - Plan how to develop the scholar practitioner identity within the discipline.
- Competency 4 - Apply the process and characteristics of critical thinking.
- Competency 5 - Evaluate the importance and value of a scholarly discourse.
- Competency 6 - Support ideas and concepts with evidence from the literature.
- Competency 7 - Problem: Assess research problems and questions in scholarly articles.
- Competency 8 - Literature: Evaluate the credibility of scholarly articles.
- Competency 9 - Approach and Methodology: Articulate basic scientific method and research approaches.
- Competency 10 - Analysis and conclusion: Analyze the various methodologies used by scholars to answer research questions in the literature.
- Competency 11 - Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.
- Competency 12 - Apply academic communication skills in verbal and written interactions.

Objectives

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

1. Demonstrate personal development in basic research skills by completing a paper describing a specific research topic that includes a summary of the literature review developed to date, a well-crafted problem statement, and a description of how the study will advance the science in one’s chosen specialization.
2. Create a plan for further development by determining steps for deepening and broadening the literature review on a selected topic, planning for refining the problem statement, and determining resources to be utilized to improve research skills.

[u10s1] Unit 10 Study 1

Turnitin Required for Track 1 Final Assignment
You are required to submit your Final Track 1 Assignment to Turnitin prior to submitting it to the courseroom assignment area. You can use the "draft" area in Turnitin for a preliminary review of your paper. The final Turnitin submission must be for u10a1 in the Turnitin area. Use the resources to determine how to submit your final paper to Turnitin and how to review the originality report. Note: Your instructor can not grade your final paper without the Turnitin report.

Please review the Academic Honesty Policy in the resources.

What is the Turnitin Source Matching Tool?

Turnitin supports the development of your skills in preparing written coursework—both discussions and assignments. Each submission generates a report, called an Originality Report, to help ensure that you have used outside sources ethically and effectively. By submitting work to Turnitin as a draft, you can make revisions before submitting final work for grading.

Repository Sources

Turnitin generates reports utilizing multiple sources. There are four types of content sources:

- **Internet**: active and archived web pages from the internet. Internet sources indicate a date of download on the Turnitin Originality Report if the match is not found on the most recent download of content from this site.
- **Periodicals**: frequently updated content from professional journals, periodicals, and publications.
- **Student papers**: papers previously submitted by Turnitin users.
- **Institution papers**: papers submitted to the institution’s repository.

[u10a1] Unit 10 Assignment 1

Track 1 Final Assignment

Assignment Context

Over the course of your Track 1 experience, you:

- Identified a research topic.
- Developed a problem statement.
- Identified potential theoretical and practical implications for your topic.
- Considered ethical implications for your identified population.

Assignment Instructions

Through an iterative process, you developed and refined an early draft of sections of your research plan. You presented your research plan in the final session of the residency. For this assignment, please analyze the feedback that you received in the courseroom and the final Residency session, integrate relevant recommendations, refine your work, and complete the following sections of your Dissertation Research Plan, using the Track 1 Final Assignment Template, provided in the resources.

- 1.1 Research Topic
- 1.2 Research Problem
- 2.1 Research Problem Background
Review the Track 1 Final Assessment Scoring Guide to ensure that you address all grading criteria for this assignment. Your instructor will also use the scoring guide to provide you with feedback that can inform your current development stage of your dissertation and the areas that you should focus on between the Track 1 and Track 2 Dissertation Research Seminars. Review the Faculty Expectations discussion for any changes to due date information. Submit your assignment by Sunday, 11:59 p.m. CST, at the end of Week 5. Late submissions may result in no credit for Track 1.

**Important:** You must receive a minimum of 70% on this assignment AND receive a Basic, Proficient or Distinguished performance evaluation on all grading criteria in this assignment in order to pass this course.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

[u10a2] Unit 10 Assignment 2

**Track 1 Preparation Plan**

Your Track 1 Preparation Plan consists of two sections. Use the Track 1 Preparation Plan Template, linked in the resources, to complete this assignment.

In Section 1, you will use the feedback from your peers and your instructor to assess your development as an independent researcher and to develop a plan to improve your research skills between Tracks 1 and 2. Address all areas of the included table. Be sure to include all recommendations you received from your instructor in the courseroom and at the Residency. For each competency, you will create objectives you need to address, the action(s) you need to take to support your development, any resources you will use to help you meet your objective(s), and your expected completion date. You will use as many action steps as you need to meet the identified objective. Remember, the goal of this assignment is to help you articulate plans that you will work on between now and the Track 2 Dissertation Research Seminar Course.

Section 2 provides you with direction and the expectation that you will continue to build upon your Track 1 final assessment to refine the work on your Research Plan and prepare to continue the iterative process in Track 2. The only thing you need to complete in Section 2 is to indicate when you plan to attend Track 2.

You will refer back to this document in Track 2, so be sure to keep a copy for yourself.

Review the Track 1 Preparation Plan Scoring guide to ensure that you address all of the grading criteria for this assignment. Review the Faculty Expectations discussion for any changes to due date information. Submit your assignment by Sunday, 11:59 p.m. CST, at the end of Week 6.

**Updates and Handouts**

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

**Ask Your Instructor**

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

Faculty Expectations

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

FEM templates for Dissertation Research Seminar (credit-bearing):

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

FEM templates for Research Seminar (non-credit-bearing):

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

Faculty Handbook

The Faculty Handbook contains important information for instructors in all three tracks, including courseroom set-up, curriculum, and a residency schedule.

Milestone Submission Instructions

- Faculty and Specialization Designee Topic Endorsement Instructions.
- Milestone Assignment Submission Instructions.

Working With Consultants

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

You will use the following forms for this process:

- Dissertation Research Seminar Consultant Referral Form.
- Dissertation Research Seminar Consultant Feedback Form.

Doc. reference: ir_phd_instructor_resources.html
### Discussion Participation Scoring Guide

**Due Date:** Weekly.  
**Percentage of Course Grade:** 0%

#### Discussion Participation Grading Rubric

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

#### Participation Guidelines

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

To allow other learners time to respond, you are encouraged to post your initial responses in the discussion area by midweek. Comment to other learners’ posts are due by Sunday at 11:59 p.m. (Central time zone).
Dissecting a Quantitative Article Scoring Guide

Due Date: End of Unit 1.
Percentage of Course Grade: 3%.

Dissecting a Quantitative Article Scoring Guide Grading Checklist

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the problem statement articulated in a quantitative research study.</td>
<td>10%</td>
</tr>
<tr>
<td>Assess the research questions formulated in a quantitative research study.</td>
<td>10%</td>
</tr>
<tr>
<td>Assess how well a literature review familiarizes readers with a research topic and provides information about how the study fills a gap in the knowledge base.</td>
<td>10%</td>
</tr>
<tr>
<td>Evaluate the relevance and consistency of an introduction, problem statement, and literature review to a research question.</td>
<td>10%</td>
</tr>
<tr>
<td>Assess the research design in a quantitative study.</td>
<td>10%</td>
</tr>
<tr>
<td>Assess the sampling strategies and the process for recruiting and selecting participants in a quantitative study.</td>
<td>10%</td>
</tr>
<tr>
<td>Identify the independent, dependent, and any extraneous variables in a quantitative research study.</td>
<td>10%</td>
</tr>
<tr>
<td>Evaluate an author's findings in a quantitative research study.</td>
<td>10%</td>
</tr>
<tr>
<td>Assess the ethical considerations in a quantitative research study.</td>
<td>10%</td>
</tr>
<tr>
<td>Assess the implication and application sections of a quantitative research study.</td>
<td>10%</td>
</tr>
</tbody>
</table>
Dissecting a Qualitative Article Scoring Guide

**Due Date:** End of Unit 1.
**Percentage of Course Grade:** 3%.

Dissecting a Qualitative Article Scoring Guide Grading Checklist

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the problem statement articulated in a quantitative research study.</td>
<td>10%</td>
</tr>
<tr>
<td>Assess the research questions formulated in a qualitative research study.</td>
<td>10%</td>
</tr>
<tr>
<td>Assess how well a literature review familiarizes readers with a research topic and provides information about how the study fills a gap in the knowledge base.</td>
<td>10%</td>
</tr>
<tr>
<td>Evaluate the relevance and consistency of an introduction, problem statement, and literature review to a research question.</td>
<td>10%</td>
</tr>
<tr>
<td>Assess the research design in a qualitative research study.</td>
<td>10%</td>
</tr>
<tr>
<td>Assess the sampling strategies and the process for recruiting and selecting participants in a qualitative research study.</td>
<td>10%</td>
</tr>
<tr>
<td>Assess the results section of a qualitative research study.</td>
<td>10%</td>
</tr>
<tr>
<td>Evaluate an author's findings in a qualitative research study.</td>
<td>10%</td>
</tr>
<tr>
<td>Assess the ethical considerations in a qualitative research study.</td>
<td>10%</td>
</tr>
<tr>
<td>Assess the implication and application sections of a qualitative research study.</td>
<td>10%</td>
</tr>
</tbody>
</table>
Quiz – Dissecting Research Articles Scoring Guide

**Due Date:** End of Unit 1.

**Percentage of Course Grade:** 1%.

Quiz – Dissecting Research Articles Scoring Guide Grading Checklist

<table>
<thead>
<tr>
<th>Question</th>
<th>Number of Points</th>
<th>Question Is Worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Question 2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Question 3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question 4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question 5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question 6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question 7</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question 8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question 9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question 10</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question 11</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question 12</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question 13</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question 14</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question 15</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question 16</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question 17</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Total possible points: 100**
Evaluating a Discussion Response Scoring Guide

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

Evaluating a Discussion Response Scoring Guide Grading Checklist

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the quality and relevance of the content areas addressed in a doctoral discussion response sample.</td>
<td>20%</td>
</tr>
<tr>
<td>Evaluate the levels of critical analysis addressed in a doctoral discussion response sample.</td>
<td>20%</td>
</tr>
<tr>
<td>Evaluate the quality of the introduction, details, evidence, logical support, and conclusion in a doctoral discussion response sample.</td>
<td>20%</td>
</tr>
<tr>
<td>Analyze the composition of a doctoral discussion response sample.</td>
<td>20%</td>
</tr>
<tr>
<td>Demonstrate written communication that is professional and scholarly, using correct APA format, grammar, usage, and mechanics, with two or fewer errors in the document.</td>
<td>20%</td>
</tr>
</tbody>
</table>
Self Assessment – Literature Review Scoring Guide

Due Date: End of Unit 4.
Percentage of Course Grade: 3%.

Self Assessment – Literature Review Scoring Guide Grading Checklist

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the introduction for a literature review.</td>
<td>16%</td>
</tr>
<tr>
<td>Assess the question, thesis, or problem that serves as the key challenge for a scholarly literature review.</td>
<td>16%</td>
</tr>
<tr>
<td>Assess the theoretical framework or orientation identified for a literature review.</td>
<td>17%</td>
</tr>
<tr>
<td>Assess the literature review for the studies used to respond to a key challenge.</td>
<td>17%</td>
</tr>
<tr>
<td>Assess the conclusions drawn about how to resolve a key challenge in a literature review.</td>
<td>17%</td>
</tr>
<tr>
<td>Post the results of your &quot;Self Assessment - Evaluating a Literature Review or Course Paper&quot; self-assessment and provide an action plan for improving relevant writing skills.</td>
<td>17%</td>
</tr>
</tbody>
</table>
Self-Assessment – Research Topics Scoring Guide

**Due Date:** End of Unit 4.

**Percentage of Course Grade:** 1%.

Self-Assessment – Research Topics Scoring Guide Grading Checklist

<table>
<thead>
<tr>
<th>Question</th>
<th>Number of Points Question Is Worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>25</td>
</tr>
<tr>
<td>Question 2</td>
<td>25</td>
</tr>
<tr>
<td>Question 3</td>
<td>20</td>
</tr>
<tr>
<td>Question 4</td>
<td>10</td>
</tr>
<tr>
<td>Question 5</td>
<td>10</td>
</tr>
<tr>
<td>Question 6</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total possible points:** 100
Library Research Knowledge Assessment Scoring Guide

Due Date: End of Unit 5.
Percentage of Course Grade: 1%.

Library Research Knowledge Assessment Scoring Guide Grading Checklist

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess scholar-practitioner library research knowledge through completion of a brief assessment.</td>
<td>0%</td>
</tr>
</tbody>
</table>
**Literature Review Scoring Guide**

**Due Date:** End of Unit 5.

**Percentage of Course Grade:** 5%.

Literature Review Scoring Guide Grading Checklist

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a research topic using key concepts and target population.</td>
<td>16%</td>
</tr>
<tr>
<td>Demonstrate the ability to narrow and focus the key concepts and population in a research topic.</td>
<td>16%</td>
</tr>
<tr>
<td>Demonstrate effective library research skills through focused and refined keyword searches.</td>
<td>17%</td>
</tr>
<tr>
<td>Identify scholarly articles relevant to a research topic.</td>
<td>17%</td>
</tr>
<tr>
<td>Assess the contribution of scholarly articles to the literature review of an identified research topic.</td>
<td>17%</td>
</tr>
<tr>
<td>Demonstrate written communication that is professional and scholarly, with main and supporting points substantiated using APA 6th edition format for citations and references.</td>
<td>17%</td>
</tr>
</tbody>
</table>
CITI Certification Scoring Guide

**Due Date:** End of Unit 6.
**Percentage of Course Grade:** 5%.

CITI Certification Scoring Guide Grading Checklist

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the Collaborative Institutional Training Initiative (CITI) certification with an 85% minimum score.</td>
<td>100%</td>
</tr>
</tbody>
</table>
Research Topic and Problem Statement Scoring Guide

Due Date: End of Unit 7.
Percentage of Course Grade: 10%.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Research Topic and Problem Statement Scoring Guide Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Non-performance</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe a specific research topic to be studied, the</td>
<td>Does not describe a specific research topic to be studied, and/or the significance of this topic to your program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and/or the significance to your specialization within your program.</td>
<td>Describes a specific research topic to be studied, the significance of this topic to your program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and specialization within your program. Topic is appropriate for the specialization but may not use appropriate language for the key concepts/phenomena, the target population may not be named, or the concepts are not appropriately focused.</td>
<td>Describes a specific research topic to be studied, the significance of this topic to your program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and specialization within your program. Research topic is appropriate for specialization, uses appropriate language for key concepts/phenomena, the target population is named, and the concepts are appropriately focused.</td>
<td>Clearly, efficiently, and effectively describes a research topic to be studied. Research topic is appropriate for specialization, uses appropriate language for key concepts/phenomena, the target population is named, and the concepts are appropriately focused. Significance of topic to program/field and specialization has potential to make a significant contribution to the literature.</td>
</tr>
</tbody>
</table>

16%
Criteria | Non-performance | Basic | Proficient | Distinguished
---|---|---|---|---
Summarize existing literature and key findings, identify gaps or problems in the existing literature, and state the Research Problem. **16%**

- Does not summarize existing literature and key findings, gaps or problems in the existing literature are not identified, and/or the Research Problem is not identified.
- Summarizes existing literature and findings, but does not identify key findings; identifies gaps or problems in the existing literature, and/or Research Problem is implied, but not explicitly stated.
- Summarizes existing literature and key findings, identifies gaps or problems in the existing literature, and states the Research Problem.
- Clearly summarizes existing literature and key findings, clearly formulates gaps or problems in the existing literature, and explicitly states the Research Problem.

Summarize research literature on a topic through: a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, highlighting findings relevant to a proposed study, and explaining how the proposed research will add to the existing literature on the topic. **17%**

- Summarizes research literature on a topic, but two or more of the following are omitted: a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, highlighted findings relevant to a proposed study, or how the proposed research will add to the existing literature on the topic.
- Summarizes research literature on a topic, but one of the following is omitted: a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, highlighted findings relevant to a proposed study, or how the proposed research will add to the existing literature on the topic.
- Summarizes research literature on a topic through: a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, highlighting findings relevant to a proposed study, and explaining how the proposed research will add to the existing literature on the topic.
- Summarizes research literature on a topic by clearly articulating: a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, highlighting findings relevant to a proposed study, and explaining how the proposed research will make a significant contribution to the existing literature on the topic in an organized, persuasive, and well-supported manner.

Validate research using current (within 5-7 years), scholarly, and primary resources to support statements. **17%**

- Does not validate research using current (within 5-7 years), scholarly, and primary resources to support statements.
- Validates some, but not all, research using current (within 5-7 years), scholarly, and primary resources to support statements.
- Validates research using current (within 5-7 years), scholarly, and primary resources to support statements.
- Validates research using current (within 5-7 years), scholarly, and primary resources to support statements, including leading journals in the professional literature for the relevant industry.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Non-performance</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate scholarly, clear, concise, and well-organized writing that contains five or fewer editorial or mechanical (grammar, usage, typography, et cetera) errors.</td>
<td>17%</td>
<td>Demonstrates writing that contains more than two editorial or mechanical (grammar, usage, typography, et cetera) errors per page.</td>
<td>Demonstrates scholarly writing that contains no more than two editorial or mechanical (grammar, usage, typography, et cetera) errors per page.</td>
<td>Demonstrates scholarly, clear, concise, and well-organized writing that contains no editorial or mechanical (grammar, usage, typography, et cetera) errors.</td>
</tr>
<tr>
<td>Adhere to APA 6th edition style and formatting rules, including appropriate in-text citations and references for all research cited.</td>
<td>17%</td>
<td>Adheres to APA 6th edition style and formatting rules, including appropriate in-text citations and references for all research cited, but writing contains more than ten APA style and formatting errors.</td>
<td>Adheres to APA 6th edition style and formatting rules, including appropriate in-text citations and references for all research cited, but writing contains 6-10 APA style and formatting errors.</td>
<td>Adheres to APA 6th edition style and formatting rules, including appropriate in-text citations and references for all research cited with five or fewer APA style and formatting errors.</td>
</tr>
</tbody>
</table>
Dissertation Research Seminar Track 1 Discussions Scoring Guide

Due Date: End of Unit 8.
Percentage of Course Grade: 10%.

Dissertation Research Seminar Track 1 Discussions Scoring Guide Grading Checklist

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies relevant concepts, theories, or materials and supports ideas with current, relevant academic evidence in the Unit 2 Topic 1 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Responds to peers’ discussion posts using relevant evidence, examples, and questions to advance discussions in a scholarly manner in the Unit 2 Topic 1 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Applies relevant concepts, theories, or materials and supports ideas with current, relevant academic evidence in the Unit 2 Topic 2 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Responds to peers’ discussion posts using relevant evidence, examples, and questions to advance discussions in a scholarly manner in the Unit 2 Topic 2 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Applies relevant concepts, theories, or materials and supports ideas with current, relevant academic evidence in the Unit 2 Topic 3 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Responds to peers’ discussion posts using relevant evidence, examples, and questions to advance discussions in a scholarly manner in the Unit 2 Topic 3 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Applies relevant concepts, theories, or materials and supports ideas with current, relevant academic evidence in the Unit 2 Topic 4 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Responds to peers’ discussion posts using relevant evidence, examples, and questions to advance discussions in a scholarly manner in the Unit 2 Topic 4 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Applies relevant concepts, theories, or materials and supports ideas with current, relevant academic evidence in the Unit 3 Topic 1 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Responds to peers’ discussion posts using relevant evidence, examples, and questions to advance discussions in a scholarly manner in the Unit 3 Topic 1 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Applies relevant concepts, theories, or materials and supports ideas with current, relevant academic evidence in the Unit 3 Topic 2 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Responds to peers’ discussion posts using relevant evidence, examples, and questions to advance discussions in a scholarly manner in the Unit 3 Topic 2 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Applies relevant concepts, theories, or materials and supports ideas with current, relevant academic evidence in the Unit 3 Topic 3 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Responds to peers’ discussion posts using relevant evidence, examples, and questions to advance discussions in a scholarly manner in the Unit 3 Topic 3 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Applies relevant concepts, theories, or materials and supports ideas with current, relevant academic evidence in Unit 4 Topic 1 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Responds to peers’ discussion posts using relevant evidence, examples, and questions to advance discussions in a scholarly manner in the Unit 4 Topic 1 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Applies relevant concepts, theories, or materials and supports ideas with current, relevant academic evidence in the Unit 5 Topic 1 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Activity</td>
<td>Weighting</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Responds to peers’ discussion posts using relevant evidence, examples, and questions to advance discussions in a scholarly manner in the Unit 5 Topic 1 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Applies relevant concepts, theories, or materials and supports ideas with current, relevant academic evidence in the Unit 6 Topic 1 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Responds to peers’ discussion posts using relevant evidence, examples, and questions to advance discussions in a scholarly manner in the Unit 6 Topic 1 discussion.</td>
<td>4%</td>
</tr>
<tr>
<td>Applies relevant concepts, theories, or materials and supports ideas with current, relevant academic evidence in the Unit 8 Topic 1 discussion.</td>
<td>5%</td>
</tr>
<tr>
<td>Responds to peers’ discussion posts using relevant evidence, examples, and questions to advance discussions in a scholarly manner in the Unit 8 Topic 1 discussion.</td>
<td>5%</td>
</tr>
<tr>
<td>Applies relevant concepts, theories, or materials and supports ideas with current, relevant academic evidence in the Unit 8 Topic 2 discussion.</td>
<td>5%</td>
</tr>
<tr>
<td>Responds to peers’ discussion posts using relevant evidence, examples, and questions to advance discussions in a scholarly manner in the Unit 8 Topic 2 discussion.</td>
<td>5%</td>
</tr>
</tbody>
</table>
# Power Point Presentation Scoring Guide

**Due Date:** End of Unit 9.  
**Percentage of Course Grade:** 20%.

## Power Point Presentation Scoring Guide Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Non-performance</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe a specific research topic to be studied, the significance of this topic to your program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and specialization within your program. Research topic is appropriate for specialization, uses appropriate language for key concepts/phenomena, the target population is named, and the concepts are appropriately focused.</td>
<td>Does not describe a specific research topic to be studied, and/or the significance of this topic to your program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and/or the significance to your specialization within your program.</td>
<td>Describes a specific research topic to be studied, the significance of this topic to your program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and specialization within your program. Topic is appropriate for the specialization but may not use appropriate language for the key concepts/phenomena, the target population may not be named, or the concepts are not appropriately focused.</td>
<td>Clearly, efficiently, and effectively describes a research topic to be studied. Research topic is appropriate for specialization, uses appropriate language for key concepts/phenomena, the target population is named, and the concepts are appropriately focused.</td>
<td></td>
</tr>
</tbody>
</table>

**9%**

| Summarize existing literature and key findings, identify gaps or problems in the existing literature, and state the Research Problem. | Does not summarize existing literature and key findings; identifies gaps or problems in the existing literature are not identified, and/or the Research Problem is not implied, but not explicitly stated. | Summarizes existing literature and key findings, but does not identify key findings; identifies gaps or problems in the existing literature, and/or Research Problem is implied, but not explicitly stated. | Clearly summarizes existing literature and key findings, clearly formulates gaps or problems in the existing literature, and explicitly states the Research Problem. |

**9%**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Non-performance</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize research literature on a topic</td>
<td>Summarizes research literature on a topic, but two or more of the following are</td>
<td>Summarizes research literature on a topic, but one of the following is omitted: a statement</td>
<td>Summarizes research literature on a topic through: a statement about the body of</td>
<td>Summarizes research literature on a topic by clearly articulating: a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, highlighting findings relevant to a proposed study, and explaining how the proposed research will make a significant contribution to the existing literature on the topic in an organized, persuasive, and well-supported manner.</td>
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<td>through: a statement about the body of</td>
<td>omitted: a statement about the body of existing literature on the topic, a</td>
<td>summary of recent research findings on the topic, highlighting findings relevant to a</td>
<td>topic, a summary of recent research findings on the topic, a summary of</td>
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<td>existing literature on the topic, a summary</td>
<td>summary of recent research findings on the topic, highlighting findings</td>
<td>proposed study, or how the proposed research will add to the existing literature on the</td>
<td>summary of recent research findings on the topic, highlighting findings</td>
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<tr>
<td>of recent research findings on the topic,</td>
<td>relevant to a proposed study, or how the proposed research will add to the</td>
<td>topic, or how the proposed research will add to the existing literature on the topic.</td>
<td>relevant to a proposed study, or how the proposed research will add to the</td>
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<td>highlighting findings relevant to a</td>
<td>existing literature on the topic.</td>
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<td>existing literature on the topic.</td>
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<td>proposed study, and explaining how the</td>
<td>9%</td>
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<td>proposed research will add to the existing</td>
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<td>literature on the topic. 9%</td>
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<tr>
<td>Describe the primary theoretical basis for</td>
<td>Does not describe the primary theoretical basis for a proposed study or the</td>
<td>Describes the primary theoretical basis for a proposed study or the major theory (or</td>
<td>Critically argues the theoretical basis for a proposed study and the major</td>
<td></td>
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<td>a proposed study and the major theory (or</td>
<td>major theory (or theories) that will serve as the framework for identifying the</td>
<td>theories) that will serve as the framework for identifying the research problem, but</td>
<td>theory or theories that will serve as the framework for identifying the</td>
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<td>theories) that will serve as the framework</td>
<td>research problem.</td>
<td>not both.</td>
<td>research problem.</td>
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<tr>
<td>for identifying the research problem. 9%</td>
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<tr>
<td>Criteria</td>
<td>Non-performance</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
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<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Analyze how a proposed study will contribute to theory in the field by meeting one or more of the following criteria: 1. The study should generate new theory, 2. The study should refine or add to an existing theory, 3. The study should test to confirm or refute a theory, 4. The study should expand theory by telling us something new about application or processes.</td>
<td>Does not describe how a proposed study will contribute to theory in the field by meeting one or more of the following criteria: 1. The study should generate new theory, 2. The study should refine or add to an existing theory, 3. The study should test to confirm or refute a theory, 4. The study should expand theory by telling us something new about application or processes.</td>
<td>Describes how a proposed study will contribute to theory in the field by meeting at least one of the following criteria: 1. The study should generate new theory, 2. The study should refine or add to an existing theory, 3. The study should test to confirm or refute a theory, 4. The study should expand theory by telling us something new about application or processes.</td>
<td>Analyzes how a proposed study will contribute to theory in the field by meeting at least one of the following criteria: 1. The study should generate new theory, 2. The study should refine or add to an existing theory, 3. The study should test to confirm or refute a theory, 4. The study should expand theory by telling us something new about application or processes.</td>
<td>Evaluates how a proposed study will contribute to theory in the field by meeting one or more of the following criteria: 1. The study should generate new theory, 2. The study should refine or add to an existing theory, 3. The study should test to confirm or refute a theory, 4. The study should expand theory by telling us something new about application or processes.</td>
</tr>
<tr>
<td>Analyze the theoretical implications a proposed study could have to your field or specialization area.</td>
<td>Does not describe the theoretical implications a proposed study could have to your field or specialization area.</td>
<td>Describes the theoretical implications a proposed study could have to your field or specialization area.</td>
<td>Analyzes the theoretical implications a proposed study could have to your field or specialization area.</td>
<td>Evaluates the theoretical implications a proposed study could have to your field or specialization area.</td>
</tr>
<tr>
<td>Describe the specific, practical implications that may result from a research study that can be used by any or all of the following stakeholders: the population being studied, professionals for whom the topic pertains, and/or the wider community itself.</td>
<td>Does not describe the practical implications that may result from a research study that can be used by any or all of the following stakeholders: the population being studied, professionals for whom this topic pertains, and/or the wider community itself.</td>
<td>Describes the practical implications that may result from a research study that can be used by any or all of the following stakeholders: the population being studied, professionals for whom this topic pertains, and/or the wider community itself, but implications are not specific.</td>
<td>Describes the specific, practical implications that may result from a research study that can be used by any or all of the following stakeholders: the population being studied, professionals for whom the topic pertains, and/or the wider community itself.</td>
<td>Describes and evaluates the specific, practical implications that may result from a research study that can be used by any of the following stakeholders: the population being studied, professionals for whom this topic pertains, and/or the wider community itself.</td>
</tr>
</tbody>
</table>

9%
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Non-performance</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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</thead>
<tbody>
<tr>
<td>Describe the ethical considerations for a research study given the sample, population, and/or topic. 9%</td>
<td>Does not describe the ethical considerations given the sample, population, and/or topic.</td>
<td>Does not completely address ethical considerations given the sample, population, and/or topic.</td>
<td>Describes the ethical considerations given the sample, population, and/or topic.</td>
<td>Clearly articulates ethical considerations given the sample, population, and/or topic.</td>
</tr>
<tr>
<td>Validate research using current (within 5-7 years), scholarly, and primary resources to support statements. 9%</td>
<td>Does not validate research using current (within 5-7 years), scholarly, and primary resources to support statements.</td>
<td>Validates some, but not all, research using current (within 5-7 years), scholarly, and primary resources to support statements.</td>
<td>Validates research using current (within 5-7 years), scholarly, and primary resources to support statements.</td>
<td>Validates research using current (within 5-7 years), scholarly, and primary resources to support statements. including leading journals in the professional literature for the relevant industry.</td>
</tr>
<tr>
<td>Demonstrate scholarly, clear, concise, and well-organized writing that contains five or fewer editorial or mechanical (grammar, usage, typography, etcetera) errors. 9%</td>
<td>Demonstrates writing that contains more than two editorial or mechanical (grammar, usage, typography, etcetera) errors per page.</td>
<td>Demonstrates scholarly writing that contains no more than two editorial or mechanical (grammar, usage, typography, etcetera) errors per page.</td>
<td>Demonstrates scholarly, clear, concise, and well-organized writing that contains five or fewer editorial or mechanical (grammar, usage, typography, etcetera) errors.</td>
<td>Demonstrates scholarly, clear, concise, and well-organized writing that contains no editorial or mechanical (grammar, usage, typography, etcetera) errors.</td>
</tr>
<tr>
<td>Adhere to APA 6th edition style and formatting rules, including appropriate in-text citations and references for all research cited. 10%</td>
<td>Adheres to APA 6th edition style and formatting rules, including appropriate in-text citations and references for all research cited, but writing contains more than ten APA style and formatting errors.</td>
<td>Adheres to APA 6th edition style and formatting rules, including appropriate in-text citations and references for all research cited, but writing contains 6-10 APA style and formatting errors.</td>
<td>Adheres to APA 6th edition style and formatting rules, including appropriate in-text citations and references for all research cited with five or fewer APA style and formatting errors.</td>
<td>Adheres to APA 6th edition style and formatting rules, including appropriate in-text citations and references for all research cited with no APA style and formatting errors.</td>
</tr>
</tbody>
</table>
# Track 1 Final Assignment Scoring Guide

**Due Date:** End of Unit 10.  
**Percentage of Course Grade:** 30%.

**Note:** Your instructor may also use the [Writing Feedback Tool](#) to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

## Track 1 Final Assignment Scoring Guide Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Non-performance</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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</thead>
<tbody>
<tr>
<td><strong>Describe the specific topic to be studied, the significance of this topic to your program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and specialization within the program.</strong></td>
<td>Does not describe the specific topic to be studied and/or the significance of this topic to the program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and specialization within the program.</td>
<td>Describes the specific topic to be studied, the significance of this topic to the program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and specialization within the program. The research topic is appropriate for the specialization, but one or more of the items is not clearly articulated: the research topic does not use appropriate language for key concepts/phenomena, the target population is not named, and/or the concepts are not appropriately focused.</td>
<td>Clearly articulates the specific topic to be studied, the significance of this topic to the program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and specialization within the program. The research topic is correctly formed: the research topic is appropriate for the specialization and uses appropriate language for key concepts/phenomena, the target population is named, and the concepts are appropriately focused.</td>
<td>Clearly and skillfully articulates the topic to be studied with accuracy, efficiency, and effectiveness. The significance of the topic to the program/field and specialization has potential to make a significant contribution to the literature. The research topic is correctly formatted: the research topic is appropriate for the specialization, the research topic uses appropriate language for key concepts/phenomena, the target population is named, and the concepts are appropriately focused.</td>
</tr>
<tr>
<td><strong>Summarize existing literature and key findings; clearly formulate gaps or problems in the existing literature; and explicitly state, not imply, the research problem.</strong></td>
<td>Does not summarize existing literature and key findings. Gaps or problems in the existing literature are not identified and/or the research problem is not identified.</td>
<td>Summarizes existing literature and key findings. Gaps or problems in the existing literature are identified, but not clearly formulated, and/or the research problem is implied, but not explicitly stated.</td>
<td>Clearly articulates the summary of the existing literature and key findings, gaps or problems in the existing literature are clearly formulated, and the research problem is explicitly stated, not implied.</td>
<td>Clearly articulates the summary of the existing literature and key findings, gaps or problems in the existing literature and the research problem are highly sophisticated and tightly organized.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Non-performance</td>
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<td>Proficient</td>
<td>Distinguished</td>
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<tr>
<td>Summarize a review of the research literature on the topic demonstrated by a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, the highlighting of findings relevant to the proposed study, and an explanation of how the proposed research will add to the existing literature on the topic.</td>
<td>Does not summarize a review of the research literature on the topic, demonstrated by a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, the highlighting of findings relevant to the proposed study, and an explanation of how the proposed research will add to the existing literature on the topic.</td>
<td>Summarizes a review of the research literature on the topic, but one or more of the following is not clearly articulated: a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, the highlighting of findings relevant to the proposed study, and/or an explanation of how the proposed research will add to the existing literature on the topic.</td>
<td>Clearly articulates a summary of the review of the research literature on the topic that is highly sophisticated and organized, demonstrated by statements about the body of existing literature on the topic, summaries of recent research findings on the topic, and the highlighting of findings providing compelling and accurate evidence that convinces the reader to agree with the supporting argument in the presentation of the background and with how the proposed research will make a significant contribution to the existing literature on the topic.</td>
<td></td>
</tr>
<tr>
<td>Describe the primary theoretical basis for the proposed study and the major theory (or theories) that will serve as the framework for identifying the research problem and developing research questions.</td>
<td>Does not describe the primary theoretical basis for the proposed study and/or the major theory (or theories) that will serve as the framework for identifying the research problem.</td>
<td>Describes the primary theoretical basis for the proposed study and the major theory (or theories) that will serve as the framework for identifying the research problem.</td>
<td>Clearly articulates the primary theoretical basis for the proposed study and the major theory (or theories) that will serve as the framework for identifying the research problem.</td>
<td></td>
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<td>Describe how the proposed study will contribute to theory in the field by meeting one or more of the following criteria: the study should generate new theory, the study should refine or add to an existing theory, the study should test to confirm or refute a theory, and the study should expand theory by telling us something new about application or processes.</td>
<td>Does not describe how the proposed study will contribute to theory in the field by meeting at least one of the following criteria: the study should generate new theory, the study should refine or add to an existing theory, the study should test to confirm or refute a theory, and the study should expand theory by telling us something new about application or processes.</td>
<td>Describes how the proposed study will contribute to theory in the field by meeting at least one of the following criteria: the study should generate new theory, the study should refine or add to an existing theory, the study should test to confirm or refute a theory, and the study should expand theory by telling us something new about application or processes.</td>
<td>Critically evaluates and clearly articulates the degree to which one or more of the following criteria will contribute to theory in the field: the study should generate new theory, the study should refine or add to an existing theory, the study should test to confirm or refute a theory, and the study should expand theory by telling us something new about application or processes.</td>
<td></td>
</tr>
<tr>
<td>Describe the theoretical implications the proposed study could have to your field and your specialization area.</td>
<td>Does not describe the theoretical implications the proposed study could have to the field or specialization area.</td>
<td>Describes the theoretical implications the proposed study could have to the field or specialization area.</td>
<td>Clearly articulates the theoretical implications the proposed study could have to the field or specialization area.</td>
<td>Critically evaluates and clearly articulates the theoretical implications the proposed study could have to the field and specialization.</td>
</tr>
<tr>
<td>Describe the specific practical implications that may result from this research that can be used by any or all of the following stakeholders: the population being studied, professionals for whom this topic pertains, and the wider community itself.</td>
<td>Does not describe the specific practical implications that may result from this research that can be used by any or all of the following stakeholders: the population being studied, professionals for whom this topic pertains, and the wider community itself.</td>
<td>Describes the specific, practical implications that may result from this research that can be used by any or all of the following stakeholders: the population being studied, professionals for whom this topic pertains, and the wider community itself.</td>
<td>Clearly articulates the specific, practical implications that may result from this research that can be used by any or all of the following stakeholders: the population being studied, professionals for whom this topic pertains, and/or the wider community itself.</td>
<td>Critically evaluates and clearly articulates the specific, practical implications that may result from this research that can be used by any or all of the following stakeholders: the population being studied, professionals for whom this topic pertains, and/or the wider community itself.</td>
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<tr>
<td>Criteria</td>
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<tr>
<td>Describe the ethical considerations of the study given the sample, population, and topic.</td>
<td>Does not describe the ethical considerations given the sample, population, and topic.</td>
<td>Describes the ethical considerations of the study given the sample, population, and topic.</td>
<td>Clearly articulates an understanding of ethical considerations of the study given the sample, population, and topic.</td>
<td>Clearly articulates a sophisticated understanding of ethical considerations of the study given the sample, population, and topic.</td>
</tr>
<tr>
<td>Provide a reference list for all of the articles cited, following APA 6th edition formatting and using current (within 5–7 years), scholarly, and primary resources to support statements.</td>
<td>Does not provide a reference list for all of the articles cited, follow APA 6th edition formatting, and/or use current (within 5-7 years), scholarly, and primary resources to support statements, or more than five errors are present.</td>
<td>Provides a reference list for all of the articles cited, follows APA 6th edition formatting, uses current (within 5–7 years), scholarly, and primary resources to support statements. No more than five errors are present.</td>
<td>Provides a reference list that is accurate by both forward and backward comparisons, citations are formatted correctly, current (5–7 years) scholarly, peer-reviewed literature from leading journals in the professional literature (e.g. APA, Academy of Management). No errors are present.</td>
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<tr>
<td>Write in a sufficiently scholarly tone and make few editorial or mechanical (grammar, usage, typography, etc.) errors. (ALL)</td>
<td>Writes in an insufficiently scholarly tone and makes no more than two editorial or mechanical errors per page.</td>
<td>Writes in a sufficiently scholarly tone and makes no more than ten editorial or mechanical errors per five pages.</td>
<td>Writes in a sufficiently scholarly tone and makes no more than five editorial or mechanical (grammar, usage, typography, etc.) errors. (ALL)</td>
<td></td>
</tr>
<tr>
<td>Adhere to APA 6th edition style and formatting rules.</td>
<td>Provides a document that contains more than ten errors in APA formatting.</td>
<td>Provides a document that contains no more than ten errors in APA formatting.</td>
<td>Provides a document that contains no more than five errors in APA formatting.</td>
<td>Provides a document that contains no APA formatting errors.</td>
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</table>
Track 1 Preparation Plan Scoring Guide

Due Date: End of Unit 10.
Percentage of Course Grade: 5%.

Track 1 Preparation Plan Scoring Guide Grading Checklist

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Develop objectives, aligned to course competencies, that you need to address between Dissertation Research Seminar Tracks 1 and 2 to develop your research skills.</td>
<td>20%</td>
</tr>
<tr>
<td>Identify the actions you will take to address identified objectives for improving research skills, the resources needed, and the estimated date of completion.</td>
<td>20%</td>
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<tr>
<td>Identify the time frame for attending Track 2 residency.</td>
<td>20%</td>
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</table>