The Colloquia Doctoral Competences and Learning Outcomes

As a doctoral learner, you are in the process of seeking the highest academic and most respected professional credential offered by Capella University. Over the span of time that you take courses and complete the colloquia requirement, you are gradually and steadily acquiring the competencies that align with becoming doctoral and “being a PhD”.

The colloquia doctoral competencies and learning outcomes are embedded in the colloquium curriculum. Academic sessions highlight the competencies in titles, in content, and in the learning activities that you will engage with.

Four doctoral competencies are addressed in the teaching, on site mentoring, and learning activities offered at each colloquium.

- Scholar-practitioner
- Critical thinker
- Researcher
- Professional communicator

It is essential to note, when reviewing the colloquia doctoral competencies, that these are core competencies supported by the literature on doctoral education. It is this set of competencies that is central to successful completion of the doctoral degree and to the learner's doctoral transformation of becoming a scholar-practitioner.

Summary Comment

When describing the doctoral colloquia competencies, we are careful to acknowledge that the doctoral transformation, that development of these competencies reflects, is not easily categorized into discrete stages when viewed from the perspective of each individual learner. Therefore, faculty view this doctoral competencies framework as a “work in progress” that seeks to be sensitive and mindful of the dynamic nature of the learning experience across the doctoral program.
1. Scholar-Practitioner Competency
The scholar-practitioner competency focuses on a model of professional behavior and capabilities that blends the attributes of scholarship and practice. Learners at colloquia directly experience this model in sessions that describe their discipline and afford opportunities for application.

**Learning objectives:**
1.1 Learners will assess their own knowledge and level of understanding of the scholar-practitioner role;

1.2 Learners will be able to define the attributes and dispositions of the scholar-practitioner within their respective disciplines;

1.3 Learners will develop a plan to strengthen or refine their knowledge and academic skills related to the scholar-practitioner within their discipline;

1.4 Learners will demonstrate their ability to apply the concept of scholar-practitioner to a professional problem or opportunity;

1.5 Learners will interact with scholar-practitioner faculty, peers and University learner resource staff as a developing scholar-practitioner;

1.6 Learners will consider refining coursework plans based on self-assessment of their scholar-practitioner knowledge and skills.

**Reflect on your understanding of this competency:**
2. Critical Thinker Competency

Within the parameters of becoming doctoral, the critical thinker/analyst competency is an aspect of the scholar-practitioner role. Developing the capacity to think critically and analyze information represents an academic skill set that is vital to success as a doctoral learner. In addition, the critical thinker competency is developed within the context of the learner’s discipline/field and specialization through participation in sessions and activities that are presented by each school.

*Learning objectives:*

2.1 Learners will be able to assess their own knowledge and level of understanding of critical thinking at the doctoral level;

2.2 Learners will be able to analyze the characteristics of advanced critical thinking skills;

2.3 Learners will develop a plan to strengthen or refine their abilities to acquire critical thinking skills;

2.4 Learners will demonstrate their ability to think critically and analytically through interactions and applications with faculty, peers, and learner support resource experts;

2.5 Learners will be able to prepare for or refine application of academic coursework linked to developing critical thinking at the doctoral level;

2.6 Learners will be able apply critical thinking skills during discipline specific colloquium sessions and meetings.

*Reflect on your understanding of this competency:*
3. Researcher Competency
The capacity to understand, consume, interpret, produce, and use research is a core element of the scholar-practitioner role. Learners are expected to acquire this capacity as they progress through academic coursework that focuses intensely on research methods and as they prepare to conduct original research for the dissertation.

Learning objectives:

3.1 Learners will assess their own knowledge and level of understanding of research and how it is applied to doctoral research activities;

3.2 Learners will be able to analyze and evaluate their own academic research skills;

3.3 Learners will be able to develop a plan to strengthen or refine their research skills;

3.4 Learners will demonstrate the ability to engage with peers and interact with faculty regarding research and the role of researcher within their respective disciplines;

3.5 Learners will be able to prepare for or refine application of academic coursework linked to developing research skills and proficiencies;

3.6 Learners will be able to apply research analysis skills and understanding to capstone doctoral requirements (i.e., comprehensive examination and dissertation).

Reflect on your understanding of this competency:
4. Professional Communicator Competency
The scholar-practitioner role includes capabilities to communicate professionally using diverse methods. The Capella University doctoral graduate is expected to demonstrate advanced mastery of scholarship that is presented in written, text-based formats. Opportunity to develop this aspect of the professional communicator competency is evident in requirements associated with completion of online coursework and through interaction via electronic or telephonic means with faculty and learner support resource experts.

**Learning objectives:**

4.1 Learners will assess their own knowledge and level of competence with professional communication skills appropriate to the scholar-practitioner;

4.2 Learners will be able to analyze and evaluate the interface of the professional communicator competency with their discipline;

4.3 Learners will be able to demonstrate aspects of the professional communicator competency through specific colloquia activities;

4.4 Learners will be able to develop a plan to refine or strengthen professional communication skills;

4.5 Learners will demonstrate the ability to access professional communication resources at colloquium;

4.6 Learners will demonstrate the ability to apply professional communication skills while participating in colloquia and through interaction with faculty, peers, learner support resource experts, and School staff.

**Reflect on your understanding of this competency:**