Glossary of Colloquia Terms

ABD (All But Dissertation): While not an official University designation, ABD typically refers to the time interval between having successfully completed the comprehensive examination and the final oral defense and approval of the dissertation.

Academic skill sets: Refers to the actions, capabilities, methods, and strategies used to successfully complete the doctoral program inclusive of online coursework, colloquia, and the capstone activities. Academic skills of particular importance in the doctoral program are all aspects of academic writing and professional communication, the ability to think critically and to apply these skills to academic activities, and the capacity to use research knowledge and skills in service to independent research.

Capstone requirement: Refers to two culminating academic activities in the doctoral program. Upon completion of all coursework and the colloquia requirement, the first capstone activity is the Comprehensive Examination. Upon successful completion of the Comprehensive Examination, learners progress to the second and final capstone academic activity, the Dissertation.

Cohort meeting: Refers to daily meetings held for Track 1 learners led by a faculty cohort leader. Cohort groups are formed by the school with learners from the same school and/or specialization in each learner cohort. Cohorts meetings are a kind of “homeroom” during the colloquia for the Track 1 learner to plan schedules for the colloquia, reflect on key learning, ask questions, and form learner networks.

Colloquia/colloquium: n. col·lo·qui·um; n. pl. col·lo·qui·a; academic meetings for the exchange of ideas, knowledge, and information with sessions led by qualified faculty in the subject matter. The colloquia requirement refers to the three residential experiences required of academic doctoral learners; each event is referred to as a colloquium.

Colloquia Faculty mentor(s): Refers to the role faculty have at colloquia to meet with learners, discuss specialization specific topics, explore research ideas and goals, serve as role models of scholar practitioners, and to reflect the qualities and characteristics of experts within their respective disciplines. Colloquia faculty provide on-site guidance, coaching, cohort group facilitation, and teaching.

Competency(ies): Refers to the academic capabilities and skills learners acquire as the complete online coursework, colloquia, and the capstone activities. Acquisition of the competencies of scholar practitioner, critical thinker, researcher, and professional communicator support successful completion of all degree requirements.

Doctoral: adj. dahk·tor·al. Refers to the degree program of advanced study and research, beyond the Master’s degree, to prepare scholar-practitioners; i.e., it is the highest academic degree offered by Capella University. Term is used to describe nouns
such as learners enrolled in the program, the curriculum, the residency requirement, learning community, and the faculty. It is pronounced “doctoral”, not “doctorial.”

**Doctoral Candidate:** Upon approval of the dissertation proposal (inclusive of IRB review and approval), learners can use the designation doctoral candidate when referring to themselves. Prior to achieving this milestone, the term should not be used.

**Doctoral Learner:** Learners enrolled in the doctoral program at Capella University.

**Dr.**: Upon conferral of the PhD degree, doctoral candidates may use the term Dr. as a self-referent. Prior to conferral of the degree by Capella University, doctoral candidates should not use the term Dr. in any formats, either written or in oral discourse.

**Independent research phase:** The dissertation is undertaken as an independent research activity. In this context, “independent” refers to learners’ assumption of primary responsibility and accountability to design, conduct, and present findings of an original research study. Independent research phase includes the learner’s work with an assigned doctoral mentor and dissertation committee.

**IRB review:** All doctoral independent research conducted at Capella University conforms to established protocols for the ethical treatment of human participants/subjects. IRB (Institutional Review Board) review is a required element of the dissertation phase of the doctoral program and must reflect the highest standards of researcher conduct throughout the research process. Specific protocols and guidance on meeting University expectations regarding the IRB review are provided through the Research Center, learner iGuide.

**Learner community:** The colloquium provides the real-time opportunity to meet face-to-face with your peer learners from across the University. Over the time span of each colloquium, these connections form a potent, stimulating, and motivating learner community. The learner community formed at colloquium may extend to each next colloquium experience and become a sustaining element that supports learning success during each stage of the doctoral program.

**Learning community:** Refers to the environment in which colloquia take place as well as the extended learning community created as learners complete online coursework. In this context, the learning community includes learners, faculty, and staff from each school, the learner support team, academic support (e.g., Library, Writing Program), and the events team who provide the organizational and logistical support for each colloquium. The learning community is characterized by respect for differences, collegiality, a supportive and secure atmosphere, and formation of connections that foster a dynamic learning experience.

**Learning outcomes/objectives:** Refers to anticipated and desired results of colloquia academic sessions including knowledge of specific topics and application of knowledge to competency development in real time while at colloquium, as well as continuing use of knowledge and experience acquired at colloquium as learners continue to progress through academic coursework and the capstone activities.
**Mentor:** Refers to faculty who are assigned to doctoral learners as chair of the dissertation committee and who have knowledge and expertise in research and the process of guiding learners through the independent research phase of the program.

**Milestones:** Refers to completion of educational activities and events at specific times during the doctoral program. Milestone accomplishments can be viewed as achievement of goals along a continuum that includes completion of coursework, the colloquia requirement, the comprehensive examination and the dissertation. Degree conferral is the final milestone in the doctoral program.

**Residencies:** Refers to the in-person academic requirement termed “colloquia” for doctoral learners and certain MS specializations. Colloquia are “residential” experiences in that learners, faculty, and Capella staff and resources are brought together in a scholarly environment that facilitates development of identified academic competencies.

**Specialization meetings:** Refers to school sponsored meetings facilitated by faculty who represent the academic specializations within the doctoral program. The meetings are designed to promote understanding of the specialization within the doctoral program, provide opportunity for interaction between specialization faculty and learners enrolled in the specialization, to consider contemporary issues within the specialization, and to promote professional identification with the specialization as a scholar practitioner.

**Taxonomy:** Refers to a system of classification that describes the learning and development process experienced by the doctoral learner. The taxonomy of learning objectives incorporates acquisition of theory and knowledge, intellectual development, the affective experience of learning, and in general, provides a scaffolding to understand the doctoral transformation.

**Transformation (Doctoral):** Refers to the experience of acquiring the qualities and characteristics of the scholar practitioner. It takes place over time, is individualized, and reflects the changes that take place within each learner as he or she progresses through academic coursework, the colloquia, and the capstone activities of the comprehensive examination and dissertation. The transformative process is reflected in each learner’s self-awareness as a scholar-practitioner, self-reflective practices associated with the discipline, refinement of academic skill sets, increasing sophistication in the application of skill sets to each stage of academic study, and commitment to the values of life long learning. (See also Framework for the Doctoral Transformation)