



DBA Capstone Template/Rubric Guide, v. 1.2

Instructions for using the Capstone Template
with the University Pro-Doc Rubrics included.

Effective June 2020

Capella University
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INTRODUCTION TO THIS DOCUMENT

Disclaimers

Neither this guide, nor any of the information and requirements contained herein, constitute a contract or create any contractual commitments between Capella University and any student, any prospective student, or any third party. The information here and in the template and any corresponding guidance are subject to change.

This guide will explain the essence of content which should be included in each section of the Capstone Template for the Doctor of Business Administration (DBA) program, for learners who began the program on or after January 1, 2018.

Purpose of this Document

This document presents detailed information about each of the Sections required for a Capella DBA Capstone proposal and final project submission. Each section in this document aligns with the DBA Capstone Template. Carefully read the Template Guide so that you can be certain to provide the material that is necessary to successfully write each section of your Capstone.

Consult with your faculty member or mentor about adding headings that might be necessary to enhance the organizational structure of your Capstone Project. Review the proper process to add additional levels of headings.

*Note: The Capstone proposal is made up of Sections 1 and 2 of the template document. During the proposal phase, this should be written in future tense. After completing data collection and result analysis, you will revise Sections 1 and 2 into past tense; Section 3 will be written in past tense.

SafeAssign

To ensure the originality of your work and the use of appropriate citations, you should submit your Capstone work through SafeAssign drafts. SafeAssign is a free source-matching tool provided to Capella learners. SafeAssign analyzes your writing for unintentional plagiarism and improper source referencing. Be sure to allow 24 hours for a response from SafeAssign and allow time for editing. If you have questions about using SafeAssign, review Capella's SafeAssign tutorials. It is especially critical to understand how to interpret your originality report and how to revise plagiarized or matching text.

As you work through your Capstone, you should use the SafeAssign source matching tool to check drafts of your work. You may use the draft SafeAssign links multiple times to resubmit your paper for analysis as part of your editing process. Avoid submitting the Capstone to assignment areas, as that will create a 100% match to the content going forward, requiring a filter-resubmission process to remove.

FRONT MATTER

Title Page

Your Capstone requires a cover page. This area may be updated as people's positions or titles change. You will see an updated version of the template provided when this happens. You can either download the new template and transfer your work to it, or you can update the title page, whichever you prefer.

Be sure to wait until the end (Dean's review, Milestone 5) to insert your degree conferral month and year.

Instructions for the template

Delete all instructions in the template after you have read them.

Executive Summary

Write a one-page executive summary of your project here. This should not be written until the final approvals to your project are completed. This should explain the problem, purpose, method, population, and results of your project. Implications or practical uses of the project results should be included. This is not an APA abstract. This would be used to provide a high-level explanation of your project to a CEO, COO, or other key-stakeholder.

Dedication and Acknowledgement

You can write a brief acknowledgment to those who supported your goals toward completing your doctorate, and/or dedication to someone(s) close to you that made a difference in your progress. This is your space to determine content. If you choose not to include this, please delete the page. You can also title this Dedication or Acknowledgement, if only one or the other is provided.

Table of Contents

Use the embedded TOC and allow the programmed headings to create the updated TOC for you. Note that right-clicking the TOC allows you to update the fields – you can update the page numbers only, or all of the items. If you break the headings and link to the TOC, use the Home page button on the word tabs, and select the correct heading to go with the TOC alignments.

Lists of Tables and Figures

These are not automated. You will need to manually insert the correct pages. If you want to create automated tables, you may.

Note about Page and Reference Quantity Recommendations

Throughout the guide, you will see page and reference quantity recommendations. These are guidelines. Some types of projects might need more (or less) content but you should consider your instructor/chair/committee inputs if you deviate from the recommendations. If minimum numbers of citations are requested, this does not mean you can just keep re-using previous citations. These are minimum *additional* references you need to incorporate and synthesize into your work. Please avoid using strings of citations (i.e., where you use more than two citations to cite the same idea within the same parenthetical, in-text citation). The use of them in more than two instances will trigger a review of the resources being used, which could slow your progress.

Note about Redundant Information

Writing into the template should not be an exercise in redundancy. Avoid restating the same concepts multiple times. Each section has its own reason for existence and level of importance to your project; the template is designed to ensure that you move, logically, deeper into the content of your project topic, becoming more granular as you move through the template. While the overarching general problem may be high-level, the specific problem will be lower-level; your project should be specific and geared to the industry or business problem you are studying. Each section should provide the reader with new, more, and different information from previous or other sections. The concepts should become precise and tailored specifically to your project. Avoid general statements, opinions, bias, jargon, and colloquialisms.

SECTION 1: BUSINESS PROBLEM AND PROJECT SCOPE

1.1 Introduction

Include an interesting fact, statistic, or comment that catches the attention of your reader which is relevant to your topic and project. Orient the reader to the Capstone project focus and area of interest. Ensure a thesis sentence exists.

Rubric alignment: *MS1(5) and MS2(10) Write with logic, flow, structure, and content focus to cohesively, comprehensively, and clearly explain the capstone topic and deliverable.* (This pertains to ALL of your project pieces, including all transitory, introductory, summary, and front and end matter.)

1.2 Capstone Topic

Include information about your DBA specialization, the project focus and topic, and overarching information. Explain how the project aligns with your specialization. Include at least one to two citations for support. [One half to one page].

Rubric alignment: *MS 1(1): Describe a capstone topic and deliverable that inform knowledge and practice within the specialization through scholarly inquiry and critical analysis.* (Includes 1.2 and 1.2.1).

Please note the following “Five ‘N 5” recording and set of slides to help you with section 1.2.1. If the link doesn’t work, use this URL: <https://tinyurl.com/fiven51-2-1> with the below password.

[Section 1.2.1](#) Live recording Password: 0V!KI502

Writing the Problem Statement

A Good Problem Statement Tells a Story

- Start with a few sentences introducing the problem (headline news story - some general background).
- Then write a sentence, which logically follows: The general problem is _____ (cite). <-- [Ensure adversity is included in the sentence] Add several sentences that expand upon the impact or adversity associated with the general problem (cite).
- Then add one or two sentences, which segue to the specific problem.
- The specific problem is _____ (cite). <-- [Ensure adversity is included in the sentence] Then, add several sentences that expanding upon the impact or adversity associated with the specific problem.



Telling the Story: General Problem & Adversity

The General Business Problem is ____ (cite). So What?

The general business problem is that the convergence of emerging technologies and the resulting rapid changes (Schwab, 2016) are outpacing the ability of geospatial industry leaders to maintain a properly skilled workforce (Meier, 2016; Veenedaal, 2014; Wikle & Fagin, 2014). Talent deficits in the geospatial industry pose increased risks to national security (Foster & Mayfield, 2016; Veenedaal, 2014; Wikle & Fagin, 2014).



Telling the Story: Specific Problem & Adversity

The Specific Business Problem is ____ (cite). So What?

The specific business problem is that leaders of geospatial defense and intelligence organizations use an outdated set of competencies, codified in 2006, which makes industry leaders ill-prepared to manage rapid technological change (DiBiase et al., 2006; Veenedaal, 2014; Wikle & Fagin, 2014). There is a lack of consensus on updated competencies required to meet industry needs (Cann, 2016; Maynard, 2015; Plessis & van Nierkerk, 2013; Schwab, 2016a; Veenendaal, 2014). Without identifying future competency needs, organizations will not be ready to develop reskilling plans for the geospatial workforce (Meier, 2016; Schwab, 2016a).

Putting it Together

Leaders of the oil and gas industry are reluctant to adopt digital technologies and services as part of the industry's business model (Cornelissen, 2019). This reluctance to adopt digital technologies is the main contributing factor to challenges in performance, productivity, and efficiency (Cornelissen, 2019).

The general business problem is lower oil prices continue to hamper margins, the oil and gas industry is facing intense pressure to improve operational efficiencies (World Economic Forum, 2017). With technology becoming ever more pervasive and complex, and external forces putting pressure on revenues and costs, operating within a traditional and conventional mindset is no longer a viable recourse for upstream oil & gas companies (Cornelissen, 2019).

For most of this decade, the oil and gas industry has not taken advantage of the opportunities that derive from using data and technology in a meaningful way (World Economic Forum, 2017).

The specific business problem is the oil and gas industry is lagging behind all sectors for digital transformation readiness, according to Deloitte's digital maturity index (Cornelissen, 2019). The World Economic Forum estimated that \$1.6 trillion of value could be unlocked in the oil & gas industry by initiating focused digital transformation programs. As much as \$600 billion could be realized by upstream companies, while midstream and downstream companies could see additional value creation of \$100 billion and \$275 billion, respectively. In addition, more than \$600 billion in savings for customers, productivity improvements, water usage, and emissions reductions could result (Zwack, 2019).



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1.2.1 Problem of Practice

Describes the general problem and the specific business problem identified in your DBA specialization scholarly and practitioner literature. Supports the existence of the general and specific business problems using baseline data and at least five supporting citations published in scholarly and/or practitioner journals within the last five years. [1-2 pages].

Drafting Section 1.2

Points to Address

1. Identify your specialization;
2. Describe the competencies and programs outcomes of the specialization*;
3. Remind the reader of the topic and focus of the project;
4. Address how completion of the project will allow you to demonstrate the specialization competencies and outcomes.

*See the DBA Programs of Research Handout/Visit the Capella DBA website for each specialization.

[Capella DBA Program](#)



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Example: Information to Craft Section 1.2

Topic: *Forward-Looking Practices to Onboard Generation Z at Entry-Level.*

The DBA Human Resource Management specialization at Capella University focuses on talent management that embraces the synthesis of the multidisciplinary theories and practices to attract, develop, and retain a global workforce (Capella University, 2018, pp. 2-3).

The synthesis of emerging trends and technological influences that support the theory and practice of global human resource management and evaluating the theories and frameworks that guide human resources practices are other areas of focus of the DBA Human Resource Management specialization at Capella University (Capella University, 2018, pp. 2-3).

The focus of the project is on obtaining and building consensus of experts' opinions from HR policy experts about effective practices of onboarding Generation Z new employees at an entry-level that are desirable and feasible. A set of desirable and feasible solutions for onboarding Generation Z new employees effectively at an entry-level is expected at the end of the study.

The project is aligned with the DBA Human Resource Management specialization because the knowledge of how to onboard Generation Z new hires at an entry-level is about talent management. Theories and frameworks that guide human resources practices are evaluated in the project to arrive at a set of proposed solutions that form the basis for consensus building of experts' opinion about desirable and feasible forward-looking practices to effectively onboard Generation Z new employees.



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Drafting Section 1.2

Points to Address

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[Capella DBA Program](#); [DBA Programs of Research](#)



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1.3 Purpose of the Project

Include an introductory paragraph of at least two to three sentences that supports the purpose and transitions the reader into project need and questions.

DBA Capstone Project Template

Section 1.3 - Purpose of the Project

Include an introductory paragraph of at least two to three sentences that supports the purpose and transitions the reader into project need and questions.

Example: The purpose of this **qualitative inquiry project is to explore** the perceptions of college interns on their expectations of leaders during internship programs.

Example: The purpose of this **modified Delphi project is to identify forward looking** solutions among experts on the desirability and feasibility of utilizing technology within the supply chain.



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Alignment: Qualitative Inquiry

Specific Problem: Problem of Practice (1.2.1) The specific problem is that the percentage of women in the engineering workforce remains low and there is a net drain on female talent as more women choose to leave than are entering (citation). With women making up just 18% of the engineering workforce (citation) and 15% of the leadership ranks (citation), their departures incur significant costs for engineering companies from talent discontinuity and unrealized business revenues (citation).

Gap in Practice: (Justification 1.3.3) Despite the emphasis placed on hiring women into engineering (STEM) professions, the underrepresentation of women in the engineering workforce continues (citation), and the need for practitioners to fully understand and address the causes of the phenomenon continues (citation).

Purpose: (1.3) The purpose of this qualitative inquiry project is to explore the reasons why a nationwide group of former American women engineers chose to leave the profession.

PQ1: (1.3.2) What are the reasons women engineers choose to leave the profession?

Alignment: modified Delphi

Specific Problem: (1.2.1) SMEs are not adopting big data analytics at a similar rate as larger companies (citation). Not adopting big data analytics at a similar rate puts smaller organizations at a competitive disadvantage (citation). SMEs that continue to avoid big data analytics forgo the possibility of achieving cost savings and a better understanding of customer and business partners (citation). The specific business problem is that, despite the known benefits of big data, SMEs are reluctant to adopt big data analytics in the absence of feasible and desirable established approaches or roadmaps to overcoming the perceived barriers (citation).

Gap in Practice: (1.3.3) SMEs are often left to implement new and emerging technologies with little or no help through an expensive trial and error process. More work must be done to produce guidelines for adopting big data analytics for SMEs (citation). (Cited author) suggested that the rate of data analytics adoption by SMEs could be increased by identifying successful implementations of new processes, providing education and training to SMEs, and creating affordable consulting services.

Alignment: modified Delphi

Purpose: (1.3) The purpose of this modified Delphi project is to identify approaches to overcome barriers and facilitate big data adoption by SMEs, as viewed by a nationwide expert panel of consultants, and to determine the extent to which consensus can be achieved regarding the desirability and feasibility of these approaches.

PQ1: (1.3.2) What are the approaches to overcome barriers and facilitate big data adoption by SMEs, as viewed by an expert panel of consultants?

PQ2: To what extent is there consensus among an expert panel of consultants for desirable and feasible approaches to overcome barriers and facilitate big data adoption among their SME clients?

S2.1: To what extent is there consensus among an expert panel of consultants for desirable approaches to facilitate big data adoption among their SME clients?

S2.2: To what extent is there consensus among an expert panel of consultants for feasible approaches to facilitate big data adoption among their SME clients?



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Alignment: Descriptive Correlational

Specific Problem: (1.2.1) Contingent workers do not have a formal contract for ongoing employment and may experience feelings of job insecurity and a lack of control leading to a high turnover rate (citation). The specific problem is high turnover of staffing agency employees resulting in costs for agency clients related to lost labor productivity and separation and cash flow interruptions for the staffing agencies (citation).

Gap in Practice: (1.3.3) Staffing agencies lack effective practices for increasing the market value of the temporaries on their payroll (citation). If agency leaders can develop long-term relationships with their clerical contract workers both the worker and the agency may earn higher hourly earnings for their temp placements (citation).

Purpose: (1.3) The purpose of this quantitative correlational project is to examine the extent to which a predictive relationship exists between the demographic characteristics of clerical contingent workers and their long-term work loyalty to a staffing agency located in the Eastern region of the United States.

PQ1: (1.3.2) What is the predictive relationship of (e.g. type of demographic) gender of clerical contingent workers to their long-term work loyalty to a staffing agency?



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Alignment: Consulting

Specific Problem: (1.2.1) In a 2016 CEO survey from McKinsey, participants reported that for every 10-percentage-point increase in customer satisfaction, revenues can increase between 2% to 3%. The specific problem is banks are not achieving this potential to maximize client revenue during the period of onboarding of small business clients as the process is paper-based, manual, with excess operational costs (citation). The average time to fully onboard a customer is 34 weeks with costs up to \$25,000 (citation).

Gap in Practice: (1.3.3) Financial institutions are challenged during the client onboarding period by a limited understanding of commercial customer expectations, and a lack of alignment across all departments when onboarding the business customer (citation).

Purpose: (1.3) The purpose of this consulting project is work with the management sponsors and designates (the project team) of a credit union located in California to identify best practices for small-business-as-banking-customer onboarding, which are scalable and repeatable.

P1: (1.3.2) What are the best practices for coordination of scalable and repeatable small business-as-banking customer on-boarding at a credit union?



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Are You Aligned?

- Your project topic must be aligned with your specialization;
- The purpose of your project must be appropriate to and consistent with the specific problem you've identified that drives the need for your project, and gap in practice that you intend to address.
- Your project questions must be appropriate to and consistent with the purpose of your project.
- Your project technique must be appropriate to and consistent with the purpose of your project and the nature of your project questions.
- The data you will collect must be consistent with the project technique and be manageable and feasible to secure.



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1.3.1. Project Need

Justify the need and feasibility of the proposed project. Transition logically to the project questions. Support need with at least three relevant scholarly and/or practitioner articles published within the last five years. Explain the project's objective(s). [2 to 4 paragraphs].

Rubric alignment: *MS1[3] Align the capstone to the specialization through identification of a project that fits within the programs of research or practice.*

Click the link to access the *Five 'N 5* recording regarding this section. If the link does not work, use this URL (<https://tinyurl.com/fiven51-3-1>) with the password.

[Section 1.3.1](#) Live Recording Password: 0V!KI502

Drafting Section 1.3.1:

Points to Address

1. Discuss the need for the project;
2. Scholarly and/or practitioner articles the support the need of the project based on the specific problem identified in 1.2;
3. Address the objectives of the project as it relates to the desired project outcomes.



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Evidencing the Need for a Project

What are you looking for? Where? How?

1. Keep at the forefront the information your project is likely to generate and the value of that information;
2. Consider how practitioners might be able to use the results of your project to address a piece of the problem;
3. Consider how the results may advance the body of knowledge by providing a deeper understanding from the perspective of people who have firsthand knowledge of the phenomenon of interest;
4. Remember – don't overshoot on the need for the project –no single project can completely fill a gap in practice or knowledge gap. (Be humble.)



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Sample Excerpt of Section 1.3.1

The lack of information concerning onboarding employees at an entry-level in the technology sector is a part of the onboarding challenges (citation). Paradoxically, existing studies on onboarding are focused only on senior-management, middle-level management, and professionals and technical positions, when the employees at the entry-level were the largest employee group in technology-based organizations and formed the pyramid base that supports the organization (citation). Studies of onboarding Generation Z are minimal, if not non-existent, because Generation Zs are new entrants to the workforce (citation). Unless adequate preparations for effective onboarding Generation Z practices are made, organizations may continue to suffer financial and productivity costs as well as the loss of employee morale (citations). The talent management of Generation Z might, through effective onboarding practices, contribute to a reduction in employee turnover, which, in turn, could result in cost reduction and an increase in productivity for the organization (citation). The purpose of the project study is to identify a set of forward-looking practices to effectively onboard Generation Z new employees at the entry-level as viewed by a nationwide panel of human resource policy experts and to determine the extent to which there is a consensus of opinion among these experts as to the desirability, feasibility, and importance of these practices. Successful Generation Z onboarding practices may avoid the repetition of the mistakes made when onboarding Millennials (citation). The project study could also benefit business organizations, other than those in the IT industry by enhancing the abilities of HR managers to put in place effective onboarding practices that make Generation Z employees job satisfied (citation).



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1.3.2 Project question(s)

State the project questions in numerical order. Use no number if only one question is to be addressed. Project questions should align with the data analysis techniques you identify later in the project plan, the need for the project, and the problem of practice. [Length dependent on number of questions].

PQ1:

PQ2:

Rubric alignment: *MS1[3] Align the capstone to the specialization through identification of a project that fits within the programs of research or practice.*

Qualitative Inquiry: Project Questions

Project Question: What are the **(perspectives or opinions or attitudes)** of **xxxx** regarding **yyyyy**?

- The structure of these questions are important as they “frame” or provide a foundation for the project.
- We must realize that questions may be fully or partially answered, refuted, or left unanswered.
- Whatever the consequence, knowledge is gained.
- When writing questions, know the current studies in the field, opportunities, and gaps of practice in your specialization.
- **Purpose:** The purpose of this qualitative inquiry project is to explore the **(perspectives or opinions or attitudes)** of **xxxx** regarding **yyyyy**.



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Modified Delphi: Project Questions

Project Questions:

P1. What are the **forward-looking solutions** to **xxxxxx** as viewed by a panel of (type of) experts?

P2. To what extent is there **consensus among a panel of (type of) experts as to desirable and feasible (practicable) forward-solutions** to **xxxxxx**.

S2.1: To what extent is there consensus among a panel of (type of) experts as to the desirability of a forward-looking...

S2.2: To what extent is there consensus among a panel of (type of) experts as to the feasibility of a forward-looking...



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Quantitative: Project Questions

Quantitative Descriptive (Correlational):

Project Question: To what extent is there a **relationship between x and y?**

Quantitative Descriptive (Comparative):

Project Question: To what extent is there a **difference between x and y?**

Purpose (Comparative): The purpose of this quantitative descriptive comparative project is to examine the **difference between x and y.**

Consulting: Project Questions

Project Question: What xxxxxx can be **developed to help yyyy to zzzzz?**

Additional Considerations for Developing Project Questions

Project questions should not be yes or no questions.

A single project question should not be a compound question.

Make sure your questions link the project questions to the project outcome.

Questions should be aligned to the problem and the purpose, do not introduce new concepts not clearly stated in those.

1.3.3. Project Justification

Justify the project purpose and project questions based upon gaps in practice found from searching the scholarly and/or practitioner literature. Describe the anticipated results/desired outcomes of the project. Explains the importance to individual or community improvement. Cites to published supporting articles from the last five years. [2 to 4 paragraphs].

Rubric alignment: *MS1[2] Describe a topic and deliverable that contribute to individual, organizational, institutional, or community improvement.*

Please click the below link to review the *Five 'N 5* regarding Section 1.3.3. [Section 1.3.3](#)

(if the link does not work – use this URL: <https://tinyurl.com/fiven51-3-3>)

Live Recording Password: 0V!KI502

Gap in Practice

What the professional is doing or accomplishing compared to what is achievable based on current professional knowledge;

- Gaps exist when practitioners:
 - are not doing everything they could,
 - are not doing things correctly,
 - could improve what they are doing.
- Gaps can be in:
 - knowledge (practitioners don't know something) ,
 - competence (practitioners don't know how to do something, don't have methods or strategies),
 - performance (practitioners not doing something in their practice).

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Gap Analysis

The first step in the Gap Analysis is to determine the deficit underlying the professional practice gap. That is either a gap in:

- Knowledge (doesn't know)
- Skill (doesn't know how)
- Practice (does not do in practice)

Current State (a)	Desired State (b)	Gap Due to Knowledge, Skill, and/or Practice (c)	Substantiating the Gap (d)	Justifying the Gap and Project Purpose /Questions (e)	Desired Outcomes and Importance for Improvement (f)
What is currently happening?	What should be happening?	Why do you think the current state exists? What is the underlying or root cause?	What evidence do you have to validate the gap exists?	How are the gap and project purpose questions aligned?	What might result from completing the project? Why is the project important to academic and practitioner communities?



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Example: Gap Analysis & Project Justification

Substantiating the Gap (d)	Practitioner or organizational models to measure the effectiveness of diversity initiatives reflect a similar and varied approach to the collection and analysis of diversity data (citations). Mixed findings from diversity studies imply the business case for benefits from diversity is inconclusive and the study of diversity is still a relatively new phenomenon (citations). The relationship between workplace diversity and firm performance is neither direct nor definitive (citations).
Justifying the Gap and Project Purpose /Questions (e)	Empirical evidence in the literature is equivocal with respect to whether diversity practices are beneficial to the organization (citations). A modified Delphi technique will be administered to identify a series of definitions as to what constitutes success in terms of diversity initiatives as viewed by nationwide panel of expert diversity consultants and to what extent there is consensus as to the desirability and practicability of these definitions.
Importance for Improvement and Desired Outcomes (f)	Effective management of diversity is the most complex human resource challenge of the century, permeating every aspect of an organizations internal functioning and external marketplace (citation). Diversity consultants and internal HR staff and can incorporate these findings into their work to help them to assess the effectiveness of organizational initiatives to build, sustain, and increase diversity and the training and consultation they provide to their clients.



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1.3.4 Project Context: Company or Industry

Situates the issue or problem in context to the company or industry of focus. Describe how the project may be useful to the company or industry. Cites to at least three published supporting articles or company specific documentation from the last five years. [1 page]

Rubric alignment: *MS1[2] Describe a topic and deliverable that contribute to individual, organizational, institutional, or community improvement.*

1.4. Doctor of Business Project Specifications

This section includes the importance of the project and the approach for the project. Include, here, a brief introduction and transitional paragraph (3 sentences) which set the stage for the next two sections.

Rubric alignment: *MS 1[4] Meet program-specific requirements for topic approval.* (Includes all parts of 1.4: 1.4, 1.4.1, and 1.4.2).

1.4.1. Importance of the Project

Describe the importance/significance of the problem to business practice. Make a convincing case for the importance of the problem of practice to practitioners. Identify the challenges, problems, situations, opportunities of practice leading to the proposed project. Support your case using at least three citations from scholarly and/or practitioner literature published within the last five years. [1-2 pages].

1.4.2. Approach for the Project

Describe the specific study techniques you will use to complete your project. Include your process for collecting and analyzing information, and which techniques you will use and why. Include a preliminary reference list of data sources you intend to incorporate in the project report, including scholarly literature, technical reports, online secondary data sources. If you are collecting your own data, explain how (e.g., interview questions, survey, etc.). Briefly explain the data-collection procedures and why they are workable; and how you will analyze the data. Identify barriers and challenges to data collection and potential contingency plans should problems arise. [2 pages].

DBA Capstone Project Template

Section 1.4.2 – Approach for the Project

- Describe the specific study techniques you will use to complete your project. Include your process for collecting and analyzing information, and which techniques you will use and why. Include a preliminary reference list of data sources you intend to incorporate in the project report, including scholarly literature, technical reports, online secondary data sources. If you are collecting your own data, explain how (e.g., interview questions, survey, etc.). Briefly explain the data-collection procedures and why they are workable; and how you will analyze the data. Identify barriers and challenges to data collection and potential contingency plans should problems arise.
- You will not use all types of data available, so identify which data is specific to your project technique. For example, you will not use surveys for Qualitative Inquiry!

Project Techniques

- What are the 4 project techniques and when is it appropriate to use them?

Qualitative Inquiry

- Understand/Explore *opinions, attitudes, motivations*

Modified Delphi

- Forward-looking solutions to complex problems
- A more structured approach is needed



Project Techniques

- What are the 4 project techniques and when is it appropriate to use them?

Quantitative Descriptive

- When correlational or comparative analysis of quantified variables is desired
- Must support the need to address a substantiated business problem

Consulting

- When multiple types of data (qual and quant) can reasonably be gathered from a sponsoring organization to analyze a business problem and make recommendations back to the organization



Project Technique: Qualitative Inquiry

Sources of Data	Type of Project Analysis	Sample Size & Other Requirements
Interviews	Generic qualitative descriptive To <i>explore</i> the attitudes, opinions or perceptions of (who) as to (what).	Approximately 7-10 (suggestion: recruit for at least 12-15 to account for attrition). Interviews must be a minimum of 30 minutes and a maximum of 60 minutes.



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Project Technique-Modified Delphi

Sources of Data	Type of Project Analysis	Sample Size & Other Requirements
Electronic Surveys	Likert frequencies and rankings to evaluate consensus To identify <i>forward-looking</i> solutions among experts regarding xxx and to determine the extent to which consensus exists among the experts as to the desirability and feasibility of these solutions.	Approximate start of 15-20 panelists (to account for Round 1 attrition)



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Project Technique – Quantitative

Sources of Data	Type of Project Analysis	Sample Size & Other Requirements
Publicly available (secondary) survey or textual data	○ Basic descriptive reporting ○ Inferential analysis	Convenience sample, size to vary (consult with instructor)
Existing company archival or textual data	There are 2 sub-techniques: What is the <i>relationship</i> between x and y? - Correlation	
Primary data collection with existing validated instruments	What is the <i>difference</i> between x and y? - Comparative	



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Project Technique - Consulting

Sources of Data	Type of Project Analysis	Sample Size & Other Requirements
Applied project (short duration)	Mixed data ○ Interviews ○ Surveys ○ Archival data ○ Secondary data To work with a <i>sponsor organization to develop</i>	Varied based upon nature of project; A single project in an organization unit or entity.



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1.5 Summary

Concludes with statements that contain a summary of key points of the project and an overview of the content of the remaining sections for the project. Provide citations to at least five industry or scholarly articles that help provide the main support for your topic, problem, focus, and industry selection. Provides a logical explanation of the overarching project plan. [half page].

Rubric alignment: Remaining rubric pieces – will apply throughout – but note that Writing, transitions, logic, etc. will apply to any introduction, summary, front/end matter, or other unmarked sections.

MS1 [5] Write with logic, flow, structure, and content focus to cohesively, comprehensively, and clearly explain the capstone topic and deliverable.

and

MS1 [6] Write with proper grammar, usage, and APA format and style.

and

MS1 [7] Write with proper paragraph development, transitions, and academic tone.

[Note to learners: the project's sections 1 to 1.5 will be revised into past tense after you conduct the study and write Section 3. Delete these instructions out.].

SECTION 2: LITERATURE REVIEW AND PROJECT PLAN

2.1. Introduction

You should describe the project study protocol (i.e., method, design, population and industry or organization) in one to two sentences (e.g., This capstone project will use a mixed set of study techniques, including a survey and interviews, of employees and managers of a Ford dealer in the Midwestern United States).

You should define or identify your project and briefly point out overall trends in what has been published about the topic issues, gaps in practice, foundational scholarly or practitioner studies and articles, or theory, etc. You should also establish your position – or argument - for the need for the project and the organization of the review of literature. [1-2 pages].

Rubric alignment: For MS 2, the entire Sections 1 and 2 must be proficient or better. The comments list the MS# and rubric# for clarity. Note that writing, transitions, logic, etc. will apply throughout including any introduction, summary, front/end matter, or other unmarked sections.

MS2 [10] Write with logic, flow, structure, and content focus to cohesively, comprehensively, and clearly explain the capstone topic and deliverable.

and

MS2 [11] Write with proper grammar, usage, and APA format and style.

and

MS2 [12] Write with proper paragraph development, transitions, and academic tone.

2.1.1. Applied Framework

Identify key business concepts found in the literature, relevant to your work. When were the concept(s) introduced? How has the study of the concept(s) evolved? What is the relevance of the concept(s) to addressing the problem anchoring the project? Who raised the concepts and how has that individual or group of individuals contribute to the framework? Cite at least 15 articles in the scholarly and/or practitioner literature – with at least half of them having been published in the last five years. [7 to 9 pages].

Rubric alignment: *MS2[4] Describe the theoretical basis for the capstone, drawing on theories appropriate to the specialization.*

2.2. Method for Discovering Literature

Include a brief introduction to this section.

Rubric alignment: *MS2 [5] Complete a preliminary literature review that includes an appropriate scholarly and critical analysis of relevant theories and practices.* (Includes all parts of 2.2).

2.2.1. Inclusion and Exclusion Criteria

Explain your inclusion and exclusion criteria for selecting and evaluating articles, providing a description of each criteria. These criteria should closely align with the scope of the specific business problem, project objectives, and project questions. [half to 1 page].

2.2.2. Search Strategy

Identify databases used such as EBSCO, ABI, IBIS World, Nexis Uni, Google Scholar and a description of your search strategies including keywords and search terms. Identify your most important publication sources for scholarly and practitioner articles. Describe how you identified relevant literature concerning your topic. Show that you recognize the significance of experts in your specialization. [Note to learner committees: saturation or exhaustion of the literature is not the goal of the Capstone literature review]. [half to 1 page].

2.3. Review of Scholarly and Practitioner Literature

As always, provide a brief introductory paragraph which separates section 2.3 header from the next header. Give the reader an overview of what is coming next. A thesis sentence always helps.

Rubric alignment: *MS2 [5] Complete a preliminary literature review that includes an appropriate scholarly and critical analysis of relevant theories and practices.* (Includes all parts of 2.3).

2.3.1. Historic and Current Business Problem Trends

Describe how the scholarly and/or practitioner articles provide an overall historic and current view of the trends about the topic/problem. Explain how knowledge of the problem has grown and changed over time. Cite to at least 10 articles published over the last five years, and an additional five to eight articles published over the last five to 20 years. If you use multiple headings under this, mark them 2.3.1.1, 2.3.1.2, 2.3.1.3, etc. Do not include those in the TOC. [5-6 pages].

2.3.2. Previous Efforts to Address the Problem

How has the problem been addressed? What degrees of success or failure? Evaluate areas of agreement, disagreement, and conflicting positions addressing the business problem. Cite to at least 10 articles in the scholarly and/or practitioner literature showing the conflicting positions or varying types of examinations. If you need multiple headings here, use 2.3.2.1, 2.3.2.2, etc. Do not include them in the TOC. (Follow this rule throughout the project). [2 to 3 pages].

2.4. Summary of Literature

Summarize the current state of the art and gaps in practice for addressing the problem. Establish your position – or argument for what the project will add to the field. At least two citations of your most relevant supporting study or practice-based literature should be included (should be no more than five years old). [1 page].

[Strive for at least 30 references in your literature review sections – this means that at least 5 can overlap among the sections, which is normal].

Rubric alignment: *MS 2 [2] Explain the background and significance of the proposed capstone, including the rationale for undertaking the capstone and the potential impact.*

2.5. Recruitment

Define the sample frame for the project, how and why it was selected, who will likely participate, and how you will elicit participation. Describe the eligibility criteria for study participants, and the anticipated characteristics of the selected sample. [1 to 2 pages].

[After the completion of data collection and analysis, place into past tense for the final project, and provide any variations which occurred. Variations to this plan will be provided here but explained and justified in Section 3.]

Rubric alignment: *MS 2 [1] Define a clear and comprehensive target audience or site.*

2.6. Project Study Protocol

Remind the reader briefly why this project is important based on your problem statement and literature review. Articulate what you hope to find out by doing the project. Include a description of the data analysis technique(s). Provide justification for using the technique to achieve anticipated outcomes, which derives logically from the problem statement and project questions for the project. Define the data collection requirements for the project. [2 to 3 pages].

[Note that after conducting the planned study, you will revise this and other sections to state what you did, instead of what you planned to do].

Rubric alignment: *MS 2 [6] Identify a methodology suitable to the topic and deliverable with corresponding rationale.* (All parts of 2.6 included here).

2.6.1 Data Sources

Include a transitionary, explanatory introduction paragraph (at least two sentences) to orient your reader to the data sources you used, and why.

2.6.1.1. Preliminary sources of data expected. Include a preliminary list of data sources you intend to incorporate in the project report, including scholarly and practitioner based published or proprietary articles, technical reports, online data sources, etc. Be as clear and detailed as possible. If you will be collecting your own data, explain how (e.g., interview questions, survey, etc.). The data collection and analysis techniques, purpose of the study, project objectives, project questions, and data to be collected must all align. [1 to 2 pages].

2.6.1.2. Instrumentation and data collection tools. Present descriptions of instrumentation or data collection tools to include name of instrument, type of instrument, concepts measured by instrument, processes needed to complete instruments by participants. For quantitative techniques includes a detailed description of data that comprise each variable in the study. If survey instruments were used previously, cite the previous uses and provide statistical reliability data (i.e., Cronbach's alpha). For qualitative techniques, explain the process and details; for example, if interviewing, include the interview guide as an Appendix and describe how it was constructed and reviewed and tested; if a modified Delphi is to be used, the process for finding experts and the question series should be established. These are just examples; for your particular process, describe it, provide the tools for the technique, and cite the source(s) supporting their use. [1 to 2 pages].

2.6.2. Data Collection

Provide a step-by-step explanation of how the data will be collected. The discussion should be sufficiently detailed to permit replication by someone else. Identify how findings will be presented in tables or charts when appropriate. Do not use word clouds. [2 pages].

2.6.3. Data Analysis Plan and Presentation

Explain how you will analyze the data. For each project question, provide a description of the techniques to be used for data processing & analysis (such as coding, classification,

categorization, tabulation, %, & statistical techniques, etc.). Define your approach for how you will present the final deliverable, which includes outcomes, findings, and recommendations to your appropriate target audience or site. Specify who that target audience (or site) will be. [1 page].

Rubric alignment: *[8] Define an approach for presenting a final deliverable, including outcomes, findings, and recommendations to an appropriate target audience or site.*

2.6.4 Validity and Reliability/Trustworthiness

For quantitative techniques, be sure to note any reliability and validity issues and the implications for interpretation of findings. For qualitative techniques, be sure to note any trustworthiness issues related to data collection and analysis and the implications for interpretation of findings. [half page].

2.6.5 Ethical Considerations

Identify any ethical concerns in applying the project methodology. Explain in detail privacy, confidentiality, and data security procedures and concerns. Discuss the measures to be taken for protection of participants' rights. [half page].

[Any changes or problems arising during the pendency of the project should be reflected in Section 3.].

2.7. Overview of the Project Study Plan

Provide timeline of project phases inclusive of data collection, analysis, report preparation. Identify key resources to support the implementation of the project and key stakeholders, if any to be involved. Discuss the feasibility of the plan, and any anticipated barriers or challenges to the plan. [1 to 2 pages].

[Note that after conducting the planned study, you will revise this and other sections to state what you did, instead of what you planned to do].

Rubric alignment: *MS 2[7] Provide a detailed and feasible work plan and timeline for completing the capstone.*

2.8 Summary and Conclusion

Provide a recap of the business problem, gap in business practice, purpose of the study, and technique to attempt to better understand the problem, gap, or achieve the study's purpose here. [half page].

[Note to learners: the project's sections 1 to 2.13 will be revised into past tense after you conduct the study and write Section 3].

Rubric alignment: These rubric items apply to the entire Sections 1-2, Milestone 2 including the Introduction and Summary sections:

MS 2[10] Write with logic, flow, structure, and content focus to cohesively, comprehensively, and clearly explain the capstone and present the deliverable, and MS 2[11] Write with proper grammar, usage, and APA format and style, and MS 2[12] Write with proper paragraph development, transitions, and academic tone.

SECTION 3: RESULTS, DISCUSSION, AND IMPLICATIONS

3.1 Introduction

Provide a brief introduction to the results section by describing the study in two sentences, and then introducing the results by overviews this section. [One paragraph].

Rubric alignment: [To achieve MS 4 completion, all of Sections 1-3 (plus all front and end matter) must meet Proficient levels according to the mentor and committee reviewers. To achieve MS 5 completion, all of Sections 1-3 (plus all front and end matters) must meet School reviewer + Dean approvals of proficient or better (where proficient = yes). See the Rubric Appendix for MS 4 and 5 criteria. Delete the Rubric Appendix, all comments, and all mark-ups for final Dean submission.]

3.2. Data Collection Results

State the actual data collection and recording activities for each instrument. Describe the location, number of participants, and duration of data collection for each data collection instrument introduced in section 2.8. Throughout Section 3, if you create next level headings for organization (i.e., 3.2.1), use the “Heading 2” heading style to incorporate into your TOC. If you create a next level (i.e., 3.2.1.1), do not incorporate into the TOC.

Explain any variations or unusual participant or organizational conditions encountered in data collection versus the plan presented in Section 2.8. How did you address these conditions? How did these conditions impact your project?

Detail the major demographic characteristics of the sample. Describe the sample as specifically as possible, with emphasis on characteristics that may have bearing on the interpretation of results/findings of the project. [1 to 2 pages]

3.3. Data Analysis

Begin by discussing the specific analysis approach and procedures used to addressing the overarching project question(s) or project intent.

Explain and justify any variations in data analysis versus the plan presented in Section 2.9. How did these variations impact your project?

Logically and sequentially address the data analysis for all project questions. Present data to support each finding in the form of tables or charts. When appropriate include the presentation of descriptive statistics, quotes from transcripts and pertinent textual descriptions from documents. Summarize the answers to the project questions. [3 to 5 pages].

3.4 Contribution to Theory, the Literature, and the Practitioner Knowledge Base

Detail how the findings confirm, disconfirm, or extend knowledge of the applied framework and findings from scholarly and/or practitioner studies from the literature review.

Connect or dispute the findings compared with the existing literature on effective business practices. Describe how the findings contribute to the gaps in the practitioner knowledge base of your industry, specialization, organization, and/or field. Ensure the interpretations do not exceed the data, findings, and scope of the project.

3.5 Project Application and Recommendations

Provide a detailed discussion on the applicability of the findings with respect to the professional practice of business. Explain how and why the findings are relevant to improved business practices.

State to whom the results relate, and how the results might be disseminated to academic and practitioner communities.

Drawing upon the specifics of your findings, provide several practical suggestions for the implementation of your findings, conducting additional studies, or replicating your project in other industries, organizations, or fields of practice. [1 to 2 pages].

3.6 Conclusion

Discuss what you learned about the role of the DBA in developing, implementing and evaluating the project. Describe how this project has or could influence the knowledge base or practice of the studied business, industry, or field of practice. [1 page].

REFERENCES

Use APA formatting on your references. Double space as per APA, with hanging indent, *or* you can optionally single space your references, with a double-space between references (using hanging indent). This format shows double-spacing. The next paragraph's format shows single spacing. Whichever method you pick, keep it consistent.

APA 6th Edition shall be used until Capella officially adopts APA 7th Edition. Issue numbers of journals (if they exist) can be used regardless of the journal pagination. Strive for at least 50 total references.

Next reference here if using single-space.

APPENDIX A: CHANGE INFORMATION AND APPENDIX DIRECTIONS

Change Information

Version 1.2 – included *Five ‘N 5* videos and slides to assist learners with content understanding. Updated one missing “introduction” section.

Appendix Directions

Appendices should be used sparingly, but using any and all content necessary to ensure your project is understandable and complete. Some examples of content you may include in your appendix are:

- The publishing agreement and statement of original work go *after* all appendices.
- An instrument used, with permission, and with permission to publish it in your document.
- An interview, document review, or other protocol or guide.
- Any items which the IRB requests be placed in the appendix.
- Participant screening and/or consent forms *until* the school review is completed; then delete them for final Dean review.

If you have only one appendix, it has no letter. If you have more than one, you letter them. Tables or figures within the appendix bear the letter of the appendix before the table or figure number.

APPENDIX B: UNIVERSITY PRO-DOC RUBRICS (MILESTONES 1-5)**Milestone 1 Rubric.**

Requires scoring a basic on each section (or higher). (*Applicable sections noted*).

[1] Describe a capstone topic and deliverable that inform knowledge and practice within the specialization through scholarly inquiry and critical analysis. 16% (Sections 1.2, 1.21)

Nonperformance: Does not describe a capstone topic and deliverable that inform knowledge and practice within the specialization through scholarly inquiry and critical analysis.

Basic: Describes a capstone topic and deliverable, but does not adequately inform knowledge and practice within the specialization through scholarly inquiry and critical analysis.

Proficient: Describes a capstone topic and deliverable that informs knowledge and practice within the specialization through scholarly inquiry and critical analysis.

Distinguished: Describes a capstone topic and deliverable that inform knowledge and practice within the specialization through scholarly inquiry and critical analysis; the capstone is likely to significantly advance knowledge and practice.

[2] Describe a topic and deliverable that contribute to individual, organizational, institutional, or community improvement. 14% (Sections 1.33, 1.34)

Nonperformance: Does not describe a topic and deliverable that contribute to individual, organizational, institutional, or community improvement.

Basic: Describes a topic and deliverable that inadequately contribute to individual, organizational, institutional, or community improvement.

Proficient: Describes a topic and deliverable that contribute to individual, organizational, institutional, or community improvement.

Distinguished: Describes a topic and deliverable that significantly contribute to individual, organizational, institutional, or community improvement.

[3] Align the capstone to the specialization through identification of a project that fits within the programs of research or practice. 14% *(Sections 1.31, 1.32)*

Nonperformance: Does not align the capstone to the specialization through identification of a project that fits within the programs of research or practice.

Basic: Partially aligns the capstone to the specialization through identification of a project that fits within the programs of research or practice.

Proficient: Aligns the capstone to the specialization through identification of a project that fits within the programs of research or practice.

Distinguished: Aligns the capstone to the specialization through identification of a project that fits within the programs of research or practice; the project is likely to make a meaningful contribution to the discipline and field.

[4] Meet program-specific requirements for topic approval. 14% *(Sections 1.41, 1.42)*

Nonperformance: Does not meet program-specific requirements for topic approval.

Basic: Inadequately or incompletely meets program-specific requirements for topic approval.

Proficient: Meet program-specific requirements for topic approval.

Distinguished: Meets program-specific requirements for topic approval with careful and conscientious attention to detail.

[5] Write with logic, flow, structure, and content focus to cohesively, comprehensively, and clearly explain the capstone topic and deliverable. 14% *(Applies throughout including all introduction/summary Sections 1.1, 1.5)*

Nonperformance: Does not write with logic, flow, structure, and content focus to cohesively, comprehensively, and clearly explain the capstone topic and deliverable.

Basic: Writes with persistent and frequent errors in logic, flow, structure, or content focus, or does not cohesively, comprehensively, or clearly explain the capstone topic and deliverable.

Proficient: Writes with logic, flow, structure, and content focus to cohesively, comprehensively, and clearly explain the capstone topic and deliverable.

Distinguished: Writes with expert logic, flow, structure, and content focus to cohesively, comprehensively, and clearly explain the capstone topic and deliverable, meeting professional publication standards.

[6] Write with proper grammar, usage, and APA format and style. 14% *(Applies throughout including all introduction/summary Sections 1.1, 1.5)*

Nonperformance: Does not write with proper grammar, usage, and APA format and style.

Basic: Writes with persistent and frequent errors in grammar, usage, or APA format and style.

Proficient: Write with proper grammar, usage, and APA format and style.

Distinguished: Writes with proper grammar, usage, and expert APA format and style, meeting professional publication standards.

[7] Write with proper paragraph development, transitions, and academic tone. 14% *(Applies throughout including all introduction/summary Sections 1.1, 1.5)*

Nonperformance: Does not write with proper paragraph development, transitions, and academic tone.

Basic: Writes with persistent and frequent errors in paragraph development or transitions, or without proper academic tone.

Proficient: Write with proper paragraph development, transitions, and academic tone.

Distinguished: Writes with expert paragraph development, transitions, and academic tone, meeting professional publication standards.

Milestone 2 Rubric

Requires scoring proficient or better on each section. (*Applicable sections noted*).

[1] Define a clear and comprehensive target audience or site. 12% (*Section 2.5*)

Nonperformance: Does not define a clear and comprehensive target audience or site.

Basic: Defines a target audience but lacks a clear and comprehensive view of that target audience or site.

Proficient: Defines a clear and comprehensive target audience or site.

Distinguished: Defines a clear and comprehensive target audience and a plan for engagement of that audience or site in the capstone planning process.

[2] Explain the background and significance of the proposed capstone, including the rationale for undertaking the capstone and the potential impact. 8% (*Section 2.4*)

Nonperformance: Does not explain the background and significance of the proposed capstone.

Basic: Partially meets the academic requirements of the school for the capstone deliverable.

Proficient: Explains the background and significance of the proposed capstone, including the rationale for undertaking the capstone and the potential impact.

Distinguished: Explains the background and significance of the proposed capstone, including the rationale for undertaking the capstone and the potential impact; makes a compelling case for the capstone's broad impact.

[3] Define the problem to be solved and the purpose of the capstone deliverable with clarity and comprehensiveness. 8% (*This is Section 1 of the Capstone project*).

Nonperformance: Does not define the problem to be solved and the purpose of the capstone deliverable with clarity and comprehensiveness.

Basic: Defines the problem to be solved and the purpose of the capstone but the definition is not clear or comprehensive.

Proficient: Defines the problem to be solved and the purpose of the capstone deliverable with clarity and comprehensiveness.

Distinguished: Defines the problem to be solved and the purpose of the capstone deliverable with clarity and comprehensiveness, indicating how solving the problem or completing the capstone would meet a need or otherwise result in a desirable outcome.

[4] Describe the theoretical basis for the capstone, drawing on theories appropriate to the specialization. 8% (Section 2.1.1)

Nonperformance: Does not describe the theoretical basis for the capstone, drawing on theories appropriate to the specialization.

Basic: Describes the theoretical basis for the capstone, but the description is incomplete or does not draw on theories appropriate to the specialization.

Proficient: Describes the theoretical basis for the capstone, drawing on theories appropriate to the specialization.

Distinguished: Describes the theoretical basis for the capstone, drawing on theories appropriate to the specialization, and cites scholarly sources to support the selection of the theoretical basis.

[5] Complete a preliminary literature review that includes an appropriate scholarly and critical analysis of relevant theories and practices. 8% (Sections 2.2.1, 2.2.2, 2.3.1, 2.3.2)

Nonperformance: Does not complete a preliminary literature review that includes an appropriate scholarly and critical analysis of relevant theories and practices.

Basic: Completes a cursory preliminary review of literature that includes limited scholarly analysis of relevant theories and practices.

Proficient: Completes a preliminary literature review that includes an appropriate scholarly and critical analysis of relevant theories and practices.

Distinguished: Completes a preliminary literature review that includes an appropriate scholarly and critical analysis of relevant theories and practices with corresponding critical analysis.

[6] Identify a methodology suitable to the topic and deliverable with corresponding rationale. 8% (Section 2.6, including 2.6.1, 2.6.1.1, 2.6.1.2, 2.6.2, 2.6.3, 2.6.4, 2.6.5)

Nonperformance: Does not identify a methodology suitable to the topic and deliverable with corresponding rationale.

Basic: Incompletely identifies a methodology suitable to the topic and proposed deliverable, or does not provide corresponding rationale.

Proficient: Identifies a methodology suitable to the topic and deliverable with corresponding rationale.

Distinguished: Identifies a methodology suitable to the topic and deliverable with corresponding rationale. The selection of methodology is logical and supported by the scholarly literature.

[7] Provide a detailed and feasible work plan and timeline for completing the capstone. 8%
(Section 2.7)

Nonperformance: Does not provide a detailed and feasible work plan and timeline for completing the capstone.

Basic: Provides a work plan and timeline for completing the capstone that lacks adequate detail and attention to feasibility.

Proficient: Provides a detailed and feasible work plan and timeline for completing the capstone.

Distinguished: Provides a detailed and feasible work plan and timeline for completing the capstone; the work plan anticipates potential obstacles and offers strategies for addressing them.

[8] Define an approach for presenting a final deliverable, including outcomes, findings, and recommendations to an appropriate target audience or site. 8%
(Section 2.6.3)

Nonperformance: Does not define an approach for presenting a final deliverable, including outcomes, findings, and recommendations to an appropriate target audience or site.

Basic: Defines a limited approach for presenting a final deliverable, including outcomes, findings, and recommendations.

Proficient: Defines an approach for presenting a final deliverable, including outcomes, findings, and recommendations to an appropriate target audience or site.

Distinguished: Defines an approach for presenting a final deliverable, including outcomes, findings, and recommendations to an appropriate target audience or site that is engaging and relevant to the target audience.

[9] Meet program-specific requirements for proposal/research plan approval. 8%. (This is all of Section 1 and Sections 2.5-2.8)

Nonperformance: Does not meet program-specific requirements for proposal/research plan approval.

Basic: Inadequately or incompletely meets program-specific requirements for proposal and research plan approval.

Proficient: Meets program-specific requirements for proposal/research plan approval.

Distinguished: Meets program-specific requirements for proposal and research plan approval with careful and conscientious attention to detail.

[10] Write with logic, flow, structure, and content focus to cohesively, comprehensively, and clearly explain the capstone and present the deliverable. 8% *(Applies throughout including all introduction/summary Sections 1.1, 1.5, 2.1, 2.4, 2.8)*

Nonperformance: Does not write with logic, flow, structure, and content focus to cohesively, comprehensively, and clearly explain the capstone and present the deliverable.

Basic: Writes with persistent and frequent errors in logic, flow, structure, or content focus, or does not cohesively, comprehensively, or clearly explain the capstone and present the deliverable.

Proficient: Writes with logic, flow, structure, and content focus to cohesively, comprehensively, and clearly explain the capstone and present the deliverable.

Distinguished: Writes with expert logic, flow, structure, and content focus to cohesively, comprehensively, and clearly explain the capstone and present the deliverable, meeting professional publication standards.

[11] Write with proper grammar, usage, and APA format and style. 8% *(Applies throughout including all introduction/summary Sections 1.1, 1.5, 2.1, 2.4, 2.8)*

Nonperformance: Does not write with proper grammar, usage, and APA format and style.

Basic: Writes with persistent and frequent errors in grammar, usage, or APA format and style.

Proficient: Writes with proper grammar, usage, and APA format and style.

Distinguished: Writes with proper grammar, usage, and expert APA format and style, meeting professional publication standards.

[12] Write with proper paragraph development, transitions, and academic tone. 8% *(Applies throughout including all introduction/summary Sections 1.1, 1.5, 2.1, 2.4, 2.8)*

Nonperformance: Does not write with proper paragraph development, transitions, and academic tone.

Basic: Writes with persistent and frequent errors in paragraph development, transitions, and academic tone.

Proficient: Writes with proper paragraph development, transitions, and academic tone.

Distinguished: Writes with expert paragraph development, transitions, and academic tone.

Milestone 4 Rubric.

Mentor-committee review requires scoring proficient or better. *(Applies to entire Capstone – Committee is encouraged to review MSs 1-2 rubrics for granular guidance).*

[1] Meet the structural requirements of the school for the capstone deliverable. 20%

Nonperformance: Does not meet the structural requirements of the school for the capstone deliverable.

Basic: Partially meets the structural requirements of the school for the capstone deliverable.

Proficient: Meets the structural requirements of the school for the capstone deliverable.

Distinguished: Meets the structural requirements of the school for the capstone deliverable; structure of deliverable showcases learner's capstone work to great advantage.

[2] Meet the academic requirements of the school for the capstone deliverable. 20%

Nonperformance: Does not meet the academic requirements of the school for the capstone deliverable.

Basic: Partially meets the academic requirements of the school for the capstone deliverable.

Proficient: Meets the academic requirements of the school for the capstone deliverable.

Distinguished: Meets the academic requirements of the school for the capstone deliverable; capstone exemplifies academic requirements and is largely free from error.

[3] Write with persistent and frequent errors in logic, flow, structure, or content focus, or does not cohesively, comprehensively, or clearly explain the capstone and present the deliverable. 20%

Nonperformance: Does not write with logic, flow, structure, and content focus to cohesively, comprehensively, and clearly explain the capstone and present the deliverable.

Basic: Writes with persistent and frequent errors in logic, flow, structure, or content focus, or does not cohesively, comprehensively, or clearly explain the capstone and present the deliverable.

Proficient: Write with persistent and frequent errors in logic, flow, structure, or content focus, or does not cohesively, comprehensively, or clearly explain the capstone and present the deliverable.

Distinguished: Writes with expert logic, flow, structure, and content focus to cohesively, comprehensively, and clearly explain the capstone and present the deliverable, meeting professional publication standards.

[4] Write with proper grammar, usage, and APA format and style. 20%

Nonperformance: Does not write with proper grammar, usage, and APA format and style.

Basic: Writes with persistent and frequent errors in grammar, usage, or APA format and style.

Proficient: Writes with proper grammar, usage, and APA format and style.

Distinguished: Writes with proper grammar, usage, and expert APA format and style, meeting professional publication standards.

[5] Write with proper paragraph development, transitions, and academic tone. 20%

Nonperformance: Does not write with proper paragraph development, transitions, and academic tone.

Basic: Writes with persistent and frequent errors in paragraph development, transitions, and academic tone.

Proficient: Writes with proper paragraph development, transitions, and academic tone.

Distinguished: Writes with expert paragraph development, transitions, and academic tone.

Milestone 5 Rubric.

School and Dean Reviews require scoring **yes** on all items – applies to entire Capstone.

- The Table of Contents aligns with the with the capstone template.
- The final project deliverable complies with academic honesty expectations.
- The front material (title page through list of figures) is properly formatted and includes all required components.
- The final project deliverable presents a well-articulated rationale, problem statement, and the anticipated significance of the study to practice and/or policy change.
- The final project deliverable presents a thorough, well-synthesized review of the current peer-reviewed literature and a discussion of theory.
- The final project deliverable accurately presents the design, recruitment, instruments, and data collection.
- The final project deliverable presents the execution and results of an accurate analyses in a logical manner to address the proposed change to practice and/or policy.
- The final project deliverable discusses the application and implications of the work, presenting clear recommendations for practice and/or policy change.
- The references are properly formatted and reflective of the current literature of the field.
- The sites and participants are de-identified.
- The final project deliverable is well-written with proper grammar, usage, and mechanics.
- All instructions, track-changes, formatting tools, rubric pieces, etc. have been removed.