



DeVoe School of Business,
Technology, & Leadership
DBA Handbook
WI2024

Preface

This document describes the policies and procedures used to regulate the Doctor of Business Administration (DBA) program. The University reserves the right to make necessary changes without further notice. The regulations, courses, personnel, and costs listed herein are subject to change after publication of this handbook through established procedures. In such cases, the University will attempt to communicate these changes to all students, faculty, and staff through written means. It is IMPORTANT that each student becomes familiar with the regulations set forth in this handbook and any subsequent communications. Students assume responsibility for knowing and upholding them.

DEVOE SCHOOL OF BUSINESS, TECHNOLOGY, & LEADERSHIP

DIVISION OF BUSINESS

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Additional details may be found on the DeVoe School of Business, Technology, & Leadership website, including contact information: <https://www.indwes.edu/academics/caps/devoe-school-of-business/>

Indiana Wesleyan University prohibits discrimination on the basis of race, color, national origin, gender, age, disability, or status as a veteran or disabled veteran. The University maintains its Christian character but does not discriminate on the basis of religion, except to the extent that applicable law respects its right to act in furtherance of its religious objective.

WELCOME

Welcome to the DeVoe School of Business, Technology, & Leadership Doctor of Business Administration program! You are about to begin a demanding and rewarding journey. Whether you aspire to teach, consult, or become a leader or professional practitioner, you will find it to be a rigorous and relevant program of study that will facilitate growth in business administration, as well as your ability to transform theory into inquiry and practice.

This DeVoe School of Business, Technology, & Leadership Handbook contains valuable information about the program and the doctoral project. It is a comprehensive guide to provide you with important foundational information, steps, and linked resources for your understanding of how to meet the requirements of the DeVoe School of Business, Technology, & Leadership and the Doctor of Business Administration program.

The following pages provide you with important policies and procedures that are to be adhered to. During your doctoral program, you will have the opportunity to learn a tremendous amount from faculty and peers, inside and outside of class, and through engaging in your own real-world problem-based research. The primary goals of the doctoral program are for you to learn how to design, conduct, and evaluate scholar-practitioner research, and become part of a learning community. You will engage in problem-based learning (PBL), synthesize research findings, and generate innovative ideas that will inevitably inform and shape your worldview, and impact your field of study and or practice.

Doctoral study is exciting and challenging. It will take dedication and commitment to complete your program. You may experience a wide range of feelings—from frustration to enthusiasm—such as being overwhelmed as you progress through the steps, to elation when you submit your final approved doctoral project. As you are physically, mentally, emotionally, and spiritually stretched, remember that God is faithful to see you through to finish the task ([Phil. 1:6](#)). Our faculty help to create an environment for influencing your critical thinking and further your ability to think philosophically with a biblical worldview.

Our expectations of you are no different from our expectations of ourselves—to offer our best, good-faith effort to influence and be influenced by others as we seek to develop professionally and honor the Lord’s calling. We pray that your experience at Indiana Wesleyan University will enable you to integrate Christian spirituality and virtuous business principles so that you will be more fully equipped to impact the world for Christ.

The Graduate Faculty welcome you to the Doctor of Business Administration program at IWU and wish you much success in your doctoral studies.

Dr. Shelley Webb
Chair, Division of Business & Chair, DBA Program
DeVoe School of Business, Technology, & Leadership

WI2024 DBA HANDBOOK UPDATES

Listed below are the most recent updates since the last publication of this DBA Handbook:

- **IWU Catalog.** All content and links associated with the IWU Catalog were omitted to ensure integrity in the communication about programs, regulations, policies, and procedures. Due to the quantity of omissions, they are not listed here.
- **Julie Sewak, Coordinator of Operations.** Julie's name was added to the roster in the Preface. She joined the DBA Team prior to the new year.
- **6.2 Academic Honesty, Cheating, Plagiarism, and Forgery.** IWU updated the policy recently to reflect changes in technology that include the use of artificial intelligence. A link to the updated policy is provided.
- **8.3.1 Smarthinking Writer's Handbook.** The handbook overview and link were omitted because Pearson is no longer making the resource available in the public domain.
- **8.5 Publication Policy for Completed and Approved Applied Doctoral Projects.** A policy was recently developed to provide guidance for students who want to publish their completed and approved ADP in the Wesleyan Holiness Digital Library database.
- **9.2.1 IWU Support & Computer Requirements.** IWU has identified Teams as the preferred communication platform. The Zoom link was omitted, and a Teams link was added.
- **Appendix A: Applied Doctoral Project Outline.** The previous outline was replaced with the Applied Doctoral Project Headings, which correlate to those found in the ADP Template.
- **Appendix B: Guidelines for Completion of the ADP.** With the recent publication of the ADP Template, Appendix B was omitted.
- Page numbers have been adjusted to accommodate changes.

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LIST OF SUBJECT ABBREVIATIONS

ACCT	DBA Accounting Program
ACBSP	Accreditation Council for Business Schools and Programs
ADP	Applied Doctoral Project
CAPS	College of Adult & Professional Studies
DBA	Doctor of Business Administration
DBAC	DBA Degree Completion Program
DBTL	DeVoe School of Business, Technology, & Leadership
HCAD	DBA Healthcare Administration Program
INSY	DBA Information Systems Program
IRB	Institutional Review Board
IWU	Indiana Wesleyan University
MGMT	DBA Management Program
N&G	National & Global
PBL	Problem-Based Learning
VBM	Virtuous Business Model [®]

1—INTRODUCTION

This handbook facilitates student progress through the entire Doctor of Business Administration program and, specifically, the Applied Doctoral Project. It supports each of the DBA specializations listed below and the DBA Degree Completion (DBAC program).

- Accounting
- Healthcare Administration
- Information Systems
- Management

1.1 Indiana Wesleyan University

1.1.1 About

[Indiana Wesleyan University](#) is a Christian comprehensive university of The Wesleyan Church. The University was founded in 1920 as Marion College and is committed to liberal arts and professional education.

The University is the largest member of the [Council for Christian Colleges and Universities](#), the largest private college in Indiana, based on enrollment, and is one of the largest employers in Grant County.

Indiana Wesleyan University is an energized community committed to changing the world. We guide students in discovering their individual purpose and life calling and help them develop in character, scholarship, and leadership.

Scholarship at IWU builds on distinguished academics through high-quality, collaborative work by students and faculty members. Professors offer spiritual and academic mentoring and discipleship, and students flourish from individual attention. IWU's spiritually rich learning environment, academic commitment, and caring instruction develop in students the knowledge, skills, and disposition to change the world for Jesus Christ.

1.1.2 Mission, Vision, & Values

Indiana Wesleyan University's mission, vision, and values drive the University's planning initiatives.

Mission

Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship, and leadership.

Vision

Indiana Wesleyan University is truly a great Christian university serving the world.

Values

The primary value for Indiana Wesleyan University is Christlikeness. The challenge to follow Christ compels us to pursue a personal and professional lifestyle of commitment, leadership, service, stewardship, innovation, and diversity.

1.1.3 Strategies

Four Key Strategies

Great universities are characterized by great students, great people, great programs, and great scope. A truly great Christian university will develop these characteristics in ways that are informed by and faithful to the historic Christian faith.

Great Students

We will recruit, provide affordable access to, and graduate great students.

Great People

We will provide our people with the resources to maximize our great Christian learning community so that it is enjoyable, diverse, and unified in purpose.

Great Programs

We will offer great academic and co-curricular programs with the infrastructure to support them at a sustainable cost.

Great Scope

We will enlarge our scope by fostering a global mindset and serving the global church.

1.1.4 Distinctives

- A Christ-Centered Academic Experience
- Academic Excellence
- Exceptional Caring Faculty
- Comprehensive Student Support
- Outstanding Facilities
- A Diverse Community
- Innovative Culture
- A Pioneer in Higher Education
- On Mission Athletics

Read about each distinctive in detail at <https://www.indwes.edu/about/iwu-profile/distinctives>

1.1.5 Strategic Plan

Each operational unit of IWU, guided by the University's common mission, vision, and values, develops a strategic plan that is tailored to their unique context. Within each strategic plan, the following four key strategies of Indiana Wesleyan University form the framework for all key initiatives. Figure 1 illustrates IWU's strategic plan model.

Figure 1

Indiana Wesleyan University Strategic Plan Model



Note. The University strategy is written as a 5-year plan.

1.2 DeVoe School of Business, Technology, & Leadership

The DeVoe School of Business, Technology, & Leadership supports the University’s mission to be a Christ-centered institution of higher education and challenges our students to develop character, strengthen their scholarship, and enhance their leadership abilities. The School offers dynamic programs that adapt to the changing nature of knowledge, such as the impact of globalization and technology on the business field. Through extensive curriculum development and program assessment processes, our intensive curriculum builds on the knowledge our students bring to the classroom and helps shape them into lifelong learners. The school provides degree-oriented education opportunities to working adults when occupation and family responsibilities make it difficult to spend major blocks of time in residence on campus. With many of our alumni choosing to continue to reside in the communities we serve, our programs and graduates are a key component in workforce development.

The school provides degree-oriented educational opportunities to working adults when occupation and family responsibilities make it difficult to spend major blocks of time in residence on campus. Our programs and graduates are key components in workforce development in the communities we serve. Completing one of our programs can lead to management, leadership, and promotion opportunities in the organization where you are employed.

1.2.1 The DeVoe Name & Legacy

In 2013, Indiana Wesleyan University (IWU) completed a \$5 million gift agreement, one of the largest donations received in its history, which led to the naming of the DeVoe School of Business, Technology, & Leadership (DBTL). The gift came from the family of James F. DeVoe, a one-time Grant County resident who owned DeVoe Chevrolet. He later became the founder of J.D. Byrider, a nationwide franchise of used car dealerships.

In March 2006, DeVoe's life was cut tragically short as a result of a private plane crash in Melbourne, Florida. Since that time, DeVoe's wife, Andrea (Andy), along with her family desired to do something special to honor her husband's memory.

Though they left Grant County in 1994, the DeVoes enjoyed a long relationship with IWU. Andy has fond memories of working closely with IWU students when she and Jim assisted the youth group at Lakeview Wesleyan Church.

Jim DeVoe's entrepreneurial business career started in Marion, Indiana with the opening of his first location in 1979. By the time of his death, J.D. Byrider had grown into 123 dealerships in 28 states.

Andy DeVoe sees the DeVoe School of Business, Technology, & Leadership as a place where businesspeople can be grounded in both excellent business education and solid Christian principles. Mrs. DeVoe hopes the students and alumni of the DeVoe School of Business, Technology, & Leadership "would combine both their talents and their God-given gifts with the guidelines and principles that He has set out in His Word, to be their foundation: to guide them, to direct them, to hold to them, to trust them, to go forward during times when they cannot go forward, to restore them...He is able when you are not able. When you are weak, He is strong."

The DeVoe School of Business recently merged with the School of Service and Leader within IWU and was renamed the DeVoe School of Business, Technology, & Leadership. The School is building upon its groundbreaking history to create an even brighter future for students and the business community.

Learn more by visiting the DeVoe Legacy webpage and viewing the video:

<https://www.indwes.edu/academics/caps/devoe-school-of-business/devoe-event/legacy>

1.2.2 Mission & Vision

The mission of Indiana Wesleyan University is to prepare students to become world changers by developing them in character, scholarship, and leadership. DeVoe offers dynamic programs that build on the knowledge our students bring to the program and helps shape them into lifelong learners.

Vision Statement

Building a Christ-centered, global community of professionals through innovative business education that transforms and prepares students for a life of service and leadership.

Mission Statement

DeVoe School of Business, Technology, & Leadership is a Christ-centered academic community committed to transforming the global marketplace through life-shaping preparation, helping students to

ask essential questions, exploring their call to business as God’s work, and preparing for a fully integrated life of service.

1.2.3 DBTL Accreditation

Indiana Wesleyan University is accredited by The Higher Learning Commission (HLC), www.hlcommission.org, 312-263-0456. Other accreditations and associations of Indiana Wesleyan University are available at www.indwes.edu/about/iwu-profile/accreditation.

1.3 Doctor of Business Administration Program

1.3.1 DBA Program Learning Outcomes

The DBA is designed for working professionals who wish to continue their education to advance their careers in either teaching, leadership, or consulting. They desire to hone their skills in solving practical real-world problems, translating theory into practice, and modeling ethical business practices. The program learning outcomes (PLOs) are the requisite knowledge, skills, abilities, and dispositions students should acquire and or achieve with successful completion of the DBA program.

1. Demonstrate forward-thinking virtuous leadership within the global team-based business environment.
2. Create advanced ethical change management solutions and strategies for complex business problems.
3. Synthesize advanced research in education, consulting, or business leadership into their doctoral practice.
4. Synthesize advanced research in education, consulting, or business leadership into their doctoral practice.
5. Integrate a virtuous worldview in both their personal and professional lives.

1.3.2 DBA—Multiple Academic Options

There are multiple academic options in the DBA program. The specializations include:

- [Data Analytics](#)
- [Healthcare Administration](#)
- [Information Systems](#)
- [Management](#)
- [Completion](#)

The Completion program is available for students who were previously enrolled in a doctoral program and have at least 30 transferable doctoral credits.

1.4 Diversity, Equity & Inclusion

1.4.1 Multicultural Diversity

IWU strives to be a diverse learning community reflecting the world in which we live. There is unique energy at IWU which is a beautiful blend of academic excellence, innovation, purpose, and faith. Born out of a tradition of social activism for women's rights and the abolition of slavery, the Wesleyan Church is committed to growing IWU as a multicultural institution.

The primary value for Indiana Wesleyan University is Christlikeness. The challenge to follow Christ compels us to pursue a personal and professional lifestyle of commitment, leadership, service, stewardship, innovation, and diversity. A truly great Christian university cultivates and sustains a community culture that values, challenges, and supports all its members.

The work of becoming a community that reflects and promotes the diversity of God's Kingdom is personally rewarding and enriching. More importantly, a truly great Christian university will not be diverse as a matter of duty, or simply as a happenstance of changing demographics. Instead, a great Christian university will recognize that diversity of experience, thought and culture is essential for transformational learning.

Diversity and equality are deeply embedded in the heritage of both the University and the Church. Indiana Wesleyan University stands ready - with the resources and the passion — to equip future generations of learners with the skills they will need to meet the challenges of our rapidly changing world.

1.4.2 IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with biblical principles of historic Wesleyan tradition, commits to creating a community that reflects kingdom diversity. We will foster an intentional environment that exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind.

1.4.3 Who's My Neighbor?

Who's My Neighbor? is a biblically principled approach to relationships. It is grounded in the second of two greatest commandments identified by Jesus when asked for clarification of the following:

One of them, a lawyer, asked him [Jesus] a question to test him.

"Teacher, which commandment in the law is the greatest?"

Jesus said to him, "'You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.' This is the greatest and first commandment. And a second is like it: 'You shall love your neighbor as yourself.' On these two commandments hang all the law and the prophets." (*New Revised Standard Version*, 1989, Matthew 22:35–40)

So, who is your neighbor? The answer is simple: it is anyone and everyone you encounter with whom you can share the love of God.

Read more at Got Questions Ministries:

- [Who is my neighbor, biblically speaking?](#)
- [What does it mean to love your neighbor as yourself?](#)

2—THE ADP EXPERIENCE

2.1 The ADP Experience

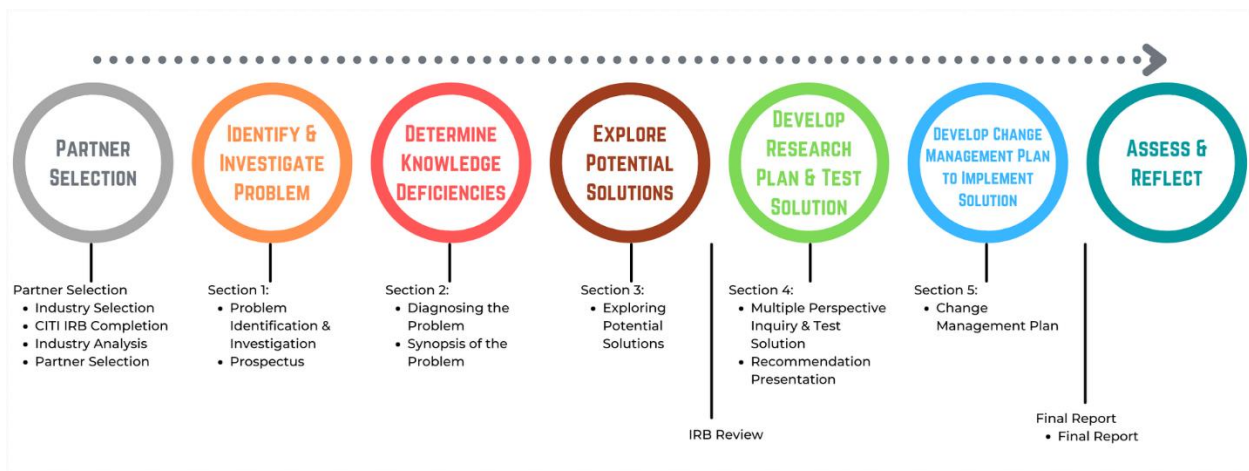
At the start of the DBA program, all students are assigned a research chair and given access to the ADP Experience which is housed in the Brightspace learning management system. The student is joined by a small group of other students who share the same research chair; however, each student can only view their own submissions while sharing common access to all the resources and announcements.

The ADP Experience shell is similar in appearance to other course shells. It contains several resources to support student success along their doctoral journey and serves as a repository for student submissions of ADP content and corresponding research chair evaluations. Students are first introduced to the ADP Experience during the first-year residency.

Figure 2 visually displays the 14 milestones comprising completion of the Applied Doctoral Project. The visual is located in each milestone in the Brightspace learning management system so that students may readily monitor their pace in the DBA program.

Figure 2

Applied Doctoral Project Pacing Visual



Note. The pacing graphic reflects the problem-based learning correlation to the 14 ADP milestones.

2.1.1 Objectives of the ADP Experience

The overall objectives of the ADP Experience are to help students:

- Develop a worldview that will enrich their personal and professional life.
- Design solutions to real-world problems.
- Research something they are passionate about!

The completion of the DeVoe School of Business, Technology, & Leadership DBA program with the Applied Doctoral Project has the propensity to be LIFE TRANSFORMING for you—the student, and

WORLD CHANGING for others resulting from your ADP research and recommended solutions in the address of a complex, ill-structured, real-world business problem.

2.1.2 Benefits of the ADP Experience

The ADP Experience is designed to provide students with the ease of access to a wealth of resources and the continuity of a single learning portal as they complete the Applied Doctoral Project. Each student's experience is guaranteed to be unique through the integration of distinctives such as Problem-Based Learning and the Virtuous Business Model.®

Added benefits include:

- Research chair guidance and support throughout the doctoral journey
- One continuous learning management system portal—no course starts and stops for the ADP
- Progression at your own pace, faster or slower, as desired
- All required activities focus on the completion of the ADP
- No graded assignments or discussion posts
- Successful completion of milestones that meet requirements prompt timely progression
- The completed ADP is a doctoral student consulting report (*not a dissertation*)
- Students may take a continuation course, if desired or needed

2.1.3 ADP Student Guides

In the resources section for each ADP milestone, there is a student guide at the top of the list. The student guides—true to their name—provide student support for completion of the ADP. It is especially important for the student and their research chair to read the student guides and to follow along in the recommended order for completion of each milestone. All student guides are available for immediate download in the ADP Experience.

Students and research chairs are advised to review the whole collection at the start of the ADP to obtain a big-picture view of the doctoral project. Good advice is found in Stephen Covey's infamous quote: "Begin with the end in mind."

NOTE: Because the student guides are subject to change for several reasons—to add clarifying language, omit content that is no longer relevant, or to update with new information or include additional resources—ensure you have the most current edition when starting a milestone.

ADDITIONAL NOTE: The guidelines for the ADP6 Prospectus and ADP8 Synopsis of the Problem (Proposal) are quite brief and instructional in nature since they mostly require the copying and pasting of content from Section 1 and Section 2, respectively. Download the forms for those two ADPs to locate the embedded guidelines.

2.1.4 DBA Roles & Responsibilities

Various DBA roles and responsibilities are outlined in this section. The list below identifies some of the protocols to follow:

- *If an instructor has PBL concerns*, contact the DBA Ombudsperson and the research chair.
- *If a student has an instructor concern*, work with the instructor first, then, elevate to the DBA Program Chair and DBA Ombudsperson.
- *If a student has research chair challenges*, contact the DBA Program Chair.
- *If a research chair has mentee issues*, contact the DBA Program Chair.
- *If a SAM has mentee issues*, contact the DBA Program Chair and the DBA Ombudsperson.
- *If a student has issues with their assigned SAM*, contact the DBA Program Chair and the DBA Ombudsperson.

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2.1.4.1 DBA Department Chair

The DBA Department Chair is responsible for the DBA program. An important responsibility of the Department Chair is to ensure that the academic integrity, rigor, and quality of student Applied Doctoral Projects rise to a level consistent with the expectations of IWU administrators and faculty as well as academia (doctoral-level scholars and professors at institutions worldwide).

2.1.4.2 DBA Ombudsperson

The International Ombudsman Association, Inc. (IOA) defines an *ombudsman* (referred to in this handbook as ‘ombudsperson’) as

A college or university Ombuds[person] is authorized by an institution of higher education to confidentially receive complaints, concerns, or inquiries about alleged acts, omissions, improprieties, and/or broader systemic problems within the Ombuds[person’s] defined jurisdiction and to listen, offer options, facilitate resolutions, informally investigate, or otherwise examine these issues independently and impartially. (International Ombudsman Association, n.d., p. 1)

In the DeVoe School of Business, Technology, & Leadership DBA program, the ombudsperson role is recognized as providing confidential, informal, independent, and neutral dispute resolution services for students enrolled in the DBA program. The office assists students in identifying and evaluating options for resolving and managing conflicts, provides mediation services, conducts educational sessions on conflict management, and makes referrals to other appropriate university and community resources. The ombudsperson is familiar with the organizational structure of the university and can provide current information about National & Global campus services, programs specific to the DBA, policies, and procedures. Due to its informal, confidential, and independent role outside the administrative structure of the University, notice to the Ombuds Office about a problem does not result in the generation of records, nor does it constitute legal notice to the University about the existence of a problem. For those interested in making official complaints to the University about a problem, the ombudsperson can assist by making appropriate referrals. (Adapted paragraph from IOA, n.d., Exhibit 8 section)

Dr. Marian Carpenter serves as the Ombudsperson in the DeVoe DBA program. You may reach her directly at marian.carpenter@indwes.edu.

2.1.4.3 DBA Students

Each student is encouraged to regularly consult with their research chair to report on the progress that has been made along the ADP Experience journey, especially as related to the Applied Doctoral Project, and discuss plans for continuing the work required to make satisfactory progress.

1. The research chair may require more frequent interactions with the student each term as a condition of satisfactory progress.
2. Failure by the student to inform the research chair about their progress, adhere to the required communication schedule, and or achieve objectives previously determined by the research chair will result in the student failing the course.
3. Per IWU Standard Policy, students that fail a course are placed on Academic Probation. Students that fail the same course twice will be removed from the program.

2.1.4.4 DBA Research Chair

The research chair:

1. Makes a 3-year commitment with the intention of providing students with mentoring and coaching continuity throughout their program. In the event a research chair is unable to fulfill the 3-year commitment, the DBA Director–Faculty Support will appoint a new research chair.
2. Completes required training in Problem-Based Learning and the Applied Doctoral Project before beginning their role.
3. Guides each student throughout the ADP process.
4. May serve as a judge for their Mentee’s PBL Team presentations at the first-year residency.
5. Encourages mentees to contact the DBA Ombudsperson when issues arise, or conflicts occur during the student’s academic experience.
6. Provides mentees with resources for them to communicate with Graduate Advising when scheduling adjustments are needed.
7. Attends the first residency to begin building a personal and long-lasting relationship with the student.

8. Provides spiritual leadership and counseling to the student and directs them to Spiritcare, as applicable.
9. Evaluates each of the milestones in accordance with the rubrics provided in the ADP Experience.
10. Monitors the form and style edit of the ADP Draft.
11. Coordinates suggested revisions to help the student arrive at an ADP Draft that satisfactorily meets the DBA program requirements.
12. Monitors the student's submission of a finished copy of the Applied Doctoral Project that complies with all suggestions resulting from the Final ADP review process.
13. Monitors the student's submission of the approved Applied Doctoral Project and one article that is suitable for publication.
14. Completes sign-off of documents at each major milestone in the student's progression of ADP completion as part of the student's record.

Research Chair Requirements

- Possess experience in the discipline in which the student's project will occur.
- Possess familiarity with the research method the student proposes to use in examining the problem.
- Be committed to helping the student complete the ADP process regardless of personal circumstances.
- Be doctoral-prepared scholar-practitioners familiar with the DBA and the Applied Doctoral Project.
- Complete all required training before being assigned research chair responsibility.

The DBA Chair will appoint each research chair as needed when new cohorts are launched and when circumstances warrant.

Research Chair Relationship to Mentee

The role of research chair is one that needs explanation for those unfamiliar with academic culture. The research chair agrees to invest a significant amount of time and effort to guide and direct a student through the process of conducting a research project and writing the Applied Doctoral Project report about the research. They engage in teaching and training a student on how academics conduct research and expound on existing research. It is a blend of scholarship and praxis because the student must engage in literature to understand how experts in their field of knowledge have studied a specific concept. Students then apply that scholarship to the practice of research to investigate a research question that emerges from the organization partner's problem or opportunity. In other words, the student engages in scholarship to become a researcher.

The work of a research chair consists of chairing, advising, coaching, instructing, and training a student. There are three significant investments a research chair makes in the life of a student.

1. The research chair makes an investment of time that encompasses about 150 hours (about 6 and a half days) over 14 milestones, meeting and conversing with the student, guiding their research methods and techniques, answering questions about research difficulties, reading written submissions, correcting content, making editorial changes, discussing the rationale for suggested revisions, advising how to analyze and interpret the data, and reviewing and coordinating the work of committee members as they also review the student's work. The time

involved in working with a student on an Applied Doctoral Project Report goes far beyond the time for which the faculty member receives monetary compensation from the university.

2. The research chair makes an emotional investment in the student and supports them during the frustrations, life challenges, joy of discovery, and satisfaction that occur during a student's doctoral journey.
3. The research chair makes a reputational investment that results from the student's potentially published work being evaluated and judged by the broader academic community. A doctoral student's work may be published. Scholars at other universities appraise the academic quality of a student's university, department, and research chair by the quality of that student's submission.

The student should understand and respect the investments made by their research chair and seek to agree. Occasions will exist when the Research Chair and the student disagree about the interpretation of scholarship in the literature, research methods and procedures, data analysis, and the interpretation of data. It is incumbent on the student to accept the decision of the research chair about how to resolve these differences of opinion. Research chairs typically rely on their knowledge and experience, and consultation with other academics to make these decisions, which is far more extensive than the students' experience.

Before overruling a student's research preferences, research chairs typically consult the literature in their field of knowledge, colleagues in their department, the Applied Doctoral Project Review Panel and, in some cases, colleagues at other universities. Students should respect the final decision of their research chair and realize the final approval of an Applied Doctoral Project requires the signature of the research chair. It is not in the best interest of a student to insist they be able to conduct the research or write the Applied Doctoral Project in a manner not approved by the research chair. The research chair is not required to approve an Applied Doctoral Project. When a research chair determines an Applied Doctoral Project lacks academic quality or fails to demonstrate a level of work expected from a graduate of a doctoral program, the Applied Doctoral Project will not be approved. In other words, approval of the Applied Doctoral Project and subsequent conferral of a DBA degree is dependent on the approval of the research chair. A student that is uncooperative and unresponsive to their research chair's guidance and direction is unlikely to graduate from the program.

Students should strive to develop and retain a good relationship with their research chair. However, if the student and or the research chair decide they have an untenable relationship that cannot be rectified, they may approach the Department Chair and request another research chair be assigned. Notwithstanding, it is not the responsibility of the Department Chair to approve the student's request or assign another research chair. A student is only guaranteed the assignment of the initial research chair. Should a request for a subsequent research chair be tendered by a student, the Department Chair would only announce to faculty members that a student is seeking another research chair. Another faculty member may or may not agree to serve as a replacement research chair. A faculty member is not required to accept a student as an advisee, and many faculty members are reluctant to engage with an advisee that has had conflicts with another faculty member. Thus, students are discouraged from requesting a new research chair, and this action should only be taken in cases where the student considers the relationship with the research chair to be untenable. A change in the research chair may result in a student having to refocus their research problem and restart their research under the direction of the new research chair. Should no other faculty member agree to serve as a replacement

research chair, the student must resume their work with the original research chair but only if the original research chair consents to continue in the role.

2.1.4.5 DBA Partner Organization

Partner organizations are an extremely valuable part of the DeVoe Doctor of Business Administration program because they provide the complex, ill-structured real-world problems that are integral to the students' Applied Doctoral Projects. The organizations—for-profit, non-profit, and government agencies—small, mid-sized, and large—gain what is essentially pro bono doctoral-level research and consulting on a significant organizational problem or opportunity in exchange for the following agreements:

1. Partner organizations make a commitment to provide access for the doctoral learner to those parts of the organization required to solve the problem that has been mutually agreed upon by both the learner and the organization (i.e., financial reports for the financial analysis component of the ADP). Refer to the NOTE further below.
2. Partner organizations will appoint a sponsor who shall serve as the Point of Contact (POC) for the learner within the organization. A second POC will also be identified as a contingency.
3. Partner organizations have the right to request confidentiality of identity in any work published by the learner but agree to allow the learner to use the data gathered during the ADP to meet the academic requirements of the DBA program.
4. The outcome of the student's research will be a complete analysis of the organization (internal and external), research in the problematic area, assessment of potential resolution with a final recommendation, and implementable change management plan.
5. In addition to the completed ADP, the student is required to write one publishable scholar or practitioner article.

Partner Organization Selection

Students self-select their Partner Organization. This requires the student to be familiar with the industry and present-day situations and trends impacting the organization before engaging in conversations with contacts at prospective organizations. To gain that knowledge, students successfully complete the ADP Industry Selection and Industry Analysis *before* finalizing the Partner Organization Permission Form.

Students are typically free to select the organization with whom they wish to partner so long as the organization is operating a legal and upright enterprise and is a going concern. The student's research chair must sign the Partner Organization Permission Form; he or she has the final say regarding the acceptance of the Partner Organization and the problem presented for the student's ADP research.

Once the Partner Organization Permission Form is signed by the two POCs—one primary and one secondary, the POCs and the organization have entered a committed relationship with the student and the research chair. All Partner Organizations are expected to fulfill their commitment to the student for the time it takes the student to successfully complete the ADP. If a POC is unable to fulfill his or her role and responsibilities, it is expected that the second-named POC will fulfill the role and or identify a new POC.

Students are neither interns nor employees of the organization. The relationship is one that has benefits for both parties. The student is given access to data, information, and other resources needed to resolve

a perplexing business problem, while the Partner Organization receives doctoral student research and consulting in the hope of finding quality solutions to an existing problem. Both reap benefits from the ADP partnership and the relationship-building that occurs.

2.1.4.6 DBA Review Panel

To operate efficiently and effectively at a quality level of academic rigor, reviewers serve in a different capacity than DBA faculty and research chairs, but they may also serve in those capacities.

The DBA program has six internal review processes. Five are related to the Applied Doctoral Project and one process is relegated to the BADM-785 Comprehensive Exam Essay course. The ADP reviews include:

- ADP 6 Prospectus
- ADP 8 Synopsis of the Problem (aka Prospectus)
- ADP 10 IRB Review: ADP 1-2-3 Pre-IRB Review
- ADP 10 IRB Review: IWU Institutional Review Board
- ADP 14 Final ADP

For ADP 6, 8, 10 (ADP 1-2-3 Pre-IRB Review) and 14, two reviewers—in addition to the student’s research chair—will conduct a review of the submission to assess whether it successfully meets the DBA program requirements. The DBA Chair determines who may fill the role of reviewer and continuously maintains an adequate pool of candidates—all of whom are doctoral-qualified in an appropriate field of study. The Review Panel members stand ready to conduct reviews as the need occurs throughout the ADP completion process.

1. The Review Panel is chaired by the DBA program Chair. Full-time DBA faculty will serve as standing members of the ADP Panel.
2. The DBA Chair will select additional faculty members to represent each DBA specialization. As possible, the specialization faculty will serve a 2-year rotating term, followed by the addition of two new specialization members selected by the Chair.
3. Faculty members may be dismissed from the ADP Review Panel by the DBA Chair with the concurrence of the Dean or designee of the VPAA (Vice President for Academic Affairs).
4. The DBA Chair may appoint replacement members of the Panel to fill open positions, with the concurrence of the Dean or designee of the VPAA.
5. The ADP Review Panel shall review deliverables for the ADP.

The Review Panel members and additional reviewers are pooled and readily available for service in the review of student submissions in the BADM-785 Comprehensive Exam Essay Course, as applicable.

2.1.4.7 DBA Reviewers

Reviewers are contracted for their services and are expected to fulfill their contractual obligations to include:

- Review student submissions using the rubrics or other guidelines provided by the DBA program.
- Complete the review in a timely manner as designated by the DBA program policies and procedures.

- Keep all information confidential. At no time is the information found in a student's submission to be shared with others. The reviewer is not to use the student's information for their own benefit.
- All conflict-of-interest situations are to be immediately shared with the DBA Chair, whether related to the student or the partner organization.

When deemed appropriate, the DBA Chair may remove and replace a reviewer with or without written advance notice. In no instance may a student request a reviewer(s).

2.1.4.8 DBA Student Alumni Mentors (SAM)

At the start of each term, students enrolled in BADM-701 are matched to a DBA student alumni mentor—a recent graduate of the DBA program. The DBA alumni are individuals who are most qualified to mentor incoming students. SAM program mentors volunteer for the role and may be assigned three to four DBA mentees, which demonstrates the value that DBA alums place on the program and the earned doctoral degree. The pilot program began with Cohort 11. For any questions related to the SAM program, contact DBusAdmin@indwes.edu.

3—APPLIED DOCTORAL PROJECT

3.1 ADP Overview

As a doctoral student, it is critically important for you to demonstrate your ability to conduct systematic investigations and examine significant issues or problems in your field of research. In the DBA program, each student will have the opportunity to demonstrate pertinent natural and acquired knowledge, skills, and abilities; research expertise; and practical application in their discipline.

Most students—if electing to do so—will begin their Applied Doctoral Project (ADP) immediately at the start of the program. That is a unique feature of the DeVoe DBA program. Still, other students may elect to delay the start of their ADP work until they are further in the program or after the required coursework has been completed. To graduate from Indiana Wesleyan University with a degree of Doctor of Business Administration, each student must successfully complete their ADP.

Use this handbook to guide you throughout the ADP completion process, referring to it as needed. Since the handbook outlines an important part of your doctoral journey, we recommend reading it in its entirety at the beginning of your program, then using it as a reference throughout the remainder of your program studies.

The DBA Handbook is updated at least annually. Students are encouraged to periodically confirm that they have the most recent copy. If you have any questions, please email them to your research chair.

3.1.1 Purpose of the Applied Doctoral Project

The Applied Doctoral Project is a formal, comprehensive document detailing the purpose, background, project approach, project implementation, and conclusions of an applied practitioner-oriented project. Completion of the ADP is a requirement for graduation from Indiana Wesleyan University with a Doctor of Business Administration.

The doctoral program and ADP are specially designed to evidence your growth in character, scholarship, and leadership as acknowledged by your ability to:

- acquire a deeper understanding of your field of study.
- demonstrate a clear understanding of basic research principles and techniques.
- utilize multifaceted frameworks and proven business concepts and theories to address complex organizational problems.
- conduct ethical, doctoral-level research in your field of study.
- bridge the gap between academic research and practitioner implementation.
- exemplify a problem-based, action learning approach to achieve double-loop learning.
- showcase how to analyze, synthesize, and evaluate data which results in high-quality, relevant, and practical conclusions and well-crafted solutions when using a problem-based approach.
- make a significant contribution to your field of study and practice.
- develop skills in written and oral communication, project planning, time management, organization, and implementation.
- work efficiently and effectively in diverse teams.
- demonstrate a prominent level of professional competence.

- personify virtuous business leadership; and
- consult professionals on operationalizing virtuous organization principles and practices.

It is important to keep in mind that the ADP is not simply another graduate school assignment. The Applied Doctoral Project is intended to help you to develop both personally and professionally. It must be rigorous and of sufficient high quality to produce a publishable article for a peer-reviewed, trade (industry), or professional journal. The ADP may be cataloged, with approval from the partner organization and Indiana Wesleyan University, and made available to other researchers (i.e., seasoned professionals, academics, and future students from all over the world).

3.1.2 Timing the Start of the ADP

The Applied Doctoral Project requires students to work with an organization as a consultant to assist in identifying solutions for resolving a significant real-world problem. Because of the ongoing implications of the problem, most organizations want it solved as soon as possible. The immediate need for resolve puts the impetus on students to complete the ADP timely. It is, therefore, incumbent upon all students to partner with an organization and to engage in the completion of the ADP when they have the time to commit to the project and bring it to a timely resolution. For some students, this may require a delay in securing an organization partner and the subsequent start of their ADP.

It is strongly recommended that a student wait to start their ADP in year two for traditional students and six months for DBAC students, until they are confident with using problem-based learning and they can focus on the project. Specific items students should take note of when deciding to start their ADP include:

1. Students in cohorts starting prior to the WI2023 term may not register for the Applied Doctoral Project Evaluation and Assessment course (ACCT-790, HCAD-790, INSY-790, or MGMT-790) until they have successfully completed their comprehensive exams and obtained approved status for their ADP. The completed ADP is submitted in the final course.

Beginning with Cohort 11 starting in the WI2023 term, students may not register for the BADM-792 Applied Doctoral Assessment course until they have successfully completed all courses up to the BADM-785 Comprehensive Exam Course. Students enrolled in BADM-792 may take BADM-785 concurrently. However, students must work closely with their research chair and academic advisor to determine the best course of action.

2. Students who complete the BADM-785 Comprehensive Exam course before their ADP is completed are required to enroll in the BADM-759 ADP Continuation course each term until their ADP is complete.

IMPORTANT NOTE: An ADP is complete after it has been reviewed by the research chair and two reviewers and formally approved as satisfactorily meeting the DBA requirements for the Applied Doctoral Project.

As an alternative to taking the BADM-759 ADP Continuation course, students may take courses in the DBA program that are not in their schedule of required courses of specialization study

(e.g., students may take a second practice seminar course). Students will pay tuition for any additional courses taken.

3. The ADP must be completed no later than six years after beginning BADM-701. Students who fail to meet this requirement will no longer be enrolled in the program. Therefore, it is important for students to allow adequate time for completion of the ADP.
4. All students will take the residency courses as indicated in the DBA schedule, even if a student elects not to pursue completion of their ADP right away.

NOTE to RESEARCH CHAIRS: Once your mentee finalizes ADP Section 1: Problem Identification & Investigation and you have officially approved it in the ADP Experience in Brightspace, send a notification via email to DBusAdmin@indwes.edu to inform DBA administration that the student has officially begun work on their ADP consulting report.

3.1.3 ADP Guidance for the Specializations

This handbook includes information applicable to doctoral learners in all DBA specializations. However, each specialization may have additional guidelines that must be followed. The degree to which each of the ADP components is presented and discussed may vary depending on the intended audience and the purpose of the research itself. Additionally, there may be suggested resources or tools that are specific to the niche study area. Students should consult with their research chair early in the decision-making process regarding any specialization-specific instructions and requirements for the ADP.

3.1.4 Acceptable and Unacceptable Types of Research & Data Collection

The focus of the ADP research can be selected from a multitude of diverse business areas. The examples of focal areas in Table 1 would be carried out in alignment with ADP standards in the DeVoe School of Business, Technology, & Leadership; however, the list is not exhaustive. Importantly, students will primarily work with their partner organization to identify the areas of most concern to them, and then mutually determine the focal problem.

Table 1

Diverse Business Administration Focal Areas

Accounting	Globalization
Building and Managing Teams	Human Behavior & Decision Making
Business Ethics	Innovation
Business Investment Decisions	Leadership
Business Strategy	Marketing
Business Valuation	Management
Corporate Compliance	Operations Management
Corporate Responsibility & Sustainability	Performance Measurement & Outcomes
Cost of Capital	Product Development
Data Analytics	Recruiting and Hiring
Employee Health & Wellbeing	Sales
Enterprise Risk Management	Supply Chain Management
Entrepreneurship	Technology
Finance	Volunteerism

Note. The above focal areas are a sampling of the possibilities.

Doctoral-Worthy Problem

The research chair, along with the student, will ensure the identified problem is complex, ill-structured, and real-world—of a nature to enable the production of doctoral-worthy research in fulfillment of the ADP requirements. The ADP is intended to be the opportunity for doctoral students to demonstrate their ability to conduct doctoral research and solve problems in the real world.

Types of Partner Organizations

Students will work with a viable partner organization to solve a real-world problem or address an opportunity that represents a significant challenge to the organization.

The partner organization may be a church, for-profit, public, or private education institution, non-profit, government agency, or government-funded entity—small, mid-sized, or large. For any selected partner organization, the problem must be business oriented and sufficiently support a doctorate in business administration degree.

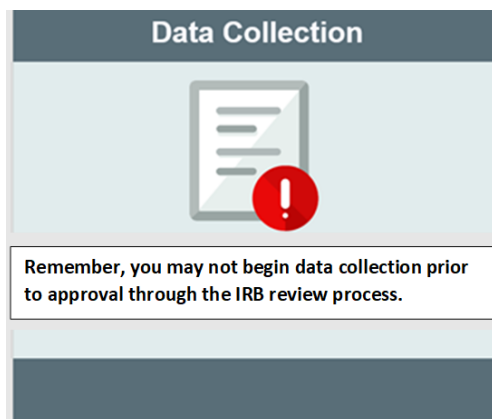
All project topics require extensive knowledge of the literature pertaining to select subject areas, synthesis and application of the knowledge, and sophistication regarding how the project is developed and presented. Completion of the ADP provides students with experiences that create expertise in their focused areas and prepares them to be effective scholar-practitioners.

The following types of research are NOT acceptable:

- Medical research
- Animal research

Figure 3

Data Collection Warning



Note. This is an important notice to heed.

As indicated in Figure 3, all ADPs must be reviewed and approved by the IRB preliminary reviewers and, as applicable, by IWU’s Institutional Review Board (IRB). The DeVoe ADP Preliminary IRB Review process includes the evaluation of each project for rigor and to determine if the research plan consists of human subject research, while the IWU IRB assessment will focus on protecting the safety of the participants.

3.1.5 Applied Doctoral Project vs. Dissertation

The Applied Doctoral Project is the culminating research project for all students enrolled in the DBA program at Indiana Wesleyan University. It is equivalent in research rigor to a traditional dissertation but allows students more flexibility when designing, developing, and conducting the research when using an applied focus, which is more in line with a scholar-practitioner philosophy of other practitioner degrees. The differences between an ADP and a dissertation are detailed in Table 2.

Table 2

Applied Doctoral Project vs. Dissertation

Applied Doctoral Project vs. Dissertation		
	Applied Doctoral Project	Dissertation
Intent	Demonstrates expert knowledge of the literature in a focused area of practice and an ability to conduct independent research.	Demonstrates expert knowledge of the literature in a specific area of interest and an ability to conduct independent research.
Research Focus	Typically investigates a complex, ill-structured, real-world problem and potential solutions for use in applied practice.	Examines a gap in the research literature on a topic within the field of study.
Format	A consulting report tailored to the needs of the audience—the partner organization. The ADP has five sections.	Traditional five-chapter format: Introduction, Review of Literature, Methods, Results, and Discussion.
Length of Time to Complete	Varies according to focus of the study, the template used, font types and sizes, types of content and the volume or quantity (i.e., narrative, graphics), and the placement of the content (i.e., in the body of the report or in the appendices).	Varies according to many student and study variables but tends to be much lengthier.
Types of Studies	Studies on the spectrum between applied and action research.	Can vary from basic science to applied studies.
Intended Audience	Applied practitioners are the primary intended audience, while academic scholars in the selected field of study are the secondary intended audience.	Academic scholars in the selected field of study.
Process	Students, operating in the role of doctoral consultants, work with their Research Chair and the Point of Contact (POC) at their Partner Organization to complete the ADP through use of applied research.	Students are typically required to secure a Dissertation Chair and Committee prior to completing their doctoral study per accepted rigors of academic research.

Note. The scholar-practitioner aims to bridge two worlds: academic and practitioner.

3.2 ADP Milestones

3.2.1 ADP Milestones List

There are a total of 14 ADP Milestones as shown in Figure 4. Students may start their Applied Doctoral Project at the beginning of the DeVoe DBA program or elect to start anytime thereafter, with the aim of successfully completing the project no later than the six-year enrollment limit. Importantly, each of the milestones must be successfully completed prior to moving on to complete the next milestone. Details for each milestone are provided further in this section of the handbook.

Figure 4

14 ADP Milestones

ADP 1 Industry Selection
ADP 2 CITI IRB Certification
ADP 3 Industry Analysis
ADP 4 Partner Organization Permission Form
ADP 5 Section 1: Problem Identification & Investigation
ADP 6 Prospectus
ADP 7 Section 2: Diagnosing the Problem
ADP 8 Synopsis of the Problem (aka Proposal)
ADP 9 Section 3: Exploring Potential Solutions (Lit Review)
ADP 10 IRB Review Process
ADP 11 Section 4: Multiple Perspective Inquiry & Test Solution
ADP 12 Recommendation Presentation & Authorization
ADP 13 Section 5: Change Management Plan
ADP 14 Final ADP

Note. The 14 ADP Milestones are completed sequentially. In the ADP Experience, as each is approved by the research chair, the contingent release is opened for the next submission.

3.2.2 Overview of the 14 ADP Milestones

For this first milestone, you will assess various industries to determine which one aligns best with your personal and professional goals and holds interest for potential future research. You will also have an opportunity to gain new insights into the Virtuous Business Model[®] and build skills that are crucial for academic and professional success.

Several of the steps for this milestone serve as an orientation to the ADP Experience in addition to introducing you to industry sectors and the concept of industry analysis. Opportunities for skill building and signing up for resources (e.g., Grammarly, Academic Writer) will help you build on the foundational knowledge, skills, abilities, competencies, and strengths you already possess.

3.2.2.1 ADP 1 Industry Selection

Completion of the Industry Selection form is the major deliverable for this milestone. You will assess potential industries for doctoral research that aligns with personal and professional goals, to integrate the Virtuous Business Model, © distinguish potential partner organizations for future collaborative projects, and synthesize specific focus areas for potential research projects. An approved Industry Selection is required to successfully complete this milestone and continue to the next milestone in the ADP Experience.

ADP 1 Industry Selection Milestone Deliverable: Form 1: Industry Selection

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3.2.2.2 ADP 2 CITI IRB Certification

The U.S. government takes very seriously the involvement of living human subjects in research. To that end, special reports, resources, and training have been developed by the Office for Human Research Protection. The National Research Act of 1974 resulted in the creation of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. One of the works resulting from that commission was the Belmont Report in 1976, which identifies the basic ethical principles and guidelines regarding ethical issues arising from the conduct of research with human subjects.

In compliance with the federal mandate, Indiana Wesleyan University has established an Institutional Review Board which oversees all research associated with university conducted by administrators, faculty, staff, and students. Your successful completion of the CITI IRB Certification training and submission of the certificate are required to successfully complete this milestone.

ADP 2 CITI IRB Training Certification Milestone Deliverable: Issued CITI Certificate

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3.2.2.3 ADP 3 Industry Analysis

For the Industry Analysis milestone, you will conduct research on the selected industry. Data will then be analyzed to consider the market conditions to better understand the competitiveness of the industry, new entrants, ease of entry and difficulties associated with exiting, buyer power, supplier power, distribution channels, and economies of scale. Having a knowledge of the competition and market trends better enables an organization to forecast supply and demand and other industry factors. Knowledge of the industry prepares doctoral students to position themselves to have more informed discussions with potential partner organizations and to be better positioned for making a good partner organization selection. An approved Industry Analysis is required to successfully complete this milestone and continue to the next milestone in the ADP Experience.

ADP 3 Industry Analysis Milestone Deliverable: Form 2: Industry Analysis



3.2.2.4 ADP 4 Partner Organization Permission

Selecting your partner organization can be very exciting and a bit daunting. It is exciting because you will make a firm, threefold decision for your ADP to include the identification of the (a) industry, (b) specific organization, and (c) research-worthy problem, all of which will propel your progress in the ADP Experience. The process of selecting a partner may seem a bit daunting when thinking about the task of marketing your offer to conduct doctoral-level student consulting research to an organization you may have limited information about and whose stakeholders you may never have met before.

To facilitate the partner organization selection process, you will complete steps to build your brand, help you to develop and execute a visibility strategy, create your own label, identify your audience, follow the experts, draft an elevator pitch, learn about asking for an informational interview, embrace networking, update your online presence, and prepare for the discovery meeting. By following the preliminary steps, you will be more prepared (and likely more confident) when approaching potential partner organizations and their representative stakeholders.

Partner Organization Selection Process

Students conduct informational interviews with organizations within their chosen industry (ADP 1) to find the right partner fit and a problem to address for their ADP. Once a partner organization is selected by a student, that organization completes the Partner Organization Permission Form to include:

- A brief description of the complex, real-world problem, and questions of concern.
- Identification of the Point of Contact who will work closely with the student during the doctoral research process.
- Signatures of the POC

Students work closely with their research chair during the organization selection process. The research chair and the DBA Department Chair have the final say in the student's selection of an appropriate

organization partner and the initial appropriateness of a research problem. The viability of a doctoral-worthy research problem will be determined by the research chair and two reviewers when the student submits their ADP Proposal. An approved Partner Organization Permission Form is required to successfully complete this milestone and continue to the next milestone in the ADP Experience.

ADP 4 Partner Organization Selection Milestone Deliverable: Form 3: Partner Organization Permission

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3.2.2.5 ADP 5 Section 1: Problem Identification & Investigation

For this ADP milestone, you will obtain a general understanding of the specific partner organization and consider the leadership challenges that exist. In this introductory section of the ADP, there is recognition of the multidimensional nature of the selected problem—a situation requiring complex problem-solving. In partnership with the organization, the problem scenario will be identified, as will factors surrounding the discovery of the problem and any ensuing investigation, significance of the problem, and the broader implications of it. Other addresses include the purpose of the study and its significance. An approved Section 1 is required to successfully complete this milestone and continue to the next milestone.

ADP 5 Section 1: Problem Identification & Investigation Milestone Deliverable: Section 1 of the ADP

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3.2.2.6 ADP 6 Review: Prospectus

A prospectus is a formal proposal of a research project developed to convince a reader (a professor or research committee, or later in life, a project coordinator, funding agency, or the like) that the research can be carried out and will yield worthwhile results. (Wichita State University, n.d., para. 1)

The ADP prospectus includes completion of a two-page form to indicate:

- a working title of your ADP project,
- the problem description from the Partner Organization Permission Form,
- the problem scenario taken from Section 1, and
- the significance of the problem is taken from Section 1.

Essential supplemental information is provided, as applicable, as well as a list of references supporting the citations included in the prospectus narrative.

A review by scholar-practitioners helps to ensure students are establishing a firm foundation for scholar-practitioner research. Once the prospectus is approved, you will progress to the next milestone.

ADP 6 Review: Prospectus Milestone Deliverable: Form 4: Prospectus



3.2.2.7 ADP 7 Section 2: Diagnosing the Problem

For Section 2: Diagnosing the Problem milestone, you will conduct a preliminary analysis related to the external environment, the industry, and the partner organization. The objective is to provide a general, contextual perspective and snapshot analysis for each of the three areas in the form of two-page at-a-glance reports for inclusion in the ADP consulting report.

In this milestone, you will also follow the second stage of the Problem-Based Learning Model to identify what is known and unknown about the partner organization’s problem; consider assumptions, hunches, ideas, and hypotheses; as well as ideate potential solutions and resources needed to gain further insight. The purpose is to develop the problem statement, overarching research question to focus the problem resolution, and identify a set of guiding questions to direct the completion of the literature review. An approved Section 2 is required to successfully complete this milestone and continue to the next in the ADP Experience.

ADP 7 Section 2: Diagnosing the Problem Milestone Deliverable: Section 2 of the ADP



3.2.2.8 ADP 8 Review: Synopsis of the Problem (aka Proposal)

The aim of the synopsis of the problem—also referred to as the research proposal—is threefold:

- to present and justify the need to conduct research on a complex, ill-structured, relevant, real-world problem;
- identify the driving research question; and
- list the guiding questions to be used for the literature review.

A typical research proposal also includes a research plan and extensive bibliography. However, in the DBA program, the research plan is presented in a later section of the ADP consulting report, following the literature review.

Scholar-practitioners will review this milestone to ensure requirements are satisfactorily met and that the project remains within scope. Following reviewer approval of the Proposal, you will move to the next milestone.

ADP 8 Review: Synopsis of the Problem (aka Proposal) Milestone Deliverable: Form 5: Proposal



3.2.2.9 ADP 9 Section 3: Exploring Potential Solutions (Literature Review)

For Section 3: Exploring the Solutions, you will research several sources to provide scholarly, evidence-based responses to the guiding questions developed in Section 2: Diagnosing the Problem, resulting in the culmination of a literature review.

A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research.

Writing a literature review involves finding relevant publications (such as books and journal articles), critically analyzing them, and explaining what you found. (McCombes, 2019/2021, paras. 1–2)

Integrating the research findings for each of the guiding questions into one whole literature review will be key for the ADP consulting report. Following approval of the literature review, you will move to the next milestone.

ADP 9 Section 3: Exploring Potential Solutions (Lit Review) Milestone Deliverable: Section 3 of the ADP



3.2.2.10 ADP 10 Review: IRB

ADP 1-2-3 Pre-IRB Review

An ADP review process now follows the completion of Section 3. It is referred to as the ADP 1-2-3 Pre-IRB Review. As its name indicates, the review process occurs prior to applying for the IRB review. The ADP 10 Student Guide provides the details for how to complete the review process. The guide is located in the ADP 10 Resources in the ADP Experience.

Accompanying the guide is the ADP 1-2-3 Pre-IRB document that students are to complete and submit along with ADP Sections 1, 2, and 3 to their research chair. The collated ADP Sections 1, 2, and 3 should be all inclusive:

- Cover page
- Blank signature page
- Table of Contents
- List of Tables
- List of Figures
- List of Abbreviations
- List of APA Modifications
- Sections 1, 2, and 3
- References
- Appendices
- Endnotes, if applicable

Once approved, the research chair will forward the package (ADP and the review document) to DBusAdmin@indwes.edu.

Two reviewers will be assigned to review the first three sections of the ADP and review document. The overall aim of this review is to help students and research chairs to be more efficient and effective in the doctoral research process. Adjusting the ADP midway through its completion is a much better approach than being required to revise the first three sections nearer the completion of the study because any present issues will have already impacted the research and solution-finding processes in Section 4, which might also require additional revisions.

IRB Review

For this IRB Review milestone, students consider the literature review findings and overall ADP thus far to determine what knowledge deficiencies still exist. Based on the identified need for additional or new data, a research plan is developed. The research design will be included in Section 4 of the consulting report.

The purpose of completing the research plan is to gain a greater understanding of the selected methodology prior to completing the IRB Proposal form with sufficient details to enable the IWU IRB to make a wise determination about whether you will be conducting human subject research or not.

Once the IRB determination has been made (i.e., whether the research is exempt or non-exempt from a full IRB review) and all required submissions have been approved by the IWU IRB, you and your research chair will receive a letter designating IRB approval. A copy of the letter is to be submitted in the ADP Experience IRB milestone for official research chair approval to denote successful completion of the milestone. You will then move to the next milestone. An approved IRB review is required to successfully complete this milestone and move to the next milestone.

NOTE: The research chair is to send a copy of the IWU IRB approval letter to DBusAdmin@indwes.edu.

ADP 10 Review: ADP 1-2-3 Pre-IRB and IRB Milestone Deliverables:

- ADP 1-2-3 Pre-IRB Review: ADP Sections 1, 2, & 3 (all-inclusive) and completed ADP 1-2-3 Pre-IRB Review form
- IRB Application and any required embedded documents

_____ // _____

3.2.2.11 ADP 11 Section 4: Multiple Perspective Inquiry & Test Solution

For this milestone, a multiple perspective inquiry approach is used as a framework to conduct doctoral research, finalize the discovery, and identify various intervention strategies. A test solution is selected from among alternative solutions as the best change strategy for the organization. Section 4 is then submitted to the research chair for review and feedback.

ADP 11 Section 4: Multiple Perspective Inquiry & Test Solution Milestone Deliverable: ADP Section 4

_____ // _____

3.2.2.12 ADP 12 Authorization Review: Recommendation & Presentation

Recognizing the DBA research as cooperative inquiry, students work collaboratively with their partner organization to determine which one of multiple potential evidence-based solutions should be selected as the best test solution for addressing the problem and improving conditions and practices. Students are required to present their research findings and recommendation(s) to the partner organization. The partner organization is to complete an authorization form that is to be signed by a designated point of contact. One of three determinations will be selected by the partner organization: accept as proposed, accept with modifications, reject. A copy of the presentation (e.g., PowerPoint, video recording) and signed authorization form are to be submitted to the ADP Experience. Following research chair approval, you will move to the next milestone.

ADP 12 Review: Recommendation & Presentation Milestone Deliverable: Form 6: Partner Organization Authorization of Test Solution

_____ // _____

3.2.2.13 ADP 13 Section 5: Change Management Plan

A change management plan details the major activities, goals, and roles to manage and control during the processes of implementing, evaluating, and reinforcing planned change initiatives. It includes project management principles. A change management plan is designed and developed to support the solution agreed upon by the partner organization and according to the organization's unique characteristics and attributes. Following approval of Section 5, you will move to the next milestone.

ADP 13 Section 5: Change Management Plan Milestone Deliverable: Section 5 of the ADP

_____ // _____

3.2.2.14 ADP 14 Applied Doctoral Project—Final

For this final milestone, the ADP sections are updated to address the prior feedback from the research chair. The ADP is then collated as the Final ADP and submitted to the research chair for assessment. If approved to move forward, the research chair will submit the Final ADP through the academic review process. Two reviewers will use the established rubric to formally assess the ADP. Three categories are used to rate individual components of the ADP as approved as written, approved pending edits, or revise and resubmit. Once the Final ADP obtains an approved status, it may be uploaded in the ACCT/HCAD/INSY/MGMT-790 course. Beginning with Cohort 11 in WI2023, students will upload their ADPs to the BADM-792 course.

ADP 14 Final Applied Doctoral Project Milestone Deliverable: Final ADP

3.3 ADP Consulting Report

3.3.1 Consulting Report Format

The Applied Doctoral Project will be formatted as a consulting report. Accordingly, there is a range of possibilities for its overall appearance. Importantly, the consulting report should support the needs of the audience—that is, the Partner Organization—while fulfilling the requirements of the DBA program. Students are encouraged to work with their research chairs when selecting or creating a template.

3.3.2 ADP Consulting Report Outline

A detailed outline of the anticipated ADP consulting report is in the Appendix. The outline details the major content areas that are anticipated to be included in the Applied Doctoral Project. Most ADPs will similarly include the major content areas; however, there may be some differences among student studies due to the complexity and uniqueness of the problem being resolved, inherent requirements of the particular DBA specialization, and the expectations of their research chair.

3.4 Assessment of the Final ADP

The research chair and two reviewers from the ADP Review Panel will evaluate the Final Applied Doctoral Project within two weeks of receipt.

The Applied Doctoral Project is to conform to the presentation rules described in this handbook and as detailed further in the ADP student guides. It is the ADP Experience evaluation rubrics and the Final ADP rubric that primarily set the standards. All written documents for the Applied Doctoral Project are to comply with *APA Publication Manual* (7th ed.) standards with allowances for modifications that are best suited for the student's consulting report while upholding standards of practice for Copyright law, scholar-practitioner studies, partner organization reporting requirements, and consulting reports in the business field.

The following general criteria are attributive of the Applied Doctoral Project:

1. Represents original and significant contribution to the advancement of knowledge and practice related to business administration.
2. Exhibits the student's ability to conduct doctoral-level autonomous research.
3. Demonstrates validity of design and methodology, quality of logic and reasoning, critical evaluation of sources used, and quality of references.
4. Substantiates the ability to articulate research findings, suggestions for improvement, recommendations for further research, and conclusions.
5. Epitomizes a scholar-practitioner consultative approach grounded in theory and research while also informed by experiential knowledge for the furtherance of developing practical solutions to positively impact real-world problems.
6. Exhibits clarity and quality of doctoral-level written expression and conformance to the *DBA Handbook*, ADP Experience rubrics, the *APA Publication Manual* (7th ed.), and English grammar standards.

3.4.1 ADP Review Assessment & Process

Students will submit the complete collated Applied Doctoral Project to their research chair for review. Following initial approval, the entire completed project will be reviewed by two reviewers from the ADP Review Panel. The review of the complete ADP will result in one of three overall assessments: Approved as Written, Approved Pending Final Edits, and Revise and Resubmit for Review.

- The Applied Doctoral Project is *Approved as Written*. The ADP meets scholarly expectations and requirements for doctoral-level work in the DeVoe School of Business, Technology, & Leadership DBA program.
 - An “Approved as Written” status permits the student to finalize any remaining requirements for degree completion.
- The Applied Doctoral Project is *Approved Pending Final Edits*. The ADP meets scholarly expectations and requirements for doctoral-level work in the DeVoe DBA program with a few minor digressions:
 - A “Approved Pending Final Edits” status requires the student to make alterations to the Applied Doctoral Project by a specified date to satisfactorily address the feedback provided by reviewers (inclusive of the research chair) during the ADP review process. The status relates to reviewer feedback and alteration requirements that are smaller in scope (i.e., typically related to grammar, mechanics, APA, honesty review findings).
 - After satisfactorily meeting the ADP alteration requirements, the student may finalize any remaining requirements for degree completion.
- The Applied Doctoral Project is *identified as a Revise and Resubmit for Review* status. The ADP does not fully meet the scholarly expectations and requirements for doctoral-level work in the DeVoe DBA program.
 - A “Revise and Resubmit for Review” status will be addressed on an individual basis.
 - Minimally, the student will be required to revise the Applied Doctoral Project due to the type, volume, and or magnitude of additions/deletions/changes that are needed to raise the level of academic work to doctoral-quality, inclusive of APA and English grammar standards.
 - A due date for the revision will be established according to the nature and volume of the required additions/deletions/changes and other applicable factors.
 - Once the changes have been completed and the Applied Doctoral Project obtains an “Approved as Written” assessment, the student may finalize any remaining requirements for degree completion.

3.4.2 Definitions of the ADP Assessment Ratings

There are three Final ADP assessment ratings. Reviewers will identify the rating that most closely designates the level of approval.

Approved as Written—*Approved as written*; all crucial elements are included and adequately described. No copy-editing revisions are identified.

Approved Pending Final Edits—Approved *pending final edits* in one or more critical component(s) that require minimal clarification, minor revision to complete, or copy edits as noted. Comments on how to enhance the quality are provided for action in the ADP.

Note: Research chairs will work directly with their mentee to address the feedback related to each section. Once the research chair is satisfied all feedback has been appropriately addressed, they may initiate the Signature Page. No further reviews are required.

Revise and Resubmit for Review—Must be revised and resubmitted for review because one or more essential component(s) are not satisfactorily described or are ill-conceived, one or more required element(s) are missing, or previous requests for revision were not addressed.

Note: After research chairs are satisfied the appropriate ADP sections have been adequately revised, they will resubmit the ADP for peer review. ONLY the sections noted for a revision shall be subject to a second review by the same reviewers. Reviewers should assess whether the feedback was adequately addressed.

3.4.3 ADP Statuses

The Applied Doctoral Project is assigned certain statuses depending on the level and quality of completion. An ADP is a work-in-process up to the time that the Final ADP is submitted for review to the research chair.

- “Final ADP” indicates an ADP is collated and completed according to the requirements of each of the milestone evaluation rubrics as well as the criteria outlined in the Final ADP evaluation rubric. The student is responsible for meeting all ADP requirements. After the research chair reviews the completed ADP and determines it to be of sufficient quality and completeness to forward to DBusAdmin@indwes.edu to generate the official ADP review process, it is recognized as having achieved the status of Final ADP.
- “Approved ADP” indicates the Final ADP has been reviewed by the research chair and the two reviewers and achieved an “Approved as Written” assessment rating. After the ADP achieves Approved status, a student enrolled in the ACCT/HCAD/INSY/MGMT-790 course may submit the ADP in the assignment repository.
- “Signed ADP” indicates the Approved ADP has been appropriately submitted in ACCT/HCAD/INSY/MGMT-790, the DBA Chair and the research chair have signed the Signature Page, and the ADP has passed the Integrity Check, representing that the ADP requires no further changes. The Signed ADP is the document archived to attest that graduation requirements have been met.

Beginning with Cohort 11 starting in WI2023, students will submit their approved ADP and signed ADP in BADM-792.

3.4.4 Timing of the Final ADP Submission for Review

Research chairs will submit the Final ADP to DBusAdmin@indwes.edu to generate the review process prior to student enrollment in ACCT/HCAD/INSY/MGMT-790 or BADM-792.

3.4.5 Final ADP Evaluation Rubric

A copy of the Final ADP Evaluation rubric is located in the ADP Experience in Brightspace. The ADP14 Guidelines located in the Appendices of this handbook list the Final ADP Evaluation rubric criteria.

3.4.6 Submission of the Approved ADP

Following the receipt of an “Approved as Written” ADP assessment, a student who is enrolled in ACCT/HCAD/INSY/MGMT-790 or BADM-792—and authorized by their research chair—may submit the Approved ADP in the assignment repository in the course.

3.4.7 ADP Signature Page

A DocuSign copy of the ADP Signature Page will be sent to the research chair once the student has submitted the Final “Approved as Written” ADP in the ACCT/HCAD/INSY/MGMT-790 course or BADM-792. Once the research chair signs the form, it is forwarded to the DBA Chair who will sign the Signature Page following the Integrity Check. The completed Signature Page with both signatures will then be forwarded to the student to include in his or her ADP as the second page following the cover page. The student will resubmit the ADP with the Signature Page in the ACCT/HCAD/INSY/MGMT-790 or BADM-792 course. Once the Final ADP with the Signature Page is submitted in the course, the instructor will award the point value associated with the assignment.

3.4.8 Integrity Check

After the Final ADP is first submitted in the ACCT/HCAD/INSY/MGMT-790 or BADM-792 course, an Integrity Check will be conducted. The check is required to be completed on every Applied Doctoral Project. It is a University requirement. If the review identifies areas of the ADP that need additions/deletions/changes related to the use of others’ work, the research chair will be notified. The student will need to make the changes to obtain “Approved as Written” and advance the ADP to Signed ADP status, evidenced by the issuance of the Signature Page signed by the DBA Chair and the Research Chair.

4—PROBLEM-BASED LEARNING, VIRTUOUS BUSINESS MODEL, & APPLIED RESEARCH

4.1 Problem-Based Learning (PBL)

Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding, and evaluating research materials, and life-long learning (Duch et al., 2001, as cited in University of Illinois Urbana-Champaign, n.d., para. 1).

Stated more succinctly,

Problem-based learning (PBL) is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives motivation and the learning. (Cornell University, n.d., para. 1)

Several learning outcomes result from students working in a problem-based learning environment.

Nilson (2010) lists the following learning outcomes that are associated with PBL.

- Working in teams
- Managing projects and holding leadership roles
- Oral and written communication
- Self-awareness and evaluation of group processes
- Working independently
- Critical thinking and analysis
- Explaining concepts
- Self-directed learning
- Applying course content to real-world examples
- Researching and information literacy
- Problem solving across disciplines (as cited in Cornell University, n.d., Why Use Problem-Based Learning section)

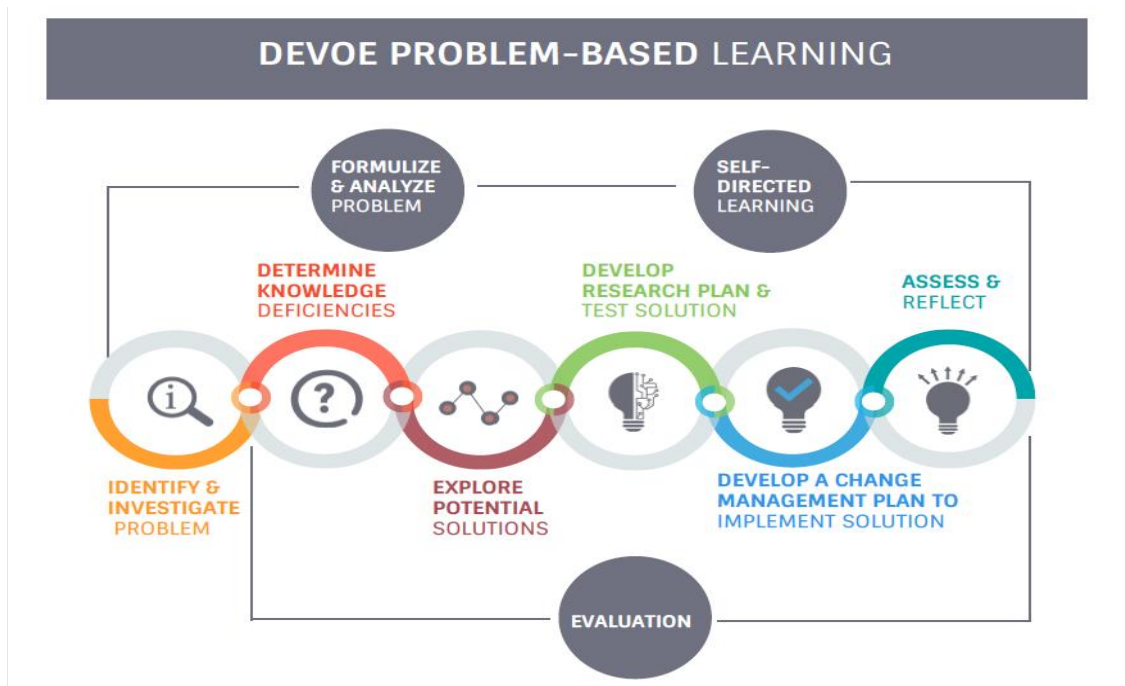
4.1.1 The PBL Model

In the DeVoe School of Business, Technology, & Leadership DBA program, students work with a problem-based model to solve complex, ill-structured, real-world problems. Problem-based learning is a key component of several DBA core courses. Figure 5 depicts the unique DBA Problem-Based Model. Student teams work through each step to find innovative solutions.

Significantly, all doctoral students will use the Problem-Based Learning Model as a unique framework to complete their Applied Doctoral Project. Sections 1–5 of the ADP consulting report represent each of the first five steps in the PBL model.

Figure 5

DBA Problem-Based Learning Model



Note. The figure is a DeVoe adaptation of problem-based learning.

4.2 Teamwork

4.2.1 Teamwork

Global competition and accelerating change have challenged traditional notions of the corporate pyramid. Organizations seeking to improve quality and agility have replaced entire levels of management with self-managing work teams. For this reason, the skills needed for teamwork are at a premium in the workplace.

A team is a small number of people with complementary skills, who are committed to a common purpose, a set of performance goals, and an approach to solving problems for which they hold themselves mutually accountable. But a team is more than just a collection of individuals. A true team develops an almost organic quality. The synergy produced through interaction involving a common goal should exceed what a group of individuals might achieve working independently. Thus, there is a significant difference between the product of a well-functioning team and the product of a workgroup where a piece of the problem is assigned to each team member.

Indiana Wesleyan University utilizes teams and team projects in the curriculum because team processes can enhance learning, especially in adult professionals. Students working in teams can take on larger projects than they would be able to individually. This enables the university to present courses in a compressed format. Not only is learning enhanced through this method, but students can also develop teamwork skills. We believe teams are a vital component to the education our students receive.

Teams of three or more individuals meet as needed for class assignment preparation, team projects, and team presentations are utilized throughout the curriculum.

Individuals who work effectively in teams are characterized by the following abilities:

- Able to take responsibility for the success of the entire team and not just their own success.
- Able to hold both themselves and the team accountable for mutually agreed-upon goals.
- Able to negotiate goals and ideas in a team setting.
- Skilled at listening.
- Skilled at building on the ideas of others in a creative fashion.
- Able to give constructive feedback and express emotions to others without damaging relationships.
- Able to trust others and foster trusted relationships.
- Value team process.
- Understand the dynamics of team process and team product in pursuit of collective goals.

4.3 Virtuous Business Model® (VBM)

4.3.1 VBM Overview

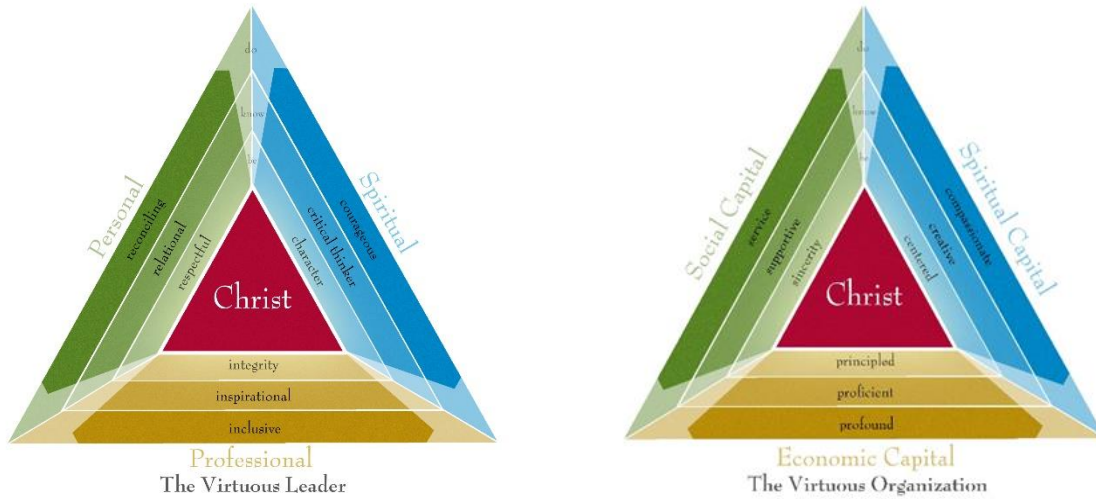
DeVoe School of Business, Technology, & Leadership, like other business schools, teaches business ethics. However, most schools are fearful of offending people and so they no longer teach ethics from a religious or virtue-based perspective. Instead, schools teach a humanistic set of ethical theories—ethical theories that sound rigorous but only offer people the opportunity to justify their actions with some “academically valid” ethical system. DBTL asserts that the only set of ethics that will work all the time are those centered in the actions and attitudes of Christ. The Virtuous Business Model is based on biblical principles and packaged so it can be taken into the secular world and openly present what the Word of God says in the form of biblical principles about ethical business practice.

The Virtuous Business Model,© shown in Figure 6, is a hallmark of the DeVoe legacy DBA program. The VBM is the premiere framework threaded throughout every course. Students incorporate the VBM in all their coursework problem-solving and decision-making. The model is also influential in the completion of the Applied Doctoral Project.

Students familiar with the VBM have more fully realized its value beyond classroom experience, with many incorporating the model in their workplaces and personal lives. Student testimonies include integration of the VBM in revamped employee evaluation and appraisal systems, management training programs, and leadership coaching at executive levels. Whole work cultures have been (and are being) positively transformed as several components of the VBM have become central to everyday interactions with stakeholders and integral to business activities. Such testimonies attest to the positive outcomes—tangible and intangible—that result when conducting business virtuously.

Figure 6

Virtuous Business Model®



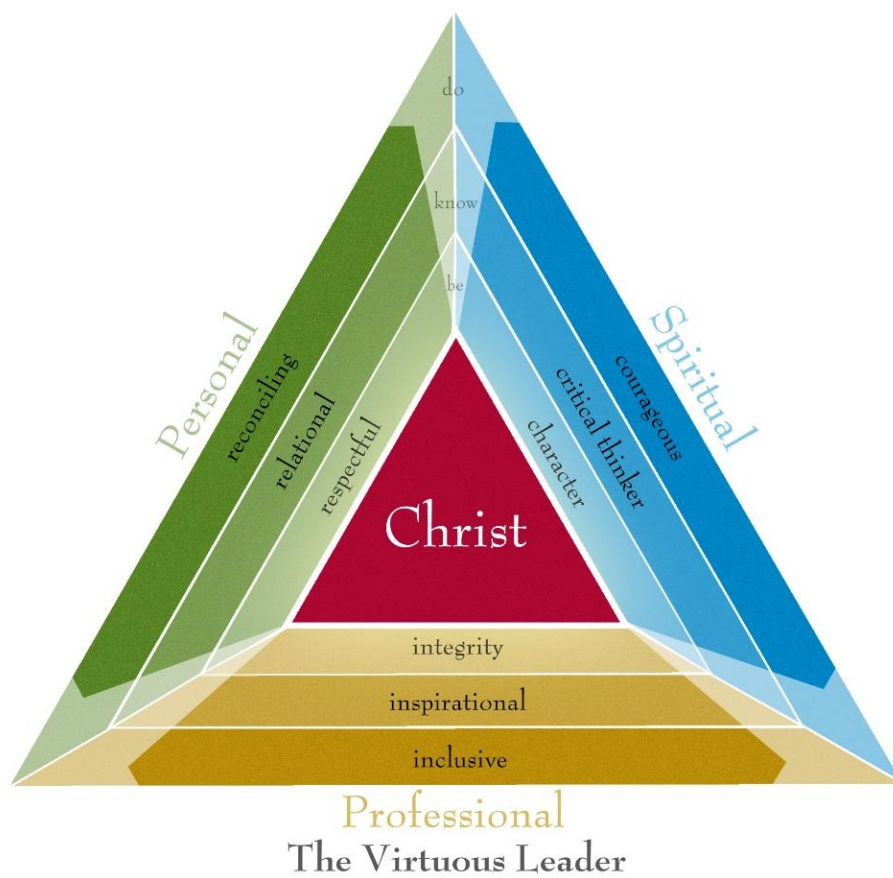
From *Virtuous Business Model*, DeVoe School of Business, Technology, & Leadership, 2022. Copyright 2016 by Indiana Wesleyan University. Reprinted with permission.

4.3.2 The Virtuous Leader

The virtuous leader interacts with the world through the personal, spiritual, and professional domains. The personal domain values people as created in the image of God. Therefore, a virtuous leader should be respectful, relational in attitude, and reconciling when differences exist. The spiritual domain values attitudes and actions that demonstrate character, critical thinking, and courage. The professional domain values integrity, inclusiveness, and seeks to inspire. Refer to Figure 7.

Figure 7

The Virtuous Leader



From *Virtuous Business Model*, DeVoe School of Business, Technology, & Leadership, 2022. Copyright 2016 by Indiana Wesleyan University. Reprinted with permission.

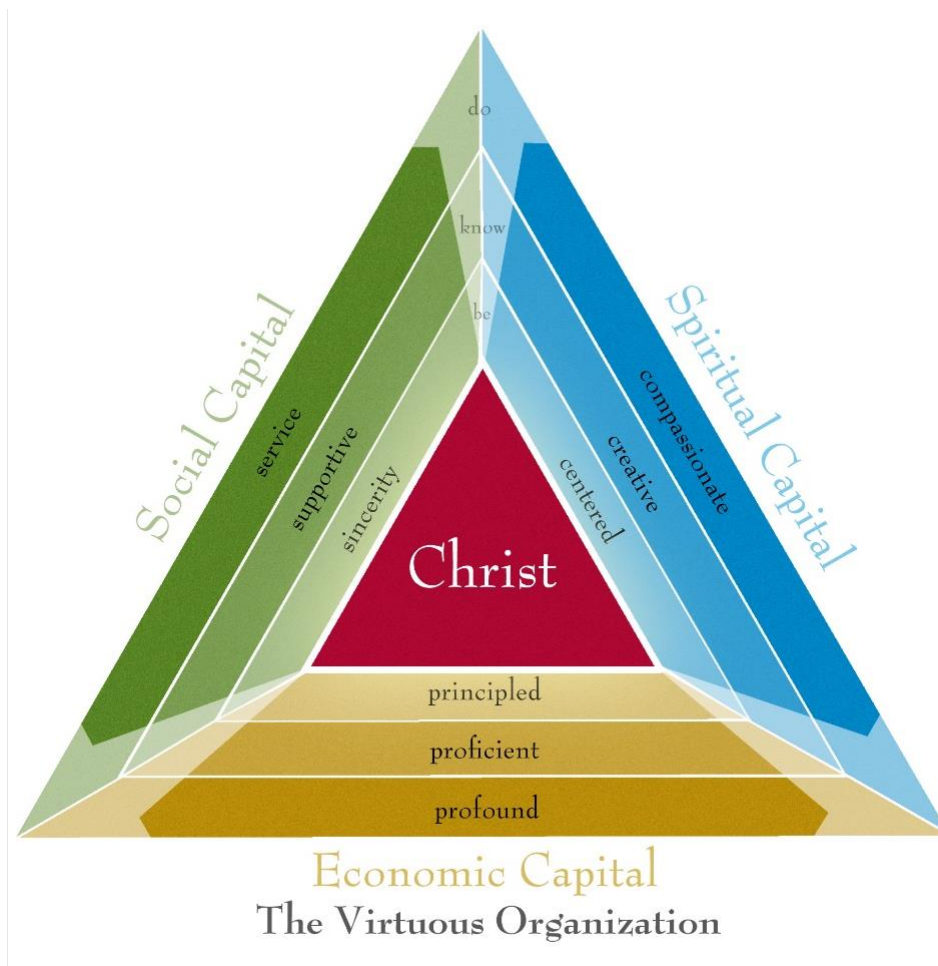
Personal	Spiritual	Professional
<i>Respectful</i>	<i>Character</i>	<i>Integrity</i>
<i>Relational</i>	<i>Critical Thinker</i>	<i>Inspirational</i>
<i>Reconciling</i>	<i>Courageous</i>	<i>Inclusive</i>

4.3.3 The Virtuous Organization

The virtuous organization seeks to improve society by building social capital, spiritual capital, and economic capital. Social capital is built through service that is both sincere and supportive of stakeholders. Spiritual capital results from compassionate and creative behavior centered on core values. Finally, economic capital results from proficient and principled behaviors used in a profound manner. Not all opportunities that can be seized should be. The virtuous leader is profound and knows the difference between the two. Refer to Figure 8.

Figure 8

The Virtuous Organization



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Social Capital	Spiritual Capital	Economic Capital
<i>Sincerity</i>	<i>Centered</i>	<i>Principled</i>
<i>Supportive</i>	<i>Creative</i>	<i>Proficient</i>
<i>Service</i>	<i>Compassionate</i>	<i>Profound</i>

4.3.4 Citing and Referencing the Virtuous Business Model

When the Virtuous Business Model[®] is cited in narrative as part of a discussion about the images and the embedded content, use one of the following formats:

- Indiana Wesleyan University (2016)
- (Indiana Wesleyan University, 2016)

Note Citation for Figure

From *Virtuous Business Model*, DeVoe School of Business, Technology, & Leadership, 2022. Copyright 2016 by Indiana Wesleyan University. Reprinted with permission.

Reference

Indiana Wesleyan University. (2016). *Virtuous business model* [Image]. DeVoe School of Business, Technology, & Leadership.

4.4 Applied Research

4.4.1 Applied Research vs. Basic (or Fundamental) Research

The following information on applied research was excerpted from the ADP 10 IRB Review Student Guide. It is presented here to clearly distinguish between basic, applied, and action research.

There are many different types of research methods to help professionals gain the information they seek. The two main research methods commonly used are basic research, which helps expand existing knowledge, and applied research, which provides a solution to an existing problem. (Indeed Editorial Team, 2021, para. 1)

In the DeVoe School of Business, Technology, & Leadership DBA program, we focus on *applied* research.

Applied research is a type of examination looking to find practical solutions for existing problems. These can include challenges in the workplace, education, and society. This research type uses empirical methodologies, such as experiments, to collect further data in an area of study. Findings are applicable and usually implemented upon completion of a study. Applied research focuses on answering one specific question for a client or sponsor. It is a type of research method for applying natural sciences to real life to improve the human condition. Both basic research and applied research are methods for finding certain information. Researchers of these methods use inductive and deductive reasoning to support their research hypotheses. When conducting basic research and applied research, researchers tend to use similar data collection methods; however, their end goals vary. (Indeed Editorial Team, 2021a, How Do You Determine When section).

“Applied research tends to be more beneficial when you are trying to produce a solution . . . This research works best if you have a specific question you are looking to answer” (Indeed Editorial Team, 2021a, How Do You Determine When section).

Table 3 identifies some distinctive characteristics between applied research and basic research, as adapted from Indeed Editorial Team (2021a).

Table 3

Applied Research vs. Basic Research

Research Characteristic	Applied Research		Basic Research
Motivation	Solution-Driven	vs.	Curiosity-Driven
Use	Finding New Solutions	vs.	Expanding Existing Knowledge
Approach	Practical	vs.	Theoretical
Purpose or Aim	Commercial Gain	vs.	Informational Gain
Scope	Specific-Scope	vs.	Universal Scope
Context	Uncontrolled Setting	vs.	Controlled Setting
Theoretical Outcomes	Alignment with Theories	vs.	Formulating Theories
Time Application	Immediate Application	vs.	Inform Body of Knowledge
Inclination	Deductive Inclination	vs.	Inductive Inclination

(Adapted from Indeed Editorial Team, 2021a)

Examples of Applied Research

The following are examples for applied research. Notice that each of these studies aim to resolve a specific and an immediate problem.

- A study into the ways of improving the levels of customer retention for Wall-Mart in China
- An investigation into the ways of improving employee motivation in Marriot Hotel, Hyde Park
- Development of strategies to introduce changes in Starbucks' global supply-chain management with the aim of cost reduction
- A study into the ways of fostering creative deviance amongst employees [at ABC Company] without compromising respect for authority (Business Research Methodology, n.d., Examples of Applied Research section)

Action Research

Another method is found on the research continuum shown in Figure 9, the Theory-to-Action Continuum. It is called *action* research and is characterized as more informal and immediate in its *initial* completion and application while being distinctively and continuously cyclical in nature.

The term 'action research' was first used by Kurt Lewin (1946), a researcher and writer in change management. He suggested that effective organizational research should involve a continuous and interrelated process of planning, acting, observing, and reflection.

Within this approach, planning involves fact-finding leading to a diagnosis and a plan to solve or improve a particular problem or Issue. The plan is then implemented; however, it is important

to observe (investigate and gather data about) and evaluate the effects of the action. The conclusions, or reflections from this process, then inform further planning as part of a continuous improvement process.

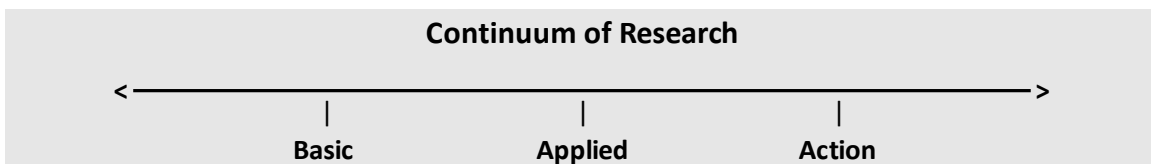
The action research model also highlights the inter-relationship of the different stages. Thus, the action stage has implications and is interrelated with the process of data collection involved in observing the effects, and the influences, on a continuous basis, the diagnosis of issues and problems. In addition to being a continuous cycle; therefore, action research involves smaller cycles of planning, acting, observing, and reflection during each of the stages. Planning is thus not a static activity, and the outcome of it (diagnosis and an action plan) is itself the result of observation and reflection.

Since the 1940s many researchers have developed and modified the concept of action research (see, for example, Kemmis [&] McTaggart, 1981; Car [&] Kemmis, 1986; Rapoport, 1970), but the basis on which it was first developed remains central in that:

- researchers are (and should be) involved in the situations they are researching.
- researchers are (and should be) part of the cycle of improvement (Anderson, 2004/2007, p. 22)

Figure 9

*Theory-to-Action Continuum*¹



Note. The continuum of research aids visualization of a more standard approach to a more cyclical approach.

In summary, with action research, the researcher actively engages in the various stages which typically include implementation, reinforcement strategies, and evaluation and then cycling through again based on what one has learned from the original implementation. *Organizational development* is the epitome of action research. Thus, we can deduce from this cyclical process that while each of you doctoral students will likely engage in true action research in your workplaces once you graduate from the DBA program—and many of you may already do so—the research undertaken in the DBA program falls *nearer to applied research on the midpoint of the curriculum while leaning somewhat toward action research*. "The purpose of applied research is to contribute knowledge that will help people understand the nature of a problem in order to intervene, thereby allowing human beings to more effectively control their environment" (Patton, 2004, p. 217).

¹ The theory-in-action continuum was crafted based on published research focused on basic, applied, and action research, including the work of Patton (2002).

The Applied Researcher

It is important to understand variations in purpose along [the] theory-to-action continuum because different purposes typically lead to different ways of conceptualizing problems, different designs, different types of data gathering, and different ways of publicizing and disseminating findings . . . The distinctions along the continuum are not only distinctions about purpose and how one conducts research, but they also involve the issue of what one calls what one does.

Applied researchers are often guided by the findings, understandings, and explanations of basic research. They conduct studies that test applications of basic theory and disciplinary knowledge to real-world problems and experiences. The results of applied research are published in journals that specialize in applied research within the traditions of a problem area or a discipline.

Applied qualitative researchers are able to bring their personal insights and experiences into any recommendations that may emerge because they get especially close to the problems under study during the fieldwork . . . In contrast to basic researchers, who ultimately seek to generalize across time and space, applied research findings typically are limited to a specific time, place, and condition. (Patton, 2002, pp. 217, 222–223)

In the everyday work world, the scholar-practitioner (also known as practitioner-scholar when working outside of academia) will likely employ action research to resolve complex problems that arise in the workplace. In those instances, the time span for conducting small-scale workplace research and applying identified solutions is typically shorter. Also, there is an opportunity to test the solution as indicated in the PBL steps. For the DBA program, students typically identify a few potential solutions and select one among them for use in developing a change management plan. The partner organization will implement the “test solution” and make necessary adjustments thereafter.

4.4.2 Applied Research Examples

Examples of applied research are shared below using six types of scenarios within two major categories: No Gap and Gap. *No gap* means the literature review provided ample current and seminal research that when coupled with the student scholar-practitioner's ingenuity, multiple alternative solutions to the problem are identifiable and the driving research question can fully be answered. *Gaps* in the literature review mean that the driving research question cannot be sufficiently answered from the literature review findings and, thus, requires additional primary and or secondary research.

The examples below are provided to add clarity but are not an exhaustive list of all possibilities. You will work directly with your research chair to determine the best approach for conducting doctoral research based on the unique factors specific to your ADP.

No GAP—Solely Secondary Research to Answer Guiding Research Questions—Non-Human Subject

- Ex. Doctoral study to design and develop a credit & collection system inclusive of a unique and innovative formulaic means to assess customer credit while extending the highest reasonable credit limit and terms for sales.

- o Reliance on data from the literature to include the organization’s industry approaches to C&C, accounting and finance industry guidelines, credit & collection industry best practices, etc.

GAP—Secondary – Non-Human Subject

- Ex. Doctoral study to provide a low-income, underserved entrepreneur in Florida with the best approaches for securing financing through a Small Business Administration PRIME grant for the purpose of further establishing and expanding their small business
 - o Reliance on secondary non-human subject data pulled from key PRIME reports published by the SBA (grantor) over the last five years for the purpose of procuring details on the awarded grantees operations and grant applications

GAP—Secondary – Human Subject

- Ex. Doctoral study to provide a large higher education institution employing 1,500+ individuals full-time with intervention strategies for how to lower the multivariant costs of its self-funded insurance plan through broad organizational and personalized employee approaches
 - o Reliance on secondary human subject data pulled from the last three most recent annual insurance reports issued to the employer detailing the census of employees, their medical claims, associated claims dollars, etc.

GAP—Secondary and Primary – Non-Human Subject

- Ex. Doctoral study to propose a new compensation system using a broadbanding approach at a mid-sized public library in a Midwest town in Indiana
 - o Reliance on secondary non-human subject data pulled from national and state public library compensation data, geographic proximity payroll survey data for similar or like-kind positions (secondary research data), and ADP broad category payroll reports with no identifying employee data
 - o Reliance on primary non-human subject data pulled from the employee handbook as related to the organizational structure, policies and procedures, overall compensation system as made public to the employees and reported to the state, etc.

GAP—Secondary and Primary – Human Subject

- Ex. Doctoral study to improve the culture and increase employee engagement, satisfaction, and productivity at a high-volume call center through stress management diagnosis and intervention
 - o Reliance on secondary non-human data (so long as no private identifying information is included) to include HR reports from insurance company detailing the assessment of stress and stress-induced illnesses based on employee self-reporting, medical diagnosis, coding of EAP sessions, etc.
 - o Reliance on primary non-human subject data when diagnosing the workplace stressors in the physical environment and organizationally (structure, design, policies, etc.)

- o Reliance on primary human subject data: stressors identified by individual employees via interviews and entire work teams or groups via focus groups
- Ex. Doctoral study to reduce the number of OSHA-reportable instances through the improvement of the safety practices among workers in the loading dock areas of the Dollar General distribution center located in the heart of the Midwest
 - o Reliance on secondary non-identifiable human data (so long as no private identifying information is included) such as HR reports detailing the last five year's OSHA reports: Form 300, 300A, and 301, as well as HR policies and procedures related to workplace safety
 - o Reliance on secondary identifiable human subject data when reviewing and analyzing HR workplace accident investigation reports
 - o Reliance on primary human subject data through observation of workplace behaviors, activities, and workflow in the loading dock areas

GAP—Primary – Non-Human Subject

- Ex. Doctoral study to provide a Christian entrepreneurial start-up in Cincinnati, OH with the best practices and KPIs for the design of a faith-integrated website with content identification that will solicit high volumes of traffic from Christian and non-Christian customers
 - o Reliance on primary data using a data collection instrument to conduct website evaluations of Christian phone directory vendors in the tri-state area: Indiana, Ohio, and Kentucky

GAP—Primary – Human Subject

- Ex. Doctoral study to propose a new work design for a small but extremely busy medical office to improve employee positive psychological states as evidenced by select personal and work outcomes of high internal work motivation, high-quality work performance, high satisfaction with the work, and low absenteeism and turnover
 - o Reliance on primary data that is collected through interviews with HR, observation of the office workflow and environment, individual surveys, group questionnaires, and follow-up interviews

5—PROGRAMS & COURSES

5.1 Courses for Programs of Study

The Doctor of Business Administration programs include Accounting,² Data Analytics, Healthcare Administration, Information Systems, Management, and DBA Completion. A course listing for each program of study may be found in the IWU Catalog specific to each student's program start or later period catalog declaration.

- [2023 – 2024 IWU Catalog](#)
- [2022 – 2023 IWU Catalog](#)
- [2021 – 2022 IWU Catalog](#)
- [2020 – 2021 IWU Catalog](#)
- [2019 – 2020 IWU Catalog](#)

DBA programs are listed in the College of Adult & Professional Studies (CAPS) programs, found under the headings of DeVoe School of Business, Technology, & Leadership and Division of Business.

6—POLICIES & REGULATIONS

6.1 Policies & Regulations Overview

The College of Adult & Professional Studies policies and regulations are detailed in the IWU Catalog. Academic, financial, and financial aid are explained in this section of the catalog. See [CAPS—POLICIES AND REGULATIONS](#) for the most recent catalog content.

6.2 Academic Honesty, Cheating, Plagiarism, and Forgery

Indiana Wesleyan University has updated the academic policy on honesty, cheating, plagiarism, and forgery to stay current with times related to artificial intelligence. Review the updated policy in the [2023–2024 IWU Catalog: Academic Honesty, Cheating, Plagiarism, and Forgery](#).

6.3 Institutional Review Board (IRB)

6.3.1 IRB Overview

The federal government requires every institution that receives federal research funding to maintain an Institutional Review Board for the protection of human subjects. Failing to maintain federal standards governing this protection--whether from researchers pursuing research without proper approval or from the IRB granting improper approval--can result in the loss of all federal research funding at the school. The federal regulations that inform the work of the IRB can be found in Title 45, Part 46 of the Code of Federal Regulations (45 CFR 46).

² The Accounting program was sunset in 2022. Students completing the program under a start date in 2022 or prior may refer to the specific-year catalog for applicable program details.

- For the full text of 45 CFR 46, see <https://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/index.html>
- For information about what 45 CFR 46 is, see <https://www.hhs.gov/ohrp/regulations-and-policy/regulations/common-rule/index.html>

Due to the nature of the IRB Review with its external rules and regulations and their subjection to change over time and the level of detail contained in them, the major topical areas are shared below along with the associated web links.

- IRB Background and Purpose: <https://www.belmont.edu/irb/background.html>
- Revised Common Rule: <https://www.belmont.edu/irb/common-rule.html>
- Protocol Review Worksheet: <https://www.belmont.edu/irb/policies/protocol-review.html>
- Levels of IRB Review (i.e., exempt, expedited, and full): <https://www.belmont.edu/irb/review.html>
- Informed Consent: <https://www.belmont.edu/irb/informed-consent.html>
- Frequently Asked Questions: <https://www.belmont.edu/irb/faq.html>
- Resources: <https://www.belmont.edu/irb/resources.html>

6.3.2 Indiana Wesleyan University Institutional Review Board

The Indiana Wesleyan University Institutional Review Board consists of diverse faculty members and at least one member from the community. The IRB is responsible for ensuring that all IWU research complies with the school's ethical standards as well as federal regulations. **IRB approval is required before collection of any data involving living individuals, including pilot data.** Approval is typically granted for a period of one year and is renewable.

The Institutional Review Board of Indiana Wesleyan University (Federalwide Assurance #00019738) is charged with the responsibility of protecting the rights and welfare of humans involved in research. Indiana Wesleyan University follows ethical principles laid out by the [Belmont Report](#). Indiana Wesleyan University's IRB also subscribes to the "Common Rule" for the protection of human subjects found in [45 CFR 46](#).

The IRB reviews and approves all IWU's research protocols involving human subjects to ensure compliance with laws and national standards regarding the ethical treatment of human subjects. **The researcher must attain IRB approval before a study involving human subjects is conducted.**

6.3.3 IRB CITI Certification

Students are required to download and read the most recent *Institutional Review Board Manual at IWU*. The link is <https://www.indwes.edu/academics/scholarship/irb-manual-2019-final.pdf>.

When submitting the research plan documentation to the IWU Institutional Review Board, students must also submit a copy of their CITI certificate of completion certifying they have finished the online

web-based course: the CITI program’s “IRB Members-Basic/Refresher-Basic Course” (all included modules).

The CITI certificate needs to be current through the period of the student’s graduation date. If the certificate is expired or anticipated to be expired before the doctoral program is completed, the student will need to recertify by taking the course again. The course can be accessed at <https://www.citiprogram.org/index.cfm?pageID=14>.

6.3.4 IRB Process

All research projects must be approved by the Institutional Review Board. To receive approval, students are to submit all required documents. Students will complete the [IRB Proposal form](#) to initiate the review process and obtain a determination on whether the planned methodology constitutes human subject research or not.

Detailed steps for completion of the IRB process are shared in the student guide for the ADP Experience IRB Review milestone. In general, a student will first complete the research plan, working closely with their research chair. Following completion of the research plan, the IRB Proposal form will be filled out and submitted to the research chair for approval of its completeness. Once approved by the research chair, the *student* will submit the IRB form inclusive of other required documentation such as the CITI IRB Certificate to the [IWU Institutional Review Board](#).

Additionally, the student is to obtain a copy of their research chair’s CITI certificate. The research chair’s certificate is to be current throughout the period of mentoring the student and supervising the ADP.

During completion of the IRB documentation and the initial review process, the student should work closely with their research chair. However, it is the student who will work *directly* with IWU’s Institutional Review Board when submitting and receiving IRB documents, not the research chair. When submitting documents to the IRB, all are to be included as a SINGLE document. The form is to be submitted as formatted by the IRB. The completed document should minimally include the following:

- Completed IRB Proposal form, as instructed in the form.
- Written invitation example(s) for human subject participation, if applicable.
- Consent form examples for each group that will receive a distinct instrument or undergo a distinct methodological approach (e.g., survey all employees, engage a focus group for a smaller sampling, etc.).
 - Be mindful of the distinctions between printed consent forms and electronic consent forms.
- Copies of the research instruments (e.g., surveys, focus group questions, questionnaires, etc.).
- Copy of the student’s CITI IRB certificate.
- Copy of the research chair’s CITI IRB certificate.

Failure to apply for and receive IRB approval before collecting data from research participants can have severe consequences. The student may be expelled from the DBA program or other appropriate

action will be taken to ensure a reasonable remedy guaranteeing the protection of human subjects has been exercised by the University. Instructions for completing the application must be followed explicitly.

Refer to the ADP 10 IRB Review Milestone student guide and accompany information for full details.

NOTE: Once the IWU IRB approval letter is received via email, the research chair is to forward a copy of it to DBusAdmin@indwes.edu.

7—CONTACTS

7.1 DeVoe School of Business, Technology, & Leadership Contacts

7.1.1 Ombudsperson

The International Ombudsman Association, Inc. (IOA) defines an *ombudsman* (referred to in this handbook as ‘ombudsperson’) as

A college or university Ombuds[person] is authorized by an institution of higher education to confidentially receive complaints, concerns, or inquiries about alleged acts, omissions, improprieties, and/or broader systemic problems within the Ombuds[person’s] defined jurisdiction and to listen, offer options, facilitate resolutions, informally investigate, or otherwise examine these issues independently and impartially. (International Ombudsman Association, n.d., p. 1)

In the DeVoe School of Business, Technology, & Leadership DBA program, the ombudsperson role is recognized as providing confidential, informal, independent, and neutral dispute resolution services for students enrolled in the DBA program. The office assists students in identifying and evaluating options for resolving and managing conflicts, provides mediation services, conducts educational sessions on conflict management, and makes referrals to other appropriate university and community resources. The ombudsperson is familiar with the organizational structure of the university and can provide current information about National & Global campus services, programs specific to the DBA, policies, and procedures. Due to its informal, confidential, and independent role outside the administrative structure of the University, notice to the Ombuds Office about a problem does not result in the generation of records, nor does it constitute legal notice to the University about the existence of a problem. For those interested in making official complaints to the University about a problem, the ombudsperson can assist by making appropriate referrals. (Adapted paragraph from IOA, n.d., Exhibit 8 section)

Dr. Marian Carpenter serves as the Ombudsperson in the DeVoe DBA program. You may reach her directly at marian.carpenter@indwes.edu.

7.1.2 DBA Administration

Communicate with the DeVoe School of Business, Technology, & Leadership staff and administration using the following link: DBusAdmin@indwes.edu.

7.2 CAPS and National & Global Contacts

The College of Adult and Professional Studies (CAPS) originated with the Leadership Education for Adult Professionals (LEAP) program, which was founded in 1985 to meet the needs of adult students through learning opportunities in business and management. Since then, we have grown significantly in the scope of programs and degrees offered.

CAPS was created to serve the adult population with a variety of programs designed to meet the educational needs of specific adult audiences. It is Indiana Wesleyan University’s desire to understand

the special requirements of adults who are interested in earning an Associate, Bachelor's, Master's, Education Specialist, or doctoral degree, but who must also continue meeting their professional and personal commitments. The programs in the college are designed for working adults by combining theory with practical experience.

CAPS programs combine theory and the practical employment experiences of adult professionals to create a truly dynamic learning environment. Graduates of CAPS can be found in corporations, school districts, health care agencies, government entities, and many other types of organizations. With an emphasis on character, scholarship and leadership, our goal is to prepare every student to be a world changer.

7.2.1 Academic Advising

The purpose of academic advising is to support students from enrollment to completion of academic programs. Student Success Mentors will help provide support during the first year for new Associate students. Advisors help students understand all degree requirements and options to meet those requirements. Advisors also assist students in understanding policies and procedures and communicating with departments such as Financial Aid and Student Account Services.

An academic advising team is assigned to each student and advises that student throughout the duration of his or her academic program. Advisors are available to meet one-on-one with students face to face, through email, by phone, or via video conference.

It is important that students maintain contact with their academic advising team in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Contact Graduate Advising at devoeadvising@indwes.edu or 800-621-8667 Ext. 1001.

Your DBA [Academic Advising team](#) is available to help you make informed decisions about your academic experience. For additional assistance, contact Student Services at 800-621-8667, Ext. 2359 or studentservicesgeneral@indwes.edu.

7.2.2 Spiritcare

The *Spiritcare* program at Indiana Wesleyan University is specially designed to help care for the faith and life needs of our online & regional students by introducing them to the person and community of Jesus Christ. We hope to change the world by changing the heart.

The chaplains are also available and glad to offer help, hope, and healing in crises and emergencies. The *Spiritcare* offices at Indiana Wesleyan University can be reached by [e-mail](#) or by calling [800-621-8667, ext. 1830](tel:800-621-8667).

7.2.3 Incident Reporting

Incident reports are an important mechanism to record the details of an event and to prompt a review by the appropriate University officials. A table is located on IWU's [Incident Reporting](#) website to determine the proper report. Most forms allow for anonymous reporting; however, the ability to adequately respond to the incident may be hindered. In the DBA program, students are encouraged to

address a situation at the most appropriate level based on the incident. An initial point of contact is the DBA Ombudsperson: Dr. Marian Carpenter. You may reach her at marian.carpenter@indwes.edu

For emergencies, individuals should call 911 (or the country equivalent) or Campus Police at +1 (765) 677-4911 if on the Marion, Indiana campus.

7.3 Indiana Wesleyan University Contacts

7.3.1 IT Support for Brightspace

If you have technical difficulty with any part of Brightspace, please contact D2L Technical Support via [Brightspace Support Portal](#).

7.3.2 Office of Diversity & Inclusion Initiatives

Indiana Wesleyan University is a Christ-centered academic institution in the Wesleyan Church, striving to be a diverse learning community reflecting the world in which we live. There is unique energy at IWU which is a beautiful blend of academic excellence, innovation, purpose, and faith. Born out of a tradition of social activism for women's rights and the abolition of slavery, the Wesleyan Church is committed to growing IWU as a multicultural institution.

The primary value for Indiana Wesleyan University is Christlikeness. The challenge to follow Christ compels us to pursue a personal and professional lifestyle of commitment, leadership, service, stewardship, innovation, and diversity. A truly great Christian university cultivates and sustains a community culture that values challenges and supports all its members.

The work of becoming a community that reflects and promotes the diversity of God's Kingdom is personally rewarding and enriching. More importantly, a truly great Christian university will not be diverse as a matter of duty, or simply as a happenstance of changing demographics. Instead, a great Christian university will recognize that diversity of experience, thought and culture is essential for transformational learning.

Diversity and equality are deeply embedded in the heritage of both the University and the Church. Indiana Wesleyan University stands ready—with the resources and the passion—to equip future generations of learners with the skills they will need to meet the challenges of our rapidly changing world.

Visit the [Diversity & Inclusion](#) website for more details. [Diversity & Inclusion](#)

7.4 DBA Program Communications—Orientation

An orientation meeting is scheduled at the start of each term to provide newly-enrolled students and DBA faculty, administration, and staff to meet one another virtually. The purpose of the meeting is to come together in community, provide students the opportunity to see their peers and be introduced to members of the DBA Team, share an overview of the doctoral program, and answer any questions that students may have ahead of starting in one of the specialty programs.

8—RESEARCH, WRITING, & PUBLICATION

8.1 ADP Consulting Report

8.1.1 Consulting Report

“A consulting report is about providing value for the client, which can only be possible by offering a solution to a problem” (Guest Author, 2021, 6 Best Practices section). The DBA project is aimed to do just that—provide a solution(s) to a problem for the partner organization. A consulting report is a unique genre in business writing. The content, format, language, tone, and style are focused on conveying a mix of scholar-practitioner expertise in an aesthetically pleasing report specific to the recipient audience. The 7-Cs of scholarly writing are to be fully evident: clear, concise, complete, correct, correlated to the research, creative, and with evidence of critical thinking.

8.1.2 Confidentiality & Anonymity

Investigators must be mindful of confidentiality and anonymity when conducting research. As a doctoral student in a scholar-practitioner program, you are responsible for protecting the privacy of the organization (“Partner Organization”) as well as human participants. To maintain confidentiality, the researcher (DBA student as principal investigator) will exercise due diligence by ensuring adequate safeguards are in place to protect the privacy of the organization and participants, and related information is free from public disclosure or unauthorized access. Anonymous research means that information collected by the researcher will not contain identifiable information; attributes and direct identifiers will be stripped and replaced with approved naming conventions. As an example, “Indiana Wesleyan University” could be replaced with “a private University in the Midwest.” Participant names should be replaced with pseudonyms. For example, the participant’s real name was “Dorothy,” which could be replaced with “Donna.” If the research includes groups of people, consider coding it as “Group One.”

If the Partner Organization waives its right to anonymity, the researcher must receive written approval from an organizational member with the authority to approve the waiver. It is recommended that the researcher begins with their organizational contact. The written approval should be shared with the research chair by placing the documentation in the ADP Milestone Partner Organization Permission Form in the ADP Experience for recordkeeping purposes.

A waiver of organizational anonymity does not extend to human participants. If a human participant waives their right to anonymity, the researcher must receive written approval by the participant and then follow the same process(es) as above.

Some general means to replace organization identifiers follow. They are listed by types of identifiers as that will help with the overall reading and flow of the ADP.

- Pseudonyms or nicknames (e.g., Southern Community College of Montana)
- General descriptors (i.e., community college)
- Type of organization (for-profit higher education)
- Organizational structure (bureaucratic)
- Initials (SCCM, in line with the first listed pseudonym)
- Industry descriptor (vocational education)
- Descriptive phrases (higher education institution)

IMPORTANT NOTES:

- Do not include pseudonyms in the study’s title or in the abstract. “The danger of pseudonyms is that the made-up name you choose may refer to an institution that actually exists. If you do use a pseudonym, be sure not to include it in your study’s title nor in the abstract” (Lai, 2013, Using Pseudonyms section, underline added for emphasis).
- A DISCLAIMER is REQUIRED to be posted in all publications containing pseudonyms (e.g., the ADP, executive summary, and poster). All areas using a pseudonym will require disclosure (e.g., name of the organization, location, informational interview candidates, etc.). Refer to the example statement shown below:

This study used pseudonyms for the name of the Historically Black Community College, the names of informational interview participants, and the location of the college in recognition that confidentiality and anonymity are paramount in academic consultative research.³

8.2 Wesleyan Holiness Digital Library

8.2.1 About—Wesleyan Holiness Digital Library

Learn more about the repository of record for the DeVoe School of Business, Technology, & Leadership and, particularly, the DBA program:

The Wesleyan-Holiness Digital Library (WHDL) contains free multidisciplinary digital resources:

- Books, articles, and other papers
- Multimedia materials
- Archival content
- Scholarly resources

WHDL provides global access to a wealth of Wesleyan-Holiness resources for learners worldwide:

- Pastors and teachers
- Librarians and faculty
- Students and other learners
- Local congregations

WHDL was initiated by the global [Church of the Nazarene](#) in response to the worldwide need for access to resources for ministerial preparation, education, spiritual development, and lifelong learning. It is the desire of the planners and developers of this digital library that other institutions representing Wesleyan-Holiness traditions will join this effort and add their own educational materials and archival resources to enrich the collection.

³ Excerpted from Stacie Hughes’ 2022 ADP available for download on the Wesleyan Holiness Digital Library at https://indwes.whdl.org/sites/default/files/resource/10694942/1_2022_Stacie_Hughes_7567500_DBAC_P_ADP_WHDL.pdf. The statement needs to be placed in a prominent place as shown on the front cover of Stacie’s report.

Church denominations, educational institutions, and parachurch organizations within the Wesleyan Holiness Movement are invited to participate in adding materials to the collection. (Wesleyan Holiness Digital Library, n.d., paras. 1–4)

Access [WHDL](#).

8.2.2 Using the Wesleyan Holiness Digital Library

The WHDL repository may be searched using subject, topic, author, or location with results refined for a more specific search strategy. Advanced search functions are also available.

One of the unique features of the Wesleyan Holiness Digital Library is the ability to select preferred language options. A simple dropdown menu permits ease of access.

WHDL files with [Creative Commons](#). For more information on usage, see [Using WHDL](#).

8.3 Writing Resources

8.3.1 Writing Commons

Writing Commons is a freely accessible online writing encyclopedia containing a wealth of information in all areas of writing. It is a more “eccentric” writing guide when compared to Pearson’s *Smarthinking Writer’s Handbook* which is written more straightforwardly. Both resources provide a wealth of content on writing—the common and the unique.

- [Writing Commons](#)

8.3.2 Online Campus Library Services (OCLS)

As an IWU student, you have library privileges through Off Campus Library Services. Go to <http://www.indwes.edu/ocls/> to learn more about the library. These are your privileges. Services provided include:

- Access to books (print and e-books), article databases, services, and web resources.
- Access to many full-text articles.
- Document delivery, which includes mailing print books, scanning PDF articles (that are only available in paper in the IWU library), and providing a service of interlibrary loan whereby items not owned by IWU are obtained on your behalf from other libraries that own the item.
- Consultation with APA writing style. The librarians are not editors, but they are extremely knowledgeable about APA and are glad to answer your specific questions regarding the correct ways to use APA.
- Provision of customized research guides for your particular topic that will walk you through the steps to locate appropriate articles/books on your topic.
- A general go-to source for helping you find information for your research projects.

To use many of the library databases, you either need your MyIWU credentials OR the Library Access Number sent to you via email from OCLS. It will be needed to get into the proprietary subscription-based

databases; to check out print books and for some classes, you will be asked to access specific articles as additional reading. Links directly to these articles will be provided.

If you need help, contact OCLS at 800-521-1848 or <http://www2.indwes.edu/forms/request.aspx>.

IWU's Online Campus Library Services (OCLS) is one of the best resources to support your success in this program!

- [How can we help?](#)
- [OCLS Homepage](#)
- [Student Services](#)
- [APA Style Page](#)
- [OCLS After Hours webpage](#).

8.3.3 Grammarly

Free to IWU students using their IWU email address to sign up!

[Grammarly \(Sign-in link\)](#) is an instant grammar and plagiarism check! *Grammarly's* sophisticated AI (Artificial Intelligence) not only corrects your grammatical mistakes but also makes your writing more understandable and helps you make the right impression on the reader based on your audience and goals.

Check out the [OCLS page](#) on Grammarly!

8.4 APA & Plagiarism Check Resources

8.4.1 APA

APA is an abbreviation for the American Psychological Association, but it is also used in reference to the standards of writing practice published by the member group. The following excerpt from the Purdue OWL website provides an introductory overview of the APA style, why it is used, and who should use it.

What is APA Style?

APA Style establishes standards of written communication concerning:

- the organization of content
- writing style
- citing references
- and how to prepare a manuscript for publication in certain disciplines.

Why Use APA?

Aside from simplifying the work of editors by having everyone use the same format for a given publication, using APA Style makes it easier for readers to understand a text by providing a familiar structure they can follow. Abiding APA's standards as a writer will allow you to:

- provide readers with cues they can use to follow your ideas more efficiently and to locate information of interest to them
- allow readers to focus more on your ideas by not distracting them with unfamiliar formatting
- and establish your credibility or ethos in the field by demonstrating an awareness of your audience and their needs as fellow researchers.

Who Should Use APA?

APA Style provides comprehensive guidelines for authoring academic papers regardless of subject or discipline. However, traditionally, APA is most frequently used by writers and students in:

- Social Sciences, such as Psychology, Linguistics, Sociology, Economics, and Criminology
 - Business
 - Nursing (Purdue Online Writing Lab, n.d., paras. 3–5)
- [APA Style Quick Reference 7th Edition](#)

8.4.2 Purdue Online Writing Lab (OWL)

The Purdue OWL website is a favorite of students and faculty. Why? Because of the quick and easy access and details that often offer both explanation and illustration which help to ensure that grammar and mechanics and APA are applied correctly in all scholarly writings.

OWL is a collection of resources that support writing instruction created for college-aged students—no matter their skill level—and their instructors and tutors. These materials are relevant to ABE and ESL students and are relatively simple to adapt for the purposes of adult educators.

OWL provides writing resources and instructional materials to support students as well as educators. Resources present clear guidelines and expectations for academic writing. Teachers can use the site’s resources to develop lessons, assignments, and classroom resources. Students will find hands-on exercises and printable resources that support their continuing development as writers.

OWL provides a wealth of materials that address a variety of topics about writing, topics that are also addressed by CCR writing and language standards. The site is well-organized by topics and subtopics. The Site Map provides a good overview of the site’s scope and sequence. (LINCS, n.d., paras. 1, 3–5)

A few of DeVoe’s favorite Purdue OWL web pages include:

- [APA Sample Paper](#)
- [\[APA\] General Format](#)
- [Electronic Resources](#)
- [In-Text Citations—Basics](#)
- [In-Text Citations—Author/Authors](#)
- [Reference List—Basic Rules](#)

- [Tables and Figures](#)

8.4.3 OCLS APA Guide 7e

The [OCLS APA 7e Guide](#) is an APA-condensed rulebook with a sample student APA paper. It is a particularly useful guide for DBA students who are required to use the APA 7e standard in all academic writing. The condensed rulebook is based on the *APA Publication Manual* (7th ed.).

8.4.4 OCLS Holy Reference Guide

The *APA Manual* (7th ed.) included significant changes for how the Bible and other holy books and sources are to be cited and referenced. To assist you, OCLS has compiled a quick guide with actual citations and references that are so helpful for your academic writing and citing.

- [APA Bible & Holy Book Guide](#) This is the APA 7e Style Guide for the Bible and Holy Books.

8.4.5 Academic Writer

APA Style Tools

- Academic Writer (7th edition) is an incredible resource. It is a system that formats per APA, creates the title and reference pages automatically, and much more! IWU students have full access to this tool.
- OCLS has created helpful [resources and tutorials](#) for using Academic Writer.

8.4.6 Turnitin

Familiarize yourself with the [Turnitin Help pages for Students](#) if you should need help accessing or using Turnitin in BrightSpace.

Note: You do not need to register or create an account for Turnitin. If Turnitin is enabled on an assignment, you will be able to access the originality report from the assignment folder after the paper has been submitted.

8.5 Publication Policy for a Completed and Approved Applied Doctoral Project

Indiana Wesleyan University (IWU) provides the opportunity for graduating students to publish their full Applied Doctoral Projects (ADP) in the Wesleyan Holiness Digital Library (WHDL). Unlike with many doctoral programs, this is not a graduation requirement. However, the stature and exposure that come from publishing an academic-reviewed work may be desirable for some students. If a student is willing to put forth the extra effort and expense required, IWU provides support mechanisms to enable them to do so.

The WHDL is an open-license public platform designed to offer free resources across a wide range of professional and academic disciplines. The platform itself is openly accessible and easily searchable. In

addition, its contents are indexed and can be found with a simple Google search, giving work published on the platform high visibility.

ADPs published on the WHDL platform remain the intellectual property of the author (the graduating student). However, given the high-visibility nature of these works, it is vital, for both the graduate and Indiana Wesleyan University, that they be of true professional quality.

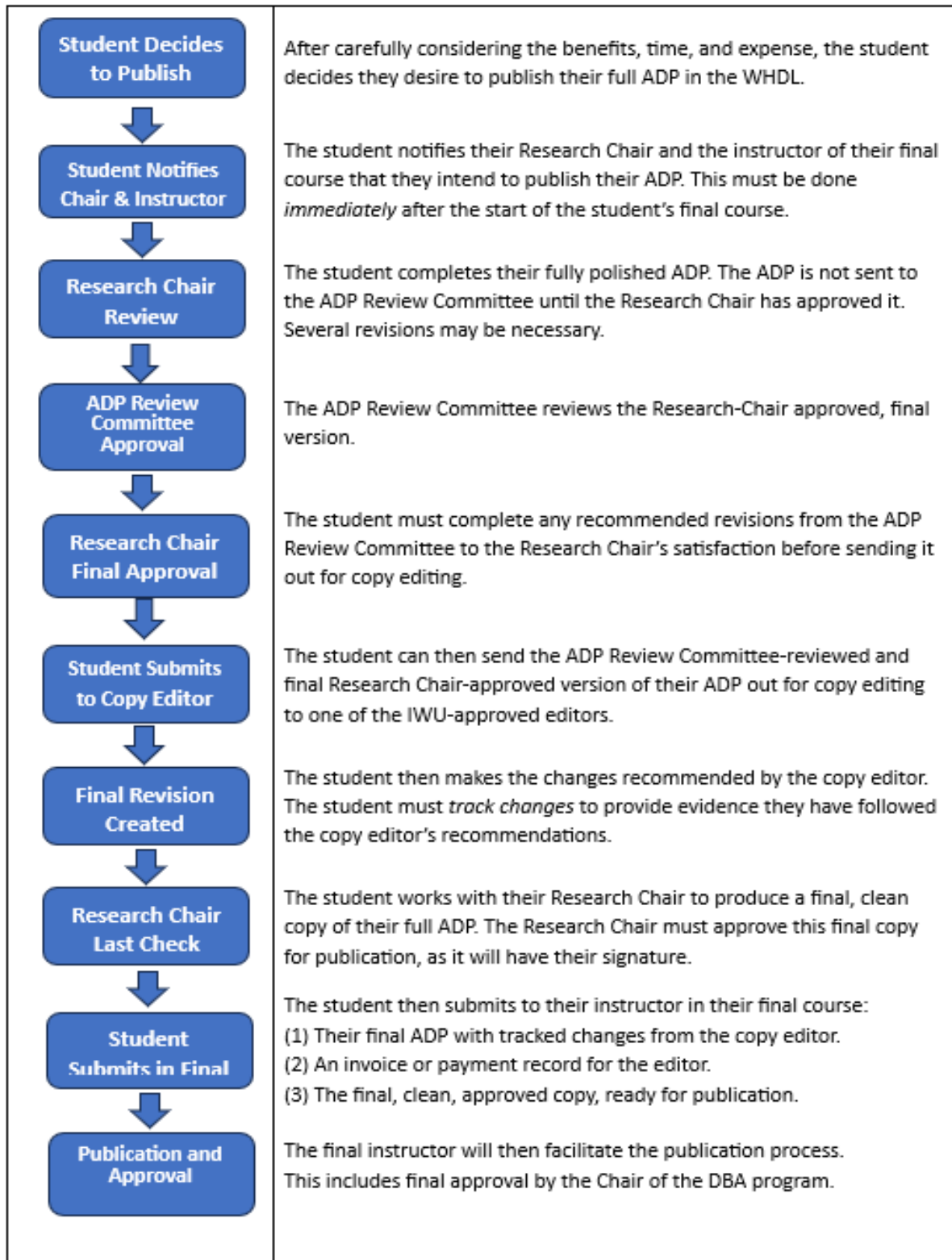
To ensure this quality, the DBA review committee, the graduating student's Research Chair, and the Chair of the DBA program must fully approve the ADP. In addition to these approvals, **the finished work must be reviewed and edited by a professional copy editor** who is approved by Indiana Wesleyan University. A list of approved copy editors is available.

Documentation indicating the ADP has been reviewed by an approved, reputable copy editor and all suggested edits have been completed must be received by Indiana Wesleyan University before the ADP will be considered for publication in the WHDL. This documentation should include a copy of a payment or invoice made to the editor, plus a finished markup of the ADP clearly showing the changes made as a result of the editor's input. Please note the DBA Program Chair or their designee holds the final authority to decide what is or is not published in IWU's repository in the WHDL. This final decision is made at their sole discretion.

Students will be responsible for the cost of copy editing. They should also plan for the additional time and effort required to work with their selected copy editor to make the final suggested changes and ensure the work is fully prepared to be professionally published. If a student is willing to take on this responsibility, then IWU facilitates the publication process with WHDL free of charge as an added service. Students wishing to have their full ADP published should notify their instructor and their Research Chair at the beginning of their final course. IWU will then work with the student to obtain proper content releases, document copyright information, and facilitate publication of the final edited work in the WHDL.

Figure 10

Full ADP Publication Process Flow Map



9—RESOURCES & TECHNOLOGY

9.1 Resources

9.1.1 IWU Catalog

Access the most recent and previous Indiana Wesleyan University catalogs on the Registrar's webpage, located at <https://indwes.smartcatalogiq.com/en/2023-2024/catalog/>

9.1.2 DeVoe School of Business, Technology, & Leadership Website

The DeVoe School of Business, Technology, & Leadership website may be accessed via the following link: <https://www.indwes.edu/academics/caps/devoe-school-of-business/>

9.1.3 DBTL Student Email & Social Media

Be sure to check your IWU email often for valuable information throughout the DBA program. You can access your email through the MyIWU portal

Check out IWU's social media presence and become an active participant.

[IWU National & Global's Facebook](#)

9.1.4 Mental Health & Wellness Resources

The following represents a list of mental health and wellness resources available to students:

- [Lasting Change](#)
- [Spiritcare](#) (National & Global students)
- [Accessibility and Accommodations](#)
- [Life Coaching](#) (This program is primarily for students with accommodations, but exceptions are made.)
- [Military Community](#)

9.1.5 Tutoring

Use the tutoring information form to contact staff, locate resources and tutoring options, and Tutor.com support: [Tutoring Information Form](#).

Access Tutor.com 24/7. by going to your course landing page and selecting the Tutor.com icon on the widget titled "Tools for Success!"

- [Tutor.com Video Guides](#) – Answers your “how-to” questions.
- [Student Success Resource Videos](#) – A variety of brief tutorials for success.

Access the [Student Resources & Services](#) webpage to explore additional resources related to:

- Digital Learning Tools
- Academic Support and Services
- Career and Finance Tools and Services
- Regional Education Centers
- Transferring College Credits
- Training, Credentialing, and Partnerships

9.2 Technology

9.2.1 IWU Support & Computer Requirements

Technology is a must in an online course! Here are some resources to help you.

[IWU Support Knowledge Base](#) – A wealth of technological information and guides!

- Chrome or Safari are the recommended internet browsers for this course. Check your [Browser Compatibility](#). See other [Supported Browsers](#).
- IWU has moved to using [Microsoft TEAMS](#) as the preferred communication platform.
- Use your [IWU Media Central](#) account to use [Kaltura Capture](#) to make your own videos and screencasts.

9.2.2 Microsoft Office Software

Did you know that Microsoft Office 365 is **FREE** to IWU Students?

- [Microsoft Office 365](#) is free for IWU students! [Learn more.](#)

9.2.3 Brightspace

“More than just a learning management system, Brightspace combines powerful tools, services, and support . . . to deliver a best-in-class learning experience.” (Internet 2, n.d., Features section, para. 1).

Brightspace is the learning management system (LMS) that Indiana Wesleyan University uses for online coursework. Navigate to the topic pages and the corresponding how-to guides linked on this page to learn more information about certain features within Brightspace.

If you are new to Brightspace, we recommend first reviewing the guides within the "System Navigation" topic.

- [Brightspace Student Guides](#)

9.2.4 Accessibility

Our goal is to provide you with an online course that is fully accessible to you. If you find challenges accessing any materials provided in a course, please reach out to your instructor, or submit a Content Issues Report in the Help icon.

- [TextAid \(ReadSpeaker\)](#) – Read-aloud technology. Listen to books and documents while following along with the highlighted text. Copy/paste the previous sentence and [try it out](#).
- [Quick-start Video Guides](#) – for in-depth knowledge of ReadSpeaker/TextAid features.
- [Support Request Form](#)

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Appendix

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