DeVoe School of Business

DBA Handbook

FA2022

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

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Additional details may be found on the DeVoe School of Business 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 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 Handbook contains important information about the program and the 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 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 welcomes you to the Doctor of Business Administration program at IWU and wish you much success in your doctoral studies.

Dr. Joe Childs, DBA Program Chair

DeVoe School of Business

FA2022 DBA HANDBOOK UPDATES

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

- 3.4.1 ADP Review & Assessment Process
  - To enhance clarity, the three Final ADP review assessment labels were changed from "Satisfactorily Meets," "Provisionally Meets," and "Unsatisfactorily Meets," to "Approved as Written," "Approved Pending Final Edits," and "Revise and Resubmit for Review."
- 3.4.2 Definitions of the ADP Assessment Ratings
  - Definitions for the new Final ADP review assessment labels are provided.
- 3.4.3 ADP Statuses
  - The section was updated for the new assessment labels.
  - The Signature Page no longer requires the signature of the two Reviewers, only the Chair of the DBA program and the research chair.
- 3.4.6 Submission of the Approved ADP in ACCT/HCAD/INSY/MGMT-790
  - New addition to the DBA Handbook.
  - An instructional note states the ADP may be submitted in ACCT/HCAD/INSY/MGMT-790 course when authorized by the research chair.
- 3.4.7 ADP Signature Page
  - Update to the Signature page submission process.
  - The Signature Page no longer requires the signature of the two Reviewers, only the Chair of the DBA program and the research chair.
  - The DBA Handbook reference number changed from 3.4.6 to 3.4.7.
- 3.4.8 Integrity Check
  - The DBA Handbook reference number changed from 3.4.7 to 3.4.8.
- 3.5 Publication of the ADP Executive Summary
  - Clarification about the requirement for DBA students to complete a publishable ADP Executive Summary in the ACCT/HCAD/INSY/MGMT-790 course. Reference to the poster was eliminated.
- 4.3.4 Citing and Referencing the Virtuous Business Model
  - Details are provided on how to cite and reference the Virtuous Business Model.
- 6.1.7 Conditional Admittance
  - Addition of the policy to the Handbook to facilitate applicants nearing completion but still enrolled in a graduate program.
- 6.1.8 Change in Specialization
  - The DBA Handbook reference number changed from 6.1.7 to 6.1.8.
- 6.4.6 Expectations for Personal & Professional Conduct
  - This is a policy addition in keeping with the University catalog. It provides an overview of student conduct expectations and actions that may be taken when violations occur.
- 8.1.2 Confidentiality & Anonymity
  - Additional language added to the policy to indicate requirement of a prominently-placed disclaimer on the cover of the ADP, on the first page of the executive summary, and in the poster when published to indicate pseudonyms were used, if used.
- Appendix B: Guidelines for ADP Milestones: ADP12, ADP13, ADP14
  - The ADP guidelines for ADP12, ADP13, and ADP 14 were completed following the release of the prior DBA Handbook and are now available.

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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
DSB	DeVoe School of Business
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
PIF	Preliminary Information Form
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 (DBA-C 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 five-year plan.

1.2 DeVoe School of Business

The DeVoe School of Business 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 (DSB). 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 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 "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. 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 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 DSB Accreditation

The Accreditation Council for Business Schools and Programs (ACBSP) is the largest voluntary business program accreditation organization in the world and promotes continuous quality improvement in business, teaching excellence, and determining student learning outcomes. ACBSP accredits business, accounting, and business-related programs at the associate, baccalaureate, master, and doctorate degree levels. DeVoe received initial ACBSP accreditation for its business and accounting programs in November 2018. ACBSP requires all programs to be in existence for two years and have graduates before granting this higher-level program 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.

As part of its continuing efforts to improve quality standards, the Doctor of Business Administration program has voluntarily chosen to seek additional program accreditation from the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is the largest business-program accreditation organization in the world.

ACBSP requires all programs to be in existence for two years and have graduates before granting this higher-level program accreditation. The DBA Program launched in the fall of 2019; therefore, the DBA will submit its self-study and apply for voluntary ACBSP accreditation status in 2022. The DBA uses the same processes and procedures as the rest of the DeVoe School of Business, which has more than 15 other programs already accredited by ACBSP.

If a student graduates prior to DeVoe School of Business receiving ACBSP accreditation for the DBA, the student will be grandfathered in under the accredited program once/if accreditation is received.

If you have questions about DBA accreditation, please contact DBusAdmin@indwes.edu.

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 in order 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

1.3.2.1 DBA—Accounting

Note: Presently, the DBA Accounting program is in teach-out mode which means we are sunsetting the program. We invite prospective students to consider other available DBA programs.

The Doctor of Business Administration at Indiana Wesleyan University prepares students for careers in business education, consulting, and business leadership. This program is designed to help students create new knowledge and skills applicable to the global workplace, specifically in strategies for advanced change management and complex business problems. Its problem-based learning model is unique to DSBTL and features a doctoral project instead of a dissertation.

The Doctor of Business Administration with a specialization in Accounting prepares students for careers in accounting education, consulting, and business leadership. Students in this program will integrate forward-thinking virtuous leadership into global team-based business practice, create ethical change management solutions and strategies for complex business problems, and design solutions to accounting problems using new applications of theory or changes in present accounting standards. Students will synthesize advanced research in education, consulting, or business leadership into their doctoral practice to create new accounting knowledge for application in the global workplace. Students will integrate a virtuous worldview into both their personal and professional lives.

The Doctor of Business Administration with a specialization in Accounting prepares students for careers in accounting education, consulting, and business leadership. Students in this program will integrate forward-thinking virtuous leadership into global team-based business practice, create ethical change management solutions and strategies for complex business problems, and design solutions to accounting problems using new applications of theory or changes in present accounting standards. Students will synthesize advanced research in education, consulting, or business leadership into their doctoral practice to create new accounting knowledge for application in the global workplace. Students will integrate a virtuous worldview into both their personal and professional lives.

This program is designed for practicing professionals who possess a master's degree in business or technology or possess an advanced degree in another area of specialization. Students participating in this program desire additional study to expand and enhance their ability to contribute to their career path, company, and society. This program requires students to be working 21 hours per week in a paid or non-paid position, which may include: current employment in a full- or part-time professional position (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), participation in job shadowing, or participation in an internship.

Graduates of the program will be able to:

- Integrate forward-thinking virtuous leadership into global team-based business practice.
- Create ethical change management solutions and strategies for complex business problems.
- Synthesize advanced research in education, consulting, or business leadership into their doctoral practice.
- Create new knowledge for application in the global workplace.
- Integrate a virtuous worldview into both their personal and professional lives.
- Design solutions to real-world accounting problems using new applications of theory or changes in present accounting standards.

1.3.2.2 DBA—Healthcare Administration

The Doctor of Business Administration with a specialization in Healthcare Administration prepares students for administrative careers in healthcare education, consulting, and organizational leadership. Students will create new knowledge and skills and design change management solutions and strategies for real-world healthcare administrative problems consistent with the Virtuous Business Model.© Students will integrate forward-thinking virtuous leadership into global team-based business practices and into their personal and professional lives. The Virtuous Business Model© will be used throughout the program.

This program is designed for practicing professionals who possess a master's degree in business or technology or possess an advanced degree in another area of specialization. Students participating in this program desire additional study to expand and enhance their ability to contribute to their career path, company, and society. This program requires students to be working 21 hours per week in a paid or non-paid position, which may include: current employment in a full- or part-time professional position (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), participation in job shadowing, or participation in an internship.

Graduates of the program will be able to:

- Integrate forward-thinking virtuous leadership into their global team-based business practice.
- Create ethical change management solutions and strategies for complex business problems.
- Synthesize advanced research in education, consulting, or business leadership into their doctoral practice.
- Create new knowledge for application in the global workplace.
- Integrate a virtuous worldview into both their personal and professional lives.
- Design solutions to real-world healthcare problems using new applications of theory or changes of practice.

1.3.2.3 DBA—Information Systems

The Doctor in Business Administration with a specialization in Information Systems prepares students for careers in business education, consulting, and business leadership within the Information Systems world. Students will create new knowledge and skills for application in their global workplace leading to advanced ethical change management solutions and strategies for complex business and organizational problems. Students will integrate forward-thinking virtuous leadership into their team-based business

practice and a virtuous worldview into their personal and professional lives. Students will evaluate solutions to real-world information system problems using new applications of theory or changes in present practice. Students will evaluate how best to integrate information systems and technology into an organization to enhance operations. The Virtuous Business Model© is integrated throughout the program.

This program is designed for practicing professionals who possess a master's degree in business or technology or possess an advanced degree in another area of specialization. Students participating in this program desire additional study to expand and enhance their ability to contribute to their career path, organization, and society. This program requires students to be working 21 hours per week in a paid or non-paid position, which may include: current employment in a full- or part-time professional position (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), participation in job shadowing, or participation in an internship. Graduates of the program will be able to:

- Integrate forward-thinking virtuous leadership into their global team-based business practice.
- Create ethical change management solutions and strategies for complex business problems.
- Synthesize advanced research in business education, consulting, or business leadership into their doctoral practice.
- Create new knowledge for application in the global workplace.
- Integrate a virtuous worldview into both their personal and professional lives.
- Evaluate solutions to real-world information system problems using new applications of theory or changes in present practice.
- Integrate technology and information system solutions to enhance an organization’s operations.

1.3.2.4 DBA—Management

The Doctor in Business Administration with a specialization in Management prepares students for managerial careers in business education, consulting, and business leadership. Students will create new knowledge and skills and design change management solutions and strategies for real-world management problems consistent with the Virtuous Business Model.© Students will integrate forward-thinking virtuous leadership into global team-based business practices and into their personal and professional lives. The Virtuous Business Model© will be used throughout the program.

The program is designed for practicing professionals who possess a master's degree in business or technology or possess an advanced degree in another area of specialization. Students participating in this program desire additional study to expand and enhance their ability to contribute to their career path, company, and society. This program requires students to be working 21 hours per week in a paid or non-paid position, which may include: current employment in a full- or part-time professional position (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), participation in job shadowing, or participation in an internship.

Graduates of the program will be able to:

- Integrate forward-thinking virtuous leadership into their global team-based business practice.
- Create advanced ethical change management solutions and strategies for complex business problems.

- Synthesize advanced research in business education, consulting, or business leadership into their doctoral practice.
- Create new knowledge for application in the global workplace.
- Integrate a virtuous worldview into both their personal and professional lives.
- Design solutions to real-world management problems using new applications of theory or changes in present management practice.

1.3.2.5 DBA—Degree Completion

The Doctoral Completion Program: DBA helps students who have started but not finished a doctoral business- or business-related program, complete a DBA. This bridge program prepares students for careers in business education, consulting, and business leadership. Students will create new knowledge and skills for application in the global workplace leading to advanced ethical change management solutions and strategies for complex business problems. Students will integrate forward-thinking virtuous leadership into their global team-based business practice and a virtuous worldview into their personal and professional lives. Students will design solutions to real-world business problems using new applications of theory or changes in present practice. The Virtuous Business Model© is integrated throughout the program.

Graduates of the program will be able to:

- Integrate forward-thinking virtuous leadership into their global team-based business practice.
- Create advanced ethical change management solutions and strategies for complex business problems.
- Synthesize advanced research in education, consulting, or business leadership into their doctoral practice.
- Create new knowledge for application in the global workplace.
- Integrate a virtuous worldview into both their personal and professional lives.
- Design solutions to business problems using new applications of theory or changes in present practice.

1.3.3 DBA Timeline for Completion & Schedule

1.3.3.1 DBA—Timeline for Completion

The DBA program incorporates a dual-track system over a standard three-year period so students can simultaneously complete the course requirements and their Applied Doctoral Project. However, there may be instances in which a student requires additional time for completion of their ADP or chooses to start their ADP later in the program.

The ADP must be completed within six years after beginning the program. The sixth year begins in the term in which the student is enrolled in BADM-701. A student who does not remain continuously enrolled in BADM-759 will be terminated from the DBA program. A student who has not completed the ADP within the six-year period will be terminated from the DBA Program. Students nearing the end of the six-year period may be provided with a schedule of benchmark tasks that are required to be completed before the six-year deadline expires. Students who do not meet those benchmark tasks on

schedule may be terminated from the DBA program due to the insufficient time remaining to meet requirements.

1.3.3.2 DBA—Terms

There are three terms. Each term is 16 weeks in length or approximately 4 months. Since most courses in the DBA Program are 8 weeks in length, a term typically consists of two courses, with two 8-week sub-terms. Terms are scheduled on a calendar year basis as follows:

- January – April
- May – August
- September – December

1.3.3.3 DBA Program Calendars

Calendars are created specifically for each new cohort start. The order of courses is subject to change to meet the scheduling needs of students and DeVoe School of Business.

1.3.3.4 DBA—Breaks

The DBA program has three schedule breaks each year:

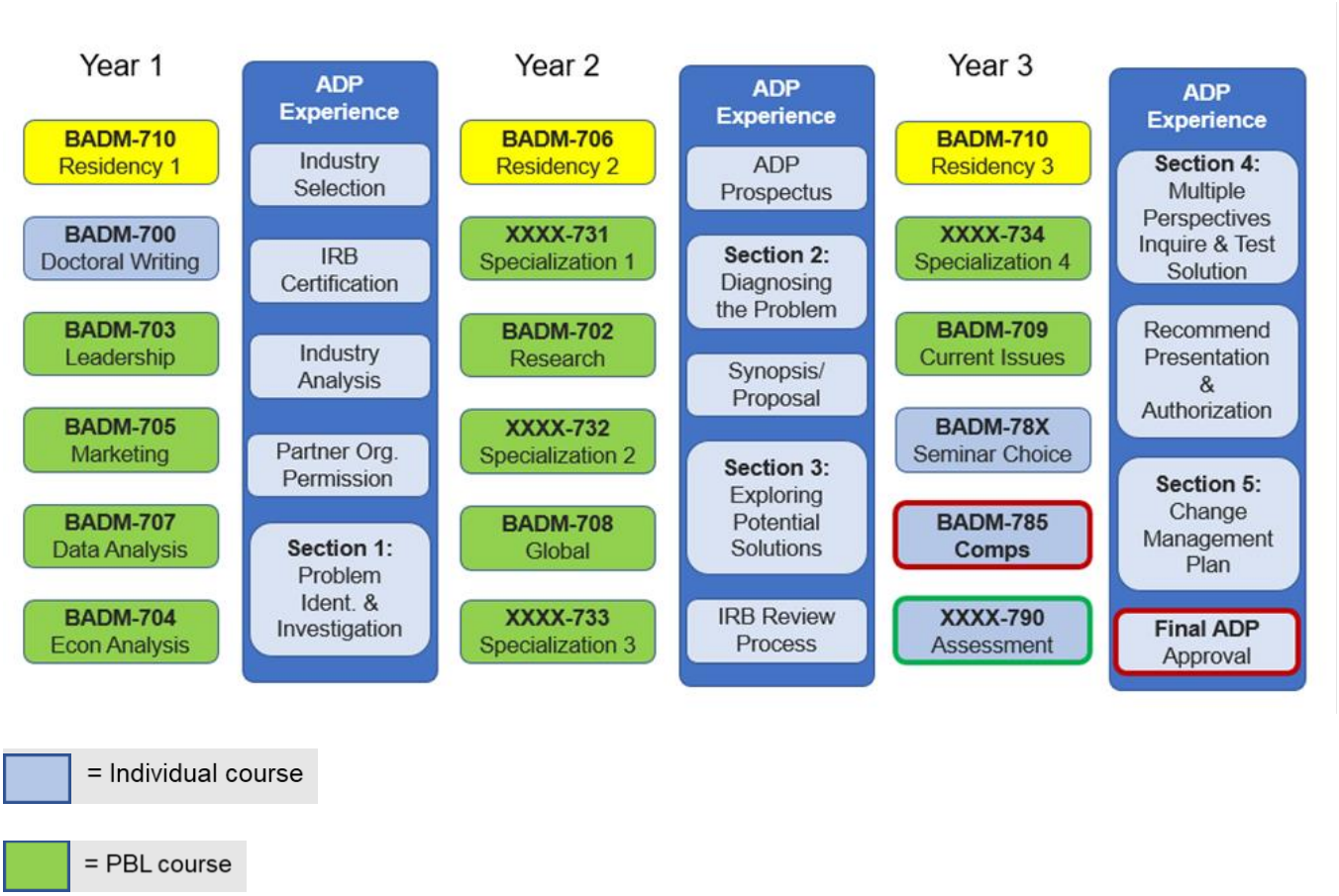
- One-week break following the Winter term (following the March-April course close)
- One-week break following the Summer term (following the July-August course close)
- An extended break following the Fall term (during Christmas and New Year's)

1.3.3.5 DBA —Traditional 3-Year Program Pacing Guide

The traditional DBA program gives students the opportunity to complete their doctorate in as few as three years when completing the Applied Doctoral Project simultaneous to coursework completion. A summary overview showing an estimated time for completion of each ADP milestone is illustrated in Figure 2. Refer to Figure 3 for the detailed pacing guide. Both figures are estimates for completion. Actual student progress may differ.

Figure 2

ADP Summary Overview for the 3-Year Traditional DBA Program



Note. While the ADP is shown as a 3-year process of completion, students may complete the ADP sooner.

Figure 3

DBA Traditional 3-Year Program Detailed ADP Pacing Guide

					ADP Cohort Semester Start			
Month		ADP Milestones	Semester	Winter	Semester	Summer	Semester	Fall
1		Welcome! Introductions & Orientation	WI202x	Jan	SU202x	May	FA202x	Sep
2	ADP1	Industry Selection	|	Feb	|	Jun	|	Oct
3	|	Industry Selection	|	Mar	|	Jul	|	Nov
4	|	Industry Selection	|	Apr	|	Aug	|	Dec
5	ADP2	IRB Certification	SU202x	May	FA202x	Sep	WI202x	Jan
6	ADP3	Industry Analysis	|	Jun	|	Oct	|	Feb
7	|	Industry Analysis	|	Jul	|	Nov	|	Mar
8	|	Industry Analysis	|	Aug	|	Dec	|	Apr
9	ADP4	Partner Organization Permission Form	FA202x	Sep	WI202x	Jan	SU202x	May
10	ADP5	Problem Identification & Investigation	|	Oct	|	Feb	|	Jun
11	|	Problem Identification & Investigation	|	Nov	|	Mar	|	Jul
12	|	Problem Identification & Investigation	|	Dec	|	Apr	|	Aug
13	|	Problem Identification & Investigation	WI202x	Jan	SU202x	May	FA202x	Sep
14	ADP6	ADP Prospectus	|	Feb	|	Jun	|	Oct
15	ADP7	Diagnosing the Problem	|	Mar	|	Jul	|	Nov
16	|	Diagnosing the Problem	|	Apr	|	Aug	|	Dec
17	|	Diagnosing the Problem	SU202x	May	FA202x	Sep	WI202x	Jan
18	|	Diagnosing the Problem	|	Jun	|	Oct	|	Feb
19	ADP8	Synopsis of the Problem (Proposal)	|	Jul	|	Nov	|	Mar
20	ADP9	Exploring Potential Solutions	|	Aug	|	Dec	|	Apr
21	|	Exploring Potential Solutions	FA202x	Sep	WI202x	Jan	SU202x	May
22	|	Exploring Potential Solutions	|	Oct	|	Feb	|	Jun
23	|	Exploring Potential Solutions	|	Nov	|	Mar	|	Jul
24	ADP10	IRB Review Process	|	Dec	|	Apr	|	Aug
25	|	IRB Review Process	WI202x	Jan	SU202x	May	FA202x	Sep
26	ADP11	Multiple Perspective Inquiry & Test Solution	|	Feb	|	Jun	|	Oct
27	|	Multiple Perspective Inquiry & Test Solution	|	Mar	|	Jul	|	Nov
28	|	Multiple Perspective Inquiry & Test Solution	|	Apr	|	Aug	|	Dec
29	|	Multiple Perspective Inquiry & Test Solution	SU202x	May	FA202x	Sep	WI202x	Jan
30	ADP12	Recommendation Presentation & Authorization	|	Jun	|	Oct	|	Feb
31	ADP13	Change Management Plan	|	Jul	|	Nov	|	Mar
32	|	Change Management Plan	|	Aug	|	Dec	|	Apr
33	|	Change Management Plan	FA202x	Sep	WI202x	Jan	SU202x	May
34	ADP14	Submission of Final ADP for Review	|	Oct	|	Feb	|	Jun
35	|	Final ADP Submission to BADM-790	|	Nov	|	Mar	|	Jul
36		In the BADM-790 Course: 2 Publishable Articles & ADP Poster	|	Dec	|	Apr	|	Aug

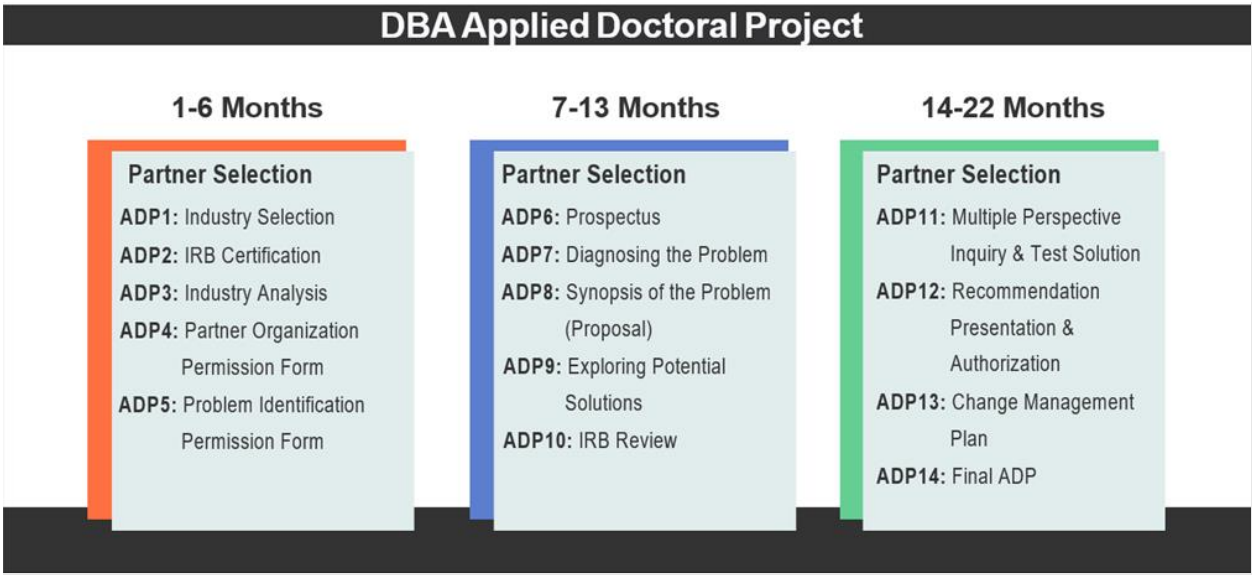
Note. The pacing guide is provided as an example. Student pacing in the program may vary.

1.3.3.6 DBA DBA-C—Degree Completion Program Pacing Guide

The DBA Completion program offers students who previously started a doctoral program elsewhere to complete their degree in less than two years when completing a dual track of coursework and the Applied Doctoral Project. A summary overview showing an estimated time for completion of each ADP milestone is illustrated in Figure 4. Refer to Figure 5 for the detailed pacing guide. Both figures are estimates for completion. Actual student progress may differ.

Figure 4

ADP Summary Overview for the DBA Degree-Completion Program



Note. The three residencies help to prepare students for the succeeding terms.

Figure 5

DBA Degree-Completion Program Detailed ADP Pacing Guide

				ADP Cohort Semester Start					
					Fall		Winter		Summer
701	1		Welcome! Introductions & Orientation	FA202x	Sep	WI202x	Jan	SU202x	May
	2	ADP1	Industry Selection	|	Oct	|	Feb	|	Jun
703	3	ADP2	IRB Certification	|	Nov	|	Mar	|	Jul
	4	ADP3	Industry Analysis	|	Dec	|	Apr	|	Aug
706	5	ADP4	Partner Organization Permission Form	WI202x	Jan	SU202x	May	FA202x	Sep
	6	ADP5	Problem Identification & Investigation	|	Feb	|	Jun	|	Oct
704	7	ADP6	ADP Prospectus	|	Mar	|	Jul	|	Nov
	8	ADP7	Diagnosing the Problem	|	Apr	|	Aug	|	Dec
720	9	ADP8	Synopsis of the Problem (Proposal)	SU202x	May	FA202x	Sep	WI202x	Jan
	10	ADP9	Exploring Potential Solutions	|	Jun	|	Oct	|	Feb
705	11	|	Exploring Potential Solutions	|	Jul	|	Nov	|	Mar
	12	ADP10	IRB Review Process	|	Aug	|	Dec	|	Apr
708	13	|	IRB Review Process	FA202x	Sep	WI202x	Jan	SU202x	May
	14	ADP11	Multiple Perspective Inquiry & Test Solution	|	Oct	|	Feb	|	Jun
709	15	|	Multiple Perspective Inquiry & Test Solution	|	Nov	|	Mar	|	Jul
	16	|	Multiple Perspective Inquiry & Test Solution	|	Dec	|	Apr	|	Aug
710	17	ADP12	Recommendation Presentation & Authorization	WI202x	Jan	SU202x	May	WI202x	Sep
	18		Recommendation Presentation & Authorization	|	Feb	|	Jun	|	Oct
785	19	ADP13	Change Management Plan	|	Mar	|	Jul	|	Nov
	20	|	Change Management Plan with ADP Submission for Review	|	Apr	|	Aug	|	Dec
790	21	ADP14	Final ADP Submission to BADM-790	SU202x	May	FA202x	Sep	WI202x	Jan
	22	|	Academic Article, Practitioner Article, & Poster	|	Jun	|	Oct	|	Feb

Note. The pacing guide is provided as an example. Student pacing in the program may vary.

1.3.3.7 DBA—Applicable Fees & Credit Requirements

Applicable fees for resources and services will be assessed throughout the program. Tuition and fees for prerequisites and required elective courses are in addition to the charges shown on the program cost sheet. Your tuition rate will remain the same if you remain continuously enrolled in the same program. Cost sheets may be requested from an enrollment counselor by calling 866.498.4968 or emailing iwuenroll@indwes.edu.

- The DBA 3-year traditional program has a 60-credit requirement.*
- The DBAC (degree completion program) has a 30-credit requirement.*

*Students previously enrolled in an accredited doctoral program may be eligible for transfer of credits as determined by the DBA Admissions Committee.

1.4 Diversity, Equity & Inclusion

1.4.1 Multicultural Diversity

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.

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

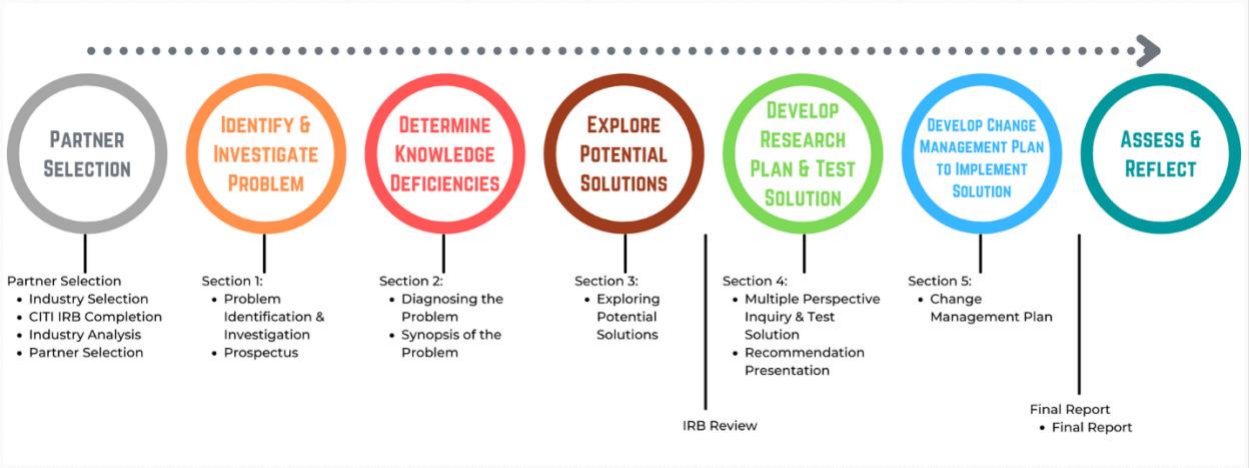
At the start of the DBA program, all students are assigned a research chair and given access to the ADP Experience which is housed in the Brightspace learning management system. The student is joined by a small group of other students who share the same research chair; however, each student can only 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 6 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 6

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 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 DBA Roles & Responsibilities

2.1.3.1 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).

2.1.3.2 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 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.

2.1.3.3 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.

2.1.3.4 DBA Research Chair

The research chair:

1. Makes a three-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 three-year commitment, a new research chair will be appointed by the DBA Director–Faculty Support.
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 approved Applied Doctoral Project and two articles that are 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 to be explained to those unfamiliar with the 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 how academics conduct research and expound on existing research by writing a book or article about the 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 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.

2.1.3.5 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.
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. In addition to the completed ADP, the student is required to write two publishable articles for distinct genre publications: one in academics and one in the industry or a profession.

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. 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 Point of Contact (POC), the POC and the organization have entered into 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 a new POC will be named.

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.

2.1.3.6 DBA Review Panel

To efficiently and effectively operate at a quality level of academic rigor, the DeVoe School of Business. Technology, & Leadership DBA program actively recruits and retains qualified reviewers. 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)
- IRB Preliminary Review
- IWU Institutional Review Board (if applicable)
- ADP 14 Final ADP

For ADP 6, 8, 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 two-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. Replacement members of the Panel may be appointed by the DBA Chair 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.

2.1.3.7 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).

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 sufficiently high quality to produce a publishable article in a peer-reviewed, trade (industry), or professional journal. The ADP may be cataloged, with approval from the partner organization, and 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 (ADP) requires students to work with an organization as a consultant to assist in identifying solutions for the resolve of 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.

Accordingly, students may initiate their Applied Doctoral Project at one of the following times:

- at the beginning of the DBA program, with Residency 1 (BADM-701),
- during Residency 2 (BADM-706),
- during Residency 3 (BADM-710),
- after successfully completing their comprehensive exams (BADM-785), or
- by permission of the research chair.

It is strongly recommended that a student wait to start their ADP until they are confident that they can focus on the project. Specific items students should take note of when deciding to start their ADP include:

1. Students 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 their ADP. The completed ADP is submitted in the final course.
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 sub-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 on their required course 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. It is therefore 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.

Students should indicate their intent to start the ADP by the end of the appropriate residency course.

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; 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 listed 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.

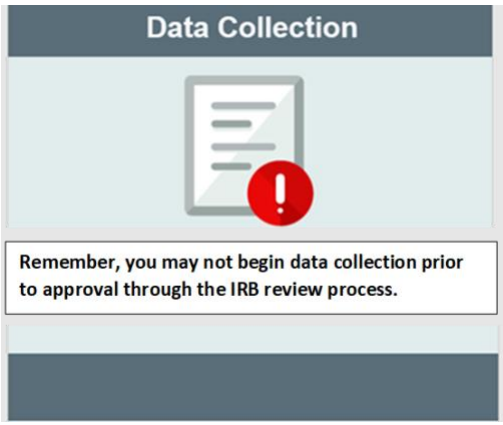
All project topics require extensive knowledge of the literature pertaining to select subject areas, synthesis and application of the knowledge, and sophistication regarding how the project is developed and presented. Completion of the ADP provides students with experiences that create expertise in their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

The following types of research are NOT acceptable:

- Medical research
- Animal research

Figure 7

Data Collection Warning



Note. This is an important notice to heed.

As indicated in Figure 7, 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.

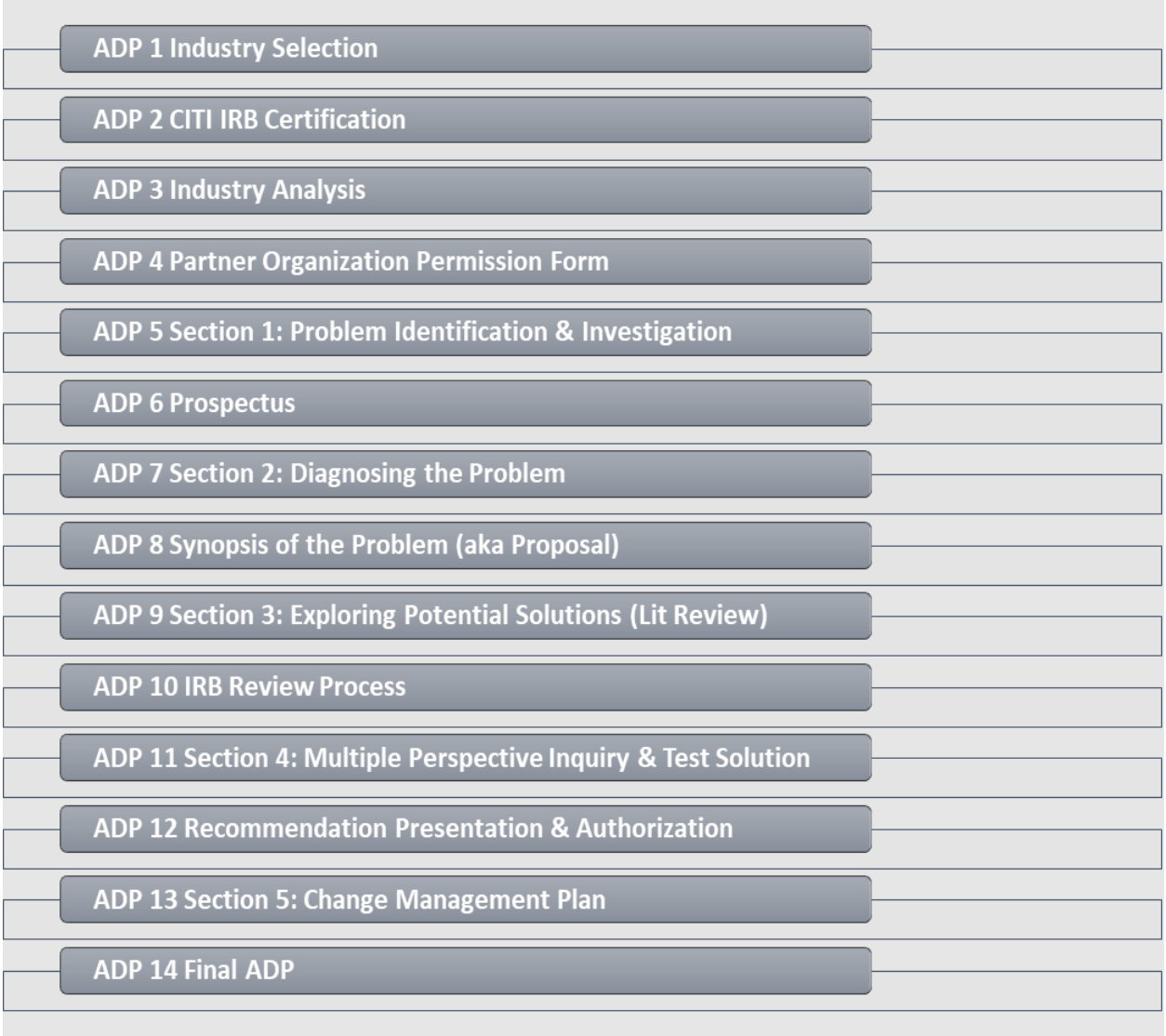
3.2 ADP Milestones

3.2.1 ADP Milestones List

There are a total of 14 ADP Milestones as shown in Figure 8. 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 8

14 ADP Milestones



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

_____ // _____

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

_____ // _____

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 (POC) 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

_____ // _____

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

_____ // _____

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 to the ADP journey.

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.

This milestone will be reviewed by scholar-practitioners 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

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. Major aspects of the plan will be included in Section 4 of the consulting report.

The purpose of completing the research plan in this milestone is to gain a greater understanding of the selected methodology prior to completing the IRB Preliminary Information Form for initial review and to provide the IRB Reviewer(s) with enough details 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 completed and approved, you will move to the next milestone. An approved IRB review is required to successfully complete this milestone and move to the next milestone.

ADP 10 Review: IRB Milestone Deliverable: Form 5: IRB Preliminary Information Form (PIF)

_____ // _____

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 complete an authorization form that is to be signed by the point of contact at the partner organization. Following research chair's approval of the authorization form, 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. Four categories are used to rate individual components of the ADP as exemplary, satisfactorily meets, provisionally meets, or unsatisfactory meets the requirements. Once the Final ADP obtains an overall rating of exemplary or

satisfactorily meets the DBA program requirements, it is uploaded in the ACCT/HCAD/INSY/MGMT-790 courses.[1]

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.

[1] While enrolled in the ACCT/HCAD/INSY/MGMT-790 course, each student will create a poster representative of the ADP research and write two articles (one academic and one industry) that are comprised of scholarly and practical insights from the Applied Doctoral Project and suitable for publication.

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 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 hair) 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 important 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.

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.

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 in ACCT/HCAD/INSY/MGMT-790

Following the receipt of an "Approved as Written" ADP assessment, a student who is enrolled in ACCT/HCAD/INSY/MGMT-790—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. 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 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 course, an Integrity Check will be conducted. An Integrity 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 are in need of additions/deletions/changes, the research chair will be notified. The student will need to make the changes to the level of "Approved as Written" to advance the ADP to Signed ADP status, evidenced by the issuance of the Signature Page signed by the DBA Chair and the student's research chair.

3.5 Publication of ADP Executive Summary

In the ACCT/HCAD/INSY/ACCT-790 courses, each student completes a publishable executive summary of their ADP research and findings, the lessons learned, knowledge development, and new discoveries. The

completed summaries are intended for publication in the Indiana Wesleyan University, DeVoe School of Business collections located in the Wesleyan Holiness Digital Library (WHDL, https://www.whdl.org/en). All students are required to complete a publishable executive summary for upload in the Wesleyan Holiness Digital Library database. Details on how to complete the publishable executive summary and publication content release form are provided in the ACCT/HCAD/INSY/MGMT-790 courses.

Refer to later sections of this DBA Handbook for details about the Wesleyan Holiness Digital Library.

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-Champaigne, 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)

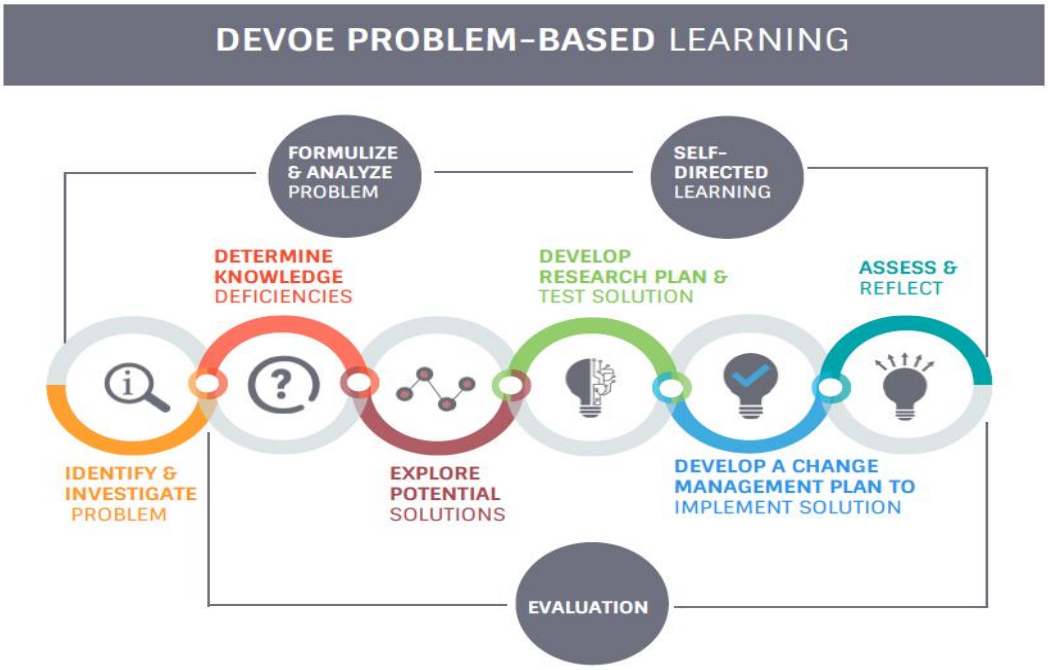
4.1.1 The PBL Model

In the DeVoe School of Business 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 together 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. Refer to Figure 9 for the DBA Problem-Based Learning Model.

Figure 9

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

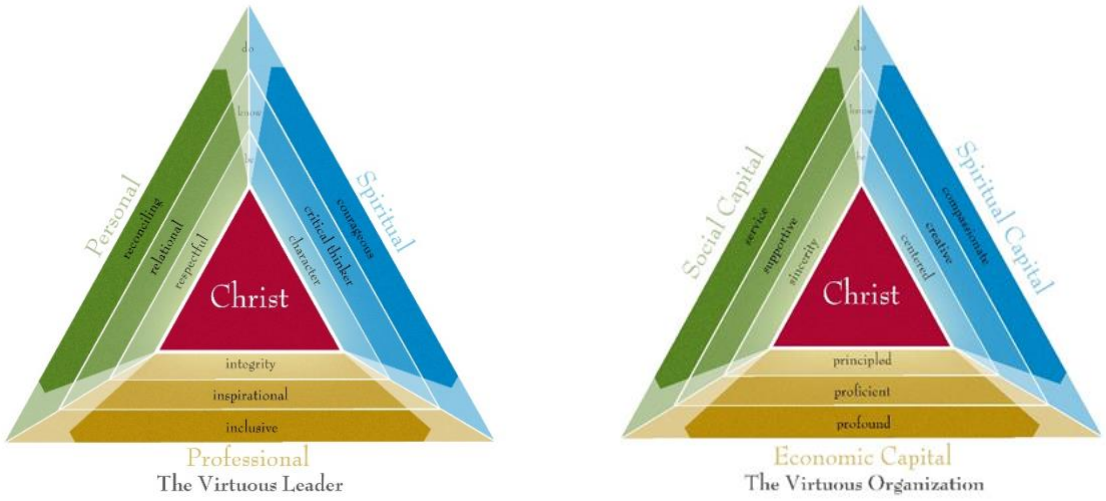
DeVoe School of Business, like other business schools, teaches business ethics. However, most schools are fearful of offending people and so they no longer teach ethics from a religious or virtue-based perspective. Instead, schools teach a humanistic set of ethical theories—ethical theories that sound rigorous but only offer people the opportunity to justify their actions with some "academically valid" ethical system. DSB 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 10, 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 10

Virtuous Business Model©



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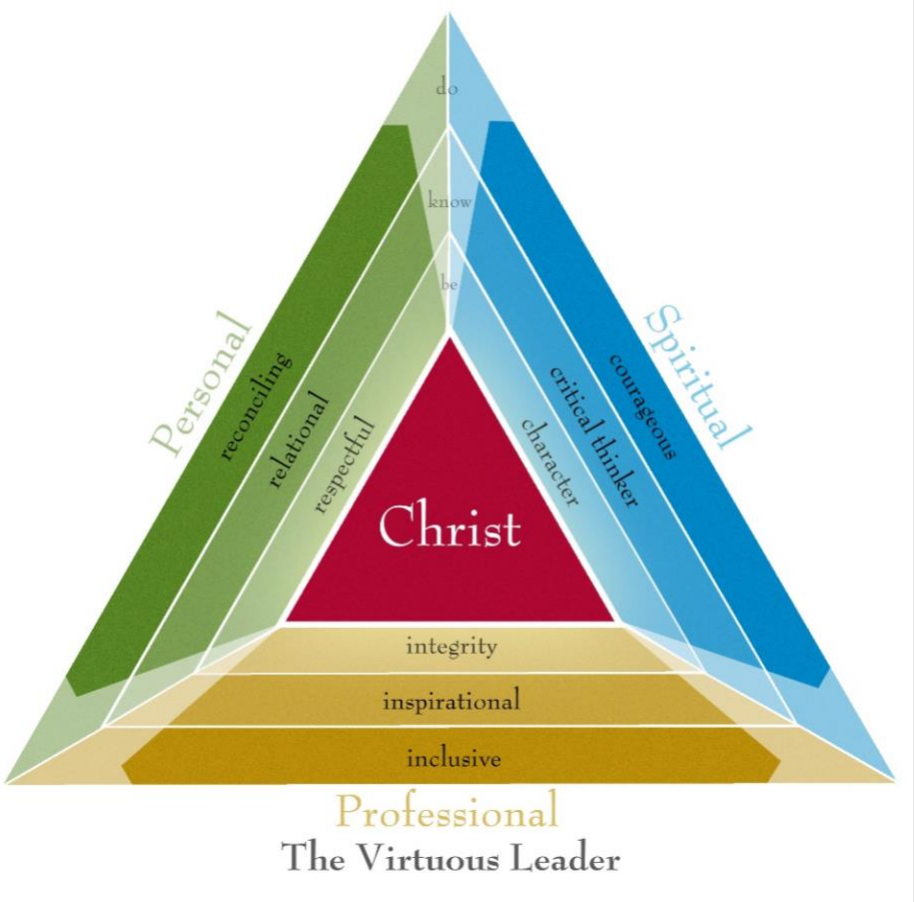
4.3.2 The Virtuous Leader

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 11.

Figure 11

The Virtuous Leader



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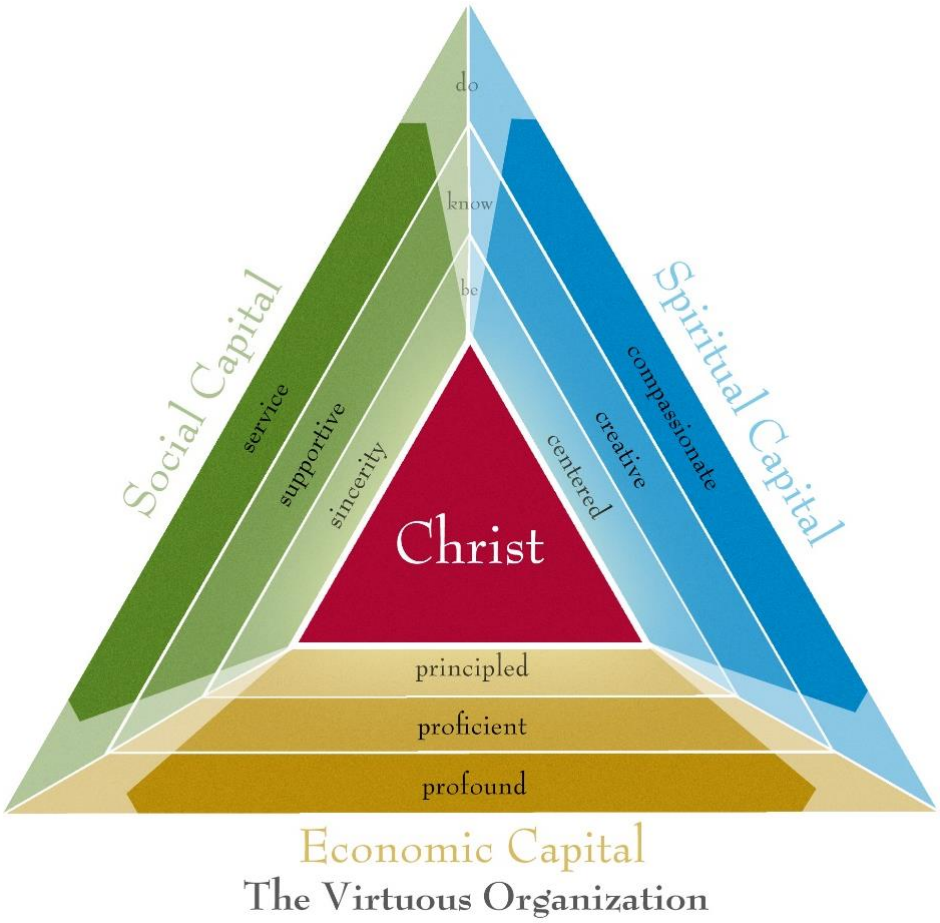
Personal	Spiritual	Professional
Respectful	*Character*	*Integrity*
Relational	*Critical Thinker*	*Inspirational*
Reconciling	*Courageous*	*Inclusive*

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 12.

Figure 12

The Virtuous Organization



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Social Capital	Spiritual Capital	Economic Capital
Sincerity	*Centered*	*Principled*
Supportive	*Creative*	*Proficient*
Service	*Compassionate*	*Profound*

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

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Reference

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

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 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 13, 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.

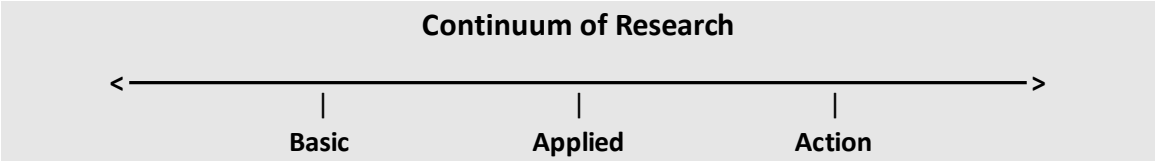
The action research model also highlights the inter-relationship of the different stages. Thus, the action stage has implications and is interrelated with the process of data collection involved in observing the effects, and the influences, on a continuous basis, the diagnosis of issues and problems. 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 13

Theory-to-Action Continuum[2]



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).

[2] 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

- 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

    - 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

    - 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

    - 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
    - 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

    - 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.
    - Reliance on primary non-human subject data when diagnosing the workplace stressors in the physical environment and organizationally (structure, design, policies, etc.)

    - 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

    - 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
    - Reliance on secondary identifiable human subject data when reviewing and analyzing HR workplace accident investigation reports
    - 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

    - 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

    - 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—COURSES & STATUS

5.1 Courses for Programs of Study

The course listing for each of the programs of study in the DBA program follows: Accounting, Healthcare, Information Systems, Management, and DBA-Completion.

5.1.1 Program of Study—Accounting Specialization

CORE COURSES

BADM-700	The Craft of Academic Writing for Business	4
BADM-701	Residency 1: The DBA Journey	1
BADM-702	Foundations of Doctoral Research	4
BADM-703	Virtuous Leadership and Global Based Teams	4
BADM-704	Economic Analysis for Virtuous Leaders	4
BADM-705	Virtuous Marketing	4
BADM-706	Residency 2: Success Skills	1
BADM-707	Data Analytics and Research	4
BADM-708	Virtuous Business in a Global Marketplace	4
BADM-709	Current Issues for the Virtuous Organization	4
BADM-710	Residency 3: Completing the Doctoral Project	1
BADM-785	Comprehensive Exam	1
Total Credit Hours:		**36**

CAREER SEMINAR COURSES

Select one of the following:

BADM-781	Teaching Practice Seminar	4
BADM-782	Leadership Practice Seminar	4
BADM-783	Consulting Practice Seminar	4
Total Credit Hours:		**4**

SPECIALIZATION COURSES - ACCOUNTING

ACCT-730	Financial Reporting	4
ACCT-731	Accounting in the Global Marketplace	4
ACCT-732	Advanced Topics in Management Accounting	4
ACCT-733	Doctoral Accounting Seminar	4
ACCT-790	Applied Doctoral Program Evaluation and Assessment - Accounting	4
Total Credit Hours:		**20**

Total Credit Hours for Degree: 60

5.1.2 Program of Study—Healthcare

CORE COURSES

BADM-700	The Craft of Academic Writing for Business	4
BADM-701	Residency 1: The DBA Journey	1
BADM-702	Foundations of Doctoral Research	4
BADM-703	Virtuous Leadership and Global Based Teams	4
BADM-704	Economic Analysis for Virtuous Leaders	4
BADM-705	Virtuous Marketing	4
BADM-706	Residency 2: Success Skills	1
BADM-707	Data Analytics and Research	4
BADM-708	Virtuous Business in a Global Marketplace	4
BADM-709	Current Issues for the Virtuous Organization	4
BADM-710	Residency 3: Completing the Doctoral Project	1
BADM-785	Comprehensive Exam	1
Total Credit Hours:		**36**

CAREER SEMINAR COURSES

Select one of the following:

BADM-781	Teaching Practice Seminar	4
BADM-782	Leadership Practice Seminar	4
BADM-783	Consulting Practice Seminar	4
Total Credit Hours:		**4**

SPECIALIZATION COURSES - HEALTHCARE

HCAD-730	Organizational, Community, and Global Health Administration	4
HCAD-731	Healthcare Law, Governance, and Ethics	4
HCAD-732	Healthcare Innovation, Informatics, and Change Management	4
HCAD-733	Issues in Strategic Planning and Organizational Development for Healthcare Administrators	4
HCAD-790	Applied Doctoral Program Evaluation and Assessment - Healthcare Administration	4
Total Credit Hours:		**20**

Total Credit Hours for Degree: 60

5.1.3 Program of Study—Information Systems

CORE COURSES

BADM-700	The Craft of Academic Writing for Business	4
BADM-701	Residency 1: The DBA Journey	1
BADM-702	Foundations of Doctoral Research	4
BADM-703	Virtuous Leadership and Global Based Teams	4
BADM-704	Economic Analysis for Virtuous Leaders	4
BADM-705	Virtuous Marketing	4
BADM-706	Residency 2: Success Skills	1
BADM-707	Data Analytics and Research	4
BADM-708	Virtuous Business in a Global Marketplace	4
BADM-709	Current Issues for the Virtuous Organization	4
BADM-710	Residency 3: Completing the Doctoral Project	1
BADM-785	Comprehensive Exam	1
Total Credit Hours:		**36**

CAREER SEMINAR COURSES

Select one of the following:

BADM-781	Teaching Practice Seminar	4
BADM-782	Leadership Practice Seminar	4
BADM-783	Consulting Practice Seminar	4
Total Credit Hours:		**4**

SPECIALIZATION COURSES – INFORMATION SYSTEMS

INSY-730	Emerging Technologies	4
INSY-731	Information Compliance and Risk	4
INSY-732	Assessment and Optimization of Technology	4
INSY-733	Strategic Information Systems Management	4
INSY-790	Applied Doctoral Program Evaluation and Assessment - Information Systems	4
Total Credit Hours:		**20**

Total Credit Hours for Degree: 60

5.1.4 Program of Study—Management

CORE COURSES

BADM-700	The Craft of Academic Writing for Business	4
BADM-701	Residency 1: The DBA Journey	1
BADM-702	Foundations of Doctoral Research	4
BADM-703	Virtuous Leadership and Global Based Teams	4
BADM-704	Economic Analysis for Virtuous Leaders	4
BADM-705	Virtuous Marketing	4
BADM-706	Residency 2: Success Skills	1
BADM-707	Data Analytics and Research	4
BADM-708	Virtuous Business in a Global Marketplace	4
BADM-709	Current Issues for the Virtuous Organization	4
BADM-710	Residency 3: Completing the Doctoral Project	1
BADM-785	Comprehensive Exam	1
Total Credit Hours:		**36**

CAREER SEMINAR COURSES

Select one of the following:

BADM-781	Teaching Practice Seminar	4
BADM-782	Leadership Practice Seminar	4
BADM-783	Consulting Practice Seminar	4
Total Credit Hours:		**4**

SPECIALIZATION COURSES - HEALTHCARE

MGMT-730	Negotiation and Conflict Management	4
MGMT-731	Organizational Development	4
MGMT-732	Innovation and Change Management	4
MGMT-733	Vision and Virtue: Keys to Strategic Planning	4
MGMT-790	Applied Doctoral Program Evaluation and Assessment - Management	4
Total Credit Hours:		**20**

Total Credit Hours for Degree: 60

5.1.5 Program of Study—Degree Completion

BADM-701	Residency 1: The DBA Journey	1
BADM-703	Virtuous Leadership and Global Based Teams	4
BADM-704	Economic Analysis for Virtuous Leaders	4
BADM-705	Virtuous Marketing	4
BADM-706	Residency 2: Success Skills	1
BADM-708	Virtuous Business in a Global Marketplace	4
BADM-709	Current Issues for the Virtuous Organization	4
BADM-710	Residency 3: Completing the Doctoral Project	1
BADM-720	Writing for Business Practitioners	2
BADM-785	Comprehensive Exam	1
BADM-790	Applied Doctoral Program Evaluation and Assessment	4
Total Credit Hours:		**30**

5.1.6 Residency Courses

There are three residency courses in the DBA program; each is a blend of onsite and online:

- BADM-701 Residency 1: The DBA Journey
- BADM-706 Residency 2: Success Skills
- BADM-710 Residency 3: Completing the Doctoral Project

The onsite residencies are a highlight of the DBA program. The schedule is packed with many activities including keynote speakers, meet-and-greet opportunities, optional morning worship time, various educational and skill-building workshops, meetings with research chairs, photo shoots, delicious meals, fellowship, and more. The objectives of the residencies are relationship-building and sharing how to be successful during the upcoming academic period. Students, faculty, and research chairs are sure to be energized, engaged, enriched, and enabled for a successful and fulfilling ADP experience.

Residency attendance is a requirement of the DBA program. Students are encouraged to schedule the events on their calendars in advance.

Attendance at the Residencies

- Students enrolled in the traditional, 3-year track will attend the residencies during the first term of each academic year.
- Students enrolled in the DBA-Completion program will attend the residencies during the first, second, and fifth terms.

5.1.7 Practice Seminar Courses

The DeVoe School of Business DBA program offers three practice seminar courses from which students select one to fulfill their doctoral degree requirements:

- BADM-781 Teaching Practice Seminar

- BADM-782 Leadership Practice Seminar
- BADM-783 Consulting Practice Seminar

Completion of one of the practice seminar courses is required of all DBA students *except* students enrolled in the DBA Completion (DBAC) program. All seminar courses are taught by a select group of professors from different business disciplines. The aim of the courses is to enable students to become more experientially engaged as scholar-practitioners in their area of interest. The content of the courses may change from year to year, to expose students to the most up-to-date and state-of-the-art business research and practice. The courses are taught in a seminar format.

In fulfillment of the requirements for course completion in BADM-710 Residency 3: Completing the Doctoral Project, students are required to select their preferred practice seminar course. Only one course is selected to schedule enrollment. Successful completion of the practice seminar course is a requirement to graduate from the DBA program.

Interested students may opt to enroll in more than one of the practice seminar courses. Students wanting to enroll in an additional seminar course should contact Student Services.

Students will critique research in business administration from the perspective of their doctoral-level practice, demonstrate subject matter expertise in business administration, and synthesize a personal code of ethics that incorporates the Virtuous Business Model.©

5.1.8 Comprehensive Exam Course

Students will complete three scholarly essays—one each related to (a) the Virtuous Business Model, © (b) a core course in the DBA program, and (c) one of the specialization courses. Essays in the comprehensive exam course are *summative*—meaning the essays assess a student's knowledge, skills, and abilities to research, critically think, and write at the doctoral level using a scholar-practitioner approach.

5.1.9 Applied Doctoral Project Evaluation & Assessment Course

This is the culminating course of the DBA program in which students will present their doctoral project. Students in this course will synthesize new business administration knowledge and skills for application in the global workplace leading to advanced ethical change management solutions and strategies for complex business problems. Students will demonstrate forward-thinking virtuous leadership within the global team-based business environment and integrate a virtuous worldview in both their personal and professional lives. Students will design solutions to real-world management problems using new applications of theory or changes in present practice. Students must have successfully completed their Applied Doctoral Project and received Reviewer approval. Students will complete their academic and industry/professional/popular journal articles suitable for publication and create a poster presentation accompanied by an executive summary that is representative of their ADP study. Prerequisites: Completion of all other required courses.

5.2 Status

5.2.1 Full-Time Status

A DBA student enrolled in 2 or more credit hours in any given term equates to full-time status.

5.2.2 Part-Time Status

A DBA student enrolled in only 1 credit hour in any given term equates to half-time status.

5.2.3 Probationary Status

A DBA student will be placed on probation if their cumulative GPA drops below 3.25. See Academic Standing in the IWU Catalog for more information.

5.2.4 Incomplete Status

A student may request incomplete status due to illness or other compelling reason(s) that necessitate the postponement of completing the required coursework, and the instructor believes the student can complete the work adequately within the timeframe allotted and without the necessity of repeating the course. The request must be submitted to the instructor of record in the course as soon as reasonably possible (i.e., nearer the time of the compelling occurrence), but *no later than prior to the close of the course*.

The incomplete status is effective for *up to* 10 weeks following the date of the course close. Students may not extend the incomplete status beyond the 10-week period.

When a request for incomplete status is approved, a grade of "I" is entered for the course and remains on the student's transcript until a change of grade has been submitted by the instructor. A change of grade is made following the instructor grading of the student's submission of completed coursework.

Due to their nature of being collaborative learning, discussion forum postings are not typically included as part of the postponed coursework. Any discussion forum postings not completed during the course may not be made up during the incomplete status. IWU policy requires discussion posts to be completed within the workshop or other designated timeframe identified in the instructions.

5.2.5 Leave Status

When a student encounters a life situation that will require them to exit the DBA program for a period of time, a Leave of Absence (LOA) may be a viable option. However, students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

For any student wanting to begin the leave of absence process, reach out to the Academic Advising team directly at GraduateAdvising@indwes.edu or call them at 1-765-677-1015. The team will guide a student through the process, answer any additional questions, and appropriately adjust the course schedule.

5.2.6 Doctoral Candidacy Status

Students in all specialization programs and the degree-completion program obtain doctoral candidacy status once they have successfully completed the BADM-785 Comprehensive Exam course and are in good standing with the University.

Once candidacy status is obtained, a doctoral student may begin to use the acronym ABDP ("All but Doctoral Project") to designate doctoral degree obtainment is pending successful completion of the ACCT/HCAD/INSY/MGMT-790 Applied Doctoral Project Evaluation and Assessment course, the culminating course in the DBA/DBAC program wherein the final, approved ADP will be submitted.

6—REGULATIONS, POLICIES, & PROCEDURES

The right is reserved to change any of the rules and regulations of the university at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those already enrolled in the university.

6.1 DBA Program Admission

6.1.1 DBA Admission Requirements

Admission Requirements—Accounting Specialization

NOTE: The Accounting Specialization is currently being taught as a phase-out program.

Requirements for admission to the Doctor in Business Administration with a specialization in Accounting are as follows:

- A Master in a business discipline and either a
  - CPA or
  - 18 graduate accounting credits together with at least 5 years of accounting or accounting teaching experience.
- Degrees are only accepted from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A graduate grade point average (GPA) of 3.25 or higher from the graduate degree-granting institution with at least five years of work experience in accounting or accounting teaching experience. If an applicant's GPA is below 3.25, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business.

MGMT-601 Foundations of Doctoral Business is a prerequisite for the Doctor of Business Administration program. Students must complete this pre-requisite course with at least a grade of "B" by the end of the first term of the program. However, this requirement is waived for students who have a Bachelor's or Master's in business, business administration, accounting, finance, marketing, management, or other related disciplines from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

Admission Requirements—Healthcare Specialization

Requirements for admission to the Doctor in Business Administration with a specialization in Healthcare Administration are as follows:

- A Master's degree in a business or healthcare-related discipline with at least five years of experience in healthcare administration. Only degrees from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED)

and the Council for Higher Education Accreditation (CHEA). Degrees must be verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A graduate grade point average (GPA) of 3.25 or higher from the graduate degree-granting institution with at least five years of work experience in healthcare administration. If an applicant's GPA is below 3.25, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business.

MGMT-601 Foundations of Doctoral Business is a prerequisite for the Doctor of Business Administration program. Students must complete this pre-requisite course with at least a grade of "B" by the end of the first term of the program. However, this requirement is waived for students who have a Bachelor's or Master's in business, business administration, accounting, finance, marketing, management, or other related disciplines from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

Admission Requirements—Information Systems Specialization

Requirements for admission to the Doctor in Business Administration with a specialization in Information Systems are as follows:

- A Master's degree in Information Technology, Information Management, Information Systems or related discipline from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A graduate grade point average (GPA) of 3.25 or higher from the graduate degree-granting institution with at least five years' work experience in information systems or technology. If an applicant's GPA is below 3.25, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business.
- Incoming applicants who have graduated from IWU's Master of Science in Management with a specialization in Information Technology and/or a Master of Business Administration with a major in Information Technology Management may enroll in the Doctor in Business Administration with a specialization in Information Systems provided they meet all other admissions requirements.

MGMT-601 Foundations of Doctoral Business is a prerequisite for the Doctor of Business Administration program. Students must complete this pre-requisite course with at least a grade of "B" by the end of the first term of the program. However, this requirement is waived for students who have a Bachelor's or Master's in business, business administration, accounting, finance, marketing, management, or other related disciplines from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

Admission Requirements—Management Specialization

Requirements for admission to the Doctor in Business Administration with a specialization in Management are as follows:

- A Master's degree in a business discipline from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council

for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

- A graduate grade point average (GPA) of 3.25 or higher from the graduate degree-granting institution with at least five years of work experience in management or a business-related disciple. If an applicant's GPA is below 3.25, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business.

MGMT-601 Foundations of Doctoral Business is a prerequisite for the Doctor of Business Administration program. Students must complete this pre-requisite course with at least a grade of "B" by the end of the first term of the program. However, this requirement is waived for students who have a Bachelor's or Master's in business, business administration, accounting, finance, marketing, management, or other related disciplines from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

Admission Requirements—Degree Completion

Requirements for admission to the Doctoral Completion program: DBA are as follows:

- A minimum of at least 30 credit hours at the doctoral level that must include at least 9 credits in research philosophy, methodology, or data analysis and at least 18 credits in a business or business-related discipline such as management, finance, accounting, healthcare administration, information systems, etc. Credits must have been earned within the last 8 years (exceptions up to 12 years may be granted by the program chair), and the student must have been in good standing in the previous doctoral program. Students lacking some of the required credits for admission may be accepted provisionally but will be required to complete the missing courses before beginning the course of study for the program. Students may not use doctoral credits earned at IWU as the basis for meeting the admissions requirements of the DBA completion program without the approval of the chairs of both their original doctoral program and the DBA.
- A graduate grade point average (GPA) of 3.25 or higher and a minimum grade of "B-" in each course in the doctoral level courses, from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

MGMT-601 Foundations of Doctoral Business is a pre-requisite for the Doctoral Completion: DBA. Students must complete this pre-requisite course with at least a grade of "B" by the end of the first term of the program. However, this requirement is waived for students who have a Bachelor's or Master's in business, business administration, accounting, finance, marketing, management, or other related disciplines from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

6.1.2 Registration

Students are registered for much of their program as they begin their program. Other courses will be added at the appropriate time as dictated by the plan of study. This initial registration is handled by the Student Success staff and no action is needed on the student's part. However, all students are encouraged to meet with one of the Graduate Advising team members early in their program to fully understand their plan of study. As the program progresses, if a DBA

student needs to withdraw from a course for any reason, they need to contact Graduate Advising. The Advisor will work with the student to rework their schedule in such a way that it minimizes any negative impact on the student's financial aid.

Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

A student who has not made arrangements for payment of tuition for a course will have registration in that course canceled.

6.1.3 International Students & Non-English-Speaking Students

Students who do not speak English as their first and primary language must take the Test of English as a Foreign Language (TOEFL) or The International English Language Testing System (IELTS) prior to admission to Indiana Wesleyan University.

IWU offers a Waiver option in place of the required TOEFL or IELTS scores. Refer to the IWU Catalog—College of Adult & Professional Studies.

6.1.4 Admission Review

Indiana Wesleyan University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or sex.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions. Refer to the IWU Catalog for Admission & Registration Categories of Admittance.

Prospective students with disabilities are not required to identify themselves with Admissions or Disability Services. However, those interested in receiving academic accommodation are encouraged to contact Disability Services at 765-677-2257 or ADARequest@indwes.edu as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

6.1.5 DBA Admissions Review Committee

Faculty and administration from the Doctor of Business Administration program have seats on the DBA Admissions Review Committee. Admissions in the National & Global at IWU complete all admissions for the DeVoe School of Business; however, on occasion, the Committee provides advisement related to the acceptance of student applicants and transfer of credits.

6.1.6 Transfer Credits: Internal & External

Internal Transfer of Credits to the DBA Program

Transfer of credit and admission to the DBA program from another Indiana Wesleyan University doctoral program (e.g., Doctor of Organizational Leadership) requires approval from the Dean of the DeVoe School of Business or designee of the VPAA and the Dean of the other IWU program. Students interested in transferring to the DBA program must first seek approval from the Dean presiding over their current program of study.

External Transfer of Credits to the DBA Program

Doctoral credits earned in a business discipline from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) and verified on original transcripts sent by the institution directly to Indiana Wesleyan University may be eligible for transfer into the DeVoe School of Business DBA program.

NOTE: If sufficient credits are available, the student may be eligible for entry into the DBA-Completion program (DBAC). See admission requirements for the DBAC elsewhere in this Handbook.

6.1.7 Conditional Admittance

For prospective students currently enrolled but nearing the completion of their master's program, the DBA Admissions Committee will review applications and accept them conditionally assuming the master's degree is in the appropriate field and other requirements are met. The applicant's degree must be conferred prior to their start date. Applicants must meet the GPA requirement at conferral as well as all other requirements to begin the DBA program.

6.1.8 Change in Specialization

Students desiring to change their DBA specialization or program may do so by (a) meeting all requirements of entry into the specialization or program, (b) completing the change of specialization or program form found on the student portal at myiwu.indwes.edu, and (c) obtaining approval from the DBA Admissions Committee. Change of programs will be processed under the following requirements:

- The student must be accepted into the new desired program.
- There must not be any current financial holds on the student's record.

The requirements—as stated in the current catalog—will apply to the student's new program.

6.2 Course Load

6.2.1 Program Enrollment & Adding Courses

Students can only be enrolled in one program at a time. However, once enrolled in a program, students may find they have an interest in enrolling in additional courses. For example, in the DBA Program, a

student may want to take more than one seminar course, or a student enrolled in the DBA Completion program may be interested in taking a seminar course beyond their core program. In all instances, students are required to first complete the core program and then enroll in additional courses after successfully completing the core program.

6.2.2 Leave of Absence

Indiana Wesleyan University understands that life events may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow the student flexibility in his/her program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and would be eligible for an in-school deferment for student aid loans. Federal student financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. *This impacts students who receive Title IV federal student financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.*

> ***Who needs to request a leave of absence?*** Students who will be out of attendance for a period of 29 days or more should request a leave of absence. Students out of class for scheduled class breaks do not need to apply for a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation of current financial aid will be done. Students who are not currently receiving aid from one of the federal student financial aid programs or who do not have a federal student loan in deferment are not required to request a leave of absence.
>
> ***How does a student request leave?*** Students needing to make a change to their schedule should contact the Office of Student Services to process the registration change. Students will then receive an email notification requesting they complete the online Leave of Absence Application. If students are unable to complete the electronic application, a hard copy form may be downloaded here or may be requested from the Office of Student Services at 765-677-1207 or by email. Students must request leave within 21 days of initiating the registration change.

Visit the Leave of Absence Policy website for additional details and responses to frequently asked questions.

6.3 Academic Standards & Grades

6.3.1 Catalog Governing Academic Standards & Graduation

Students must meet the graduation requirements stated in the University Catalog—College of Adult & Professional Studies under which they enrolled.

Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of six years from the date of the start of MGMT-701 may meet the graduation requirements as stated in the catalog under which they enrolled.

6.3.2 Grade Scale

Illustrated in Table 4 is the official grading scale for the DeVoe School of Business graduate programs, including the DBA program. Students enrolled in the DBA program are required to maintain a "B-" in their coursework. When a grade of "C+" or lower is earned, the student will be required to retake the course. A 3.25 GPA is required to graduate from the DBA program.

Table 4

Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
A	4	95%–100%	950–1000
A-	3.7	92%–94.9%	920–949
B+	3.3	89%–91.9%	890–919
B	3	85%–88.9%	850–889
B-	2.7	82%–84.9%	820–849
C+	2.3	79%–81.9%	790–819
C	2	75%–78.9%	750–789
C-	1.7	72%–74.9%	720–749
D+	1.3	69%–71.9%	690–719
D	1	65%–68.9%	650–689
F	0	0%–64.9%	0–649

6.3.3 Letter Grade Equivalencies

The chart shown in Table 5 provides a broad overview of how Indiana Wesleyan University understands each grade level. Grade levels are primarily associated with the degree to which a student meets (or exceeds or fails to meet) the outcomes of a particular assignment. Scores and grades are based on the quality of student work as measured by stated rubrics. The pluses and minuses in each grade level allow the instructor some leeway as they apply their expertise in the evaluation of student work. Grades are often a delicate matter that involves both the instructor's sincere judgment and the student's effort and openness to feedback. If you have any questions about IWU's grading practices, please contact your instructor personally.

Importantly, as indicated in the previous Grade Scale section, students in the DBA program are required to earn a minimum of a "B-" in a course. A grade of "C+" or lower will require the student to retake the course. A grade point average of 3.25 is required to graduate from the DBA program.

Table 5

Letter Grade Equivalencies

Grade	Category	Description
A	Excellent	The student's work exceeds some or all stated outcomes (with all outcomes being met). The work demonstrates original thinking, critical analysis, and probing beneath basic issues that result in fresh insights. The student shows an awareness of the breadth of the subject matter and integrates relevant points into his/her work in wise and creative ways.
B	Competent	The student's work either competently meets all stated outcomes or has a mixture of excelling on some outcomes while falling slightly below on others. The student's work demonstrates some critical thinking and analysis, dealing directly with the assigned topic and developing sound content. The student shows an awareness of some other dimensions of the subject matter and makes reasonable connections at a few points.
C	Needs Improvement	The student's work meets some outcomes and fails to meet others. Critical thinking and analysis have flaws or are applied inconsistently and incompletely, leading to gaps and mistakes. The work shows noticeable gaps in the awareness of the subject matter and does not make helpful connections, resulting in work that needs improvement.
D	Inadequate	The student's work fails to meet most of the stated outcomes. Critical thinking and analysis are either largely absent or regularly flawed, resulting in mere restating of content or problematic conclusions. The work shows little awareness or mistaken representations of the subject matter and misses obvious connections. This work demonstrates a lack of competence in this area.
F	Failing	The student's work fails to meet the stated outcomes, sometimes not even touching on some of the assignment requirements. Critical thinking and analysis are either entirely absent or seriously flawed. The work shows no connections to the broader subject matter or reiterates mistaken understandings. Such work demonstrates a severe lack of competence and suitability for passing an assignment or course.

Note. The grading equivalencies are standard in National & Global at Indiana Wesleyan University.

6.3.4 Academic Standing

Students enrolled in a CAPS program will be placed on probation if their *core* GPA at any time falls below 3.25 for the doctoral programs.

Students will be placed on probation if their *cumulative* GPA at any time falls below 3.25 for the doctoral program.

Students are given two consecutive courses to satisfactorily raise their GPA. The GPA is reviewed after the second course, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

6.3.4(a) Academic Warning

Academic Warning is a courtesy notification to the student. The purpose is to make students aware that their recent term GPA, if repeated in future terms, could lead to a cumulative GPA that would result in Academic Probation, Academic Suspension, or Academic Dismissal, and loss of Financial Aid.

6.3.4(b) Academic Probation

Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean or Designee of the VPAA. Doctoral students may have additional academic standing requirements for their specific program. Doctoral students should be sure and check for specific program requirements.

Students who fall below the minimum GPA levels indicated above and are allowed to remain enrolled at the university will be placed on academic probation. Students on probation (or re-admitted on probation) must meet all program GPA requirements (3.25) within the specified parameters of the notification from the Student Experience team. Students failing to comply with the requirements may have their courses dropped or withdrawn or be dismissed from the institution for failure to comply. Students are given two courses to meet the GPA requirements after being placed on probation. In some instances, an extension may be given if a student has shown marked improvement, but this is at the discretion of the Dean of the DeVoe School of Business or the designee of the VPAA for all DSBTL courses.

6.3.4(c) Incomplete (I)

All course work is expected to be completed by the end of the term in which the course is attempted. If medical or other extenuating circumstances arise that prevent a student from completing all course work in that term, a professor may, at his or her discretion, award a grade of "I" (incomplete).

Criteria for awarding an incomplete grade:

1. Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks
2. A death in the immediate family

3. Change in work schedule as required by employer
4. Judicial obligations
5. Other *emergencies* deemed appropriate by the instructor

Students may be asked to supply documentation of the problem.

6.3.4(d) Withdraw (W)

As the program progresses, if a DBA student needs to withdraw from a course for any reason, they need to contact Graduate Advising. The Advisor will work with the student to rework their schedule in such a way that it minimizes any negative impact on the student's financial aid.

Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

A student who has not made arrangements for payment of tuition for a course will have registration in that course canceled.

6.3.5 Late Policy

The DeVoe School of Business late policy is listed below. Importantly, students need to be mindful that an instructor may impose other allowances or limitations in a course; please be sure to abide by the late policy identified by the instructors which may vary slightly in each course.

- No credit is available for postings of any kind made in the discussion forums after a given workshop ends.
- If your instructor approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the end of the fifth day, late assignments will not be accepted. An assignment is a paper, a project, a team presentation, etc., but not a discussion or quiz/test.
- No late assignments will be accepted after the close of the final workshop.
- Unless otherwise stated by the course instructor, all assignments are due by 11:59 pm EST.

6.3.6 Grade Change

A final grade cannot be changed after it has been verified by the Registration & Academic Services office unless there has been an error in the calculation or assignment. Faculty may submit grade changes only in the case of faculty error within 30 days of the final grade due date. In the event a non-routine change of grade becomes necessary, a written recommendation must be submitted by the faculty member to the DBA Chair who will determine the validity of the recommendation.

6.3.7 Grade Appeal

Students may appeal a grade and or request administrative assistance to resolve a dispute with an instructor after first attempting in good faith to settle the matter in direct conversation with the instructor. This is a biblically principled approach. When one encounters an issue involving another party, it is prudent to first go to the other party to resolve the matter (Romans 12:18; Matthew 5:23-24;

1 Corinthians 12:25-27; Romans 14:19). If there is no resolution or, if there is a compelling reason why the student should speak with someone other than the instructor, the student should reach out to the next highest-level administrator—firstly, DBA Ombudsperson; secondly, the DBA Chair; and, thirdly, the Dean of the DeVoe School of Business or designee of the VPAA.

6.3.8 Repeating Courses

A student may repeat a course in which a grade below "B-" ("C+," "C," "C-," "D+," "D," "F," or "NC") was previously earned. Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student's grade-point average (GPA). All entries, however, remain a part of the student's permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning, credit-by-examination, by assessment of prior learning, by transfer of credit, or online or through the College of Adult & Professional Studies.

Since a course may be repeated, failure to achieve a satisfactory grade in a required course may result in ineligibility to complete the program in which the course was repeated.

The BADM-785 Comprehensive Examination course is eligible for only one repeat attempt after a withdraw or failing grade.

6.4 Personal Conduct Expectations

6.4.1 Academic Conduct & Expectations

At the start of the DBA program, students are introduced to academic integrity as it applies to plagiarism, but there are additional issues related to academic honesty and integrity that arise when a scholar engages in a research project. Students are expected to abide by the IWU Responsible Conduct of Research policy, and the Honesty, Cheating, Plagiarism, and Forgery policy as outlined in the University Catalog.

Students that begin the doctoral journey at Indiana Wesleyan University have been introduced to academic integrity as it applies to plagiarism, but there are additional issues related to academic honesty and integrity that arise when a scholar engages in a research project. Students are expected to abide by the IWU Responsible Conduct of Research policy, and the Honesty, Cheating, Plagiarism, and Forgery policy as outlined in the University Catalog. The following text is copied directly from the 2021–2022 Catalog. See the most recent University Catalog for more details.

6.4.2 Honesty, Cheating, Plagiarism, & Forgery

Academic dishonesty is inconsistent with scholarship and the pursuit of knowledge and Christian character. Thus, Indiana Wesleyan University expects students to be honest in all academic work and with all university records. Incidents of cheating, plagiarism, falsification of any university documents, or any other dishonest action will be investigated and judged by the appropriate academic leader. It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, possible sanctions, and the appeals process.

Coursework

Students are expected to exhibit honesty in the classroom, online, in homework, and on quizzes and tests. Each instructor should define what constitutes honest work in a specific course. Any deviation from ordinary standards, such as the permitted use of notes for an examination or an “open book” test, should be stated clearly by the instructor.

Cheating is defined as the use of or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

1. Submitting work for academic evaluation that is not the student’s own.
2. Copying answers from another student during an examination.
3. Using prepared notes or materials during an examination.
4. Permitting another student to copy one's work.
5. Plagiarism—see definition below.
6. Falsification.
7. Other misrepresentations of academic achievement submitted for evaluation or a grade.
8. The submission of papers or other work that one has submitted in a previous class or classes without appropriate citation or permission of the instructor.
9. Facilitating the academic dishonesty of others. Examples include, but are not limited to, uploading work to a tutoring website, or sharing work with friends, roommates, and classmates.

The *Publication Manual of the American Psychological Association* (7th ed.) indicates “Plagiarism is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due, whether deliberate or unintentional, plagiarism violates ethical standards in scholarship” (p. 254). Students must not take credit for work that Is not their own. Plagiarism Is a moral, ethical, and legal offense.

Examples of plagiarism include:

1. Copying another person's actual words without the use of quotation marks, source citation, or footnotes.
2. Presenting another person's ideas or theories in your own words without citing the source.
3. Failing to acknowledge contribution and collaboration from others.
4. Using information that is not common knowledge without citing the source.
5. Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgment of a source.
6. Submitting papers acquired or purchased from another individual or organization.
7. Submitting an original paper or work completed for one course to meet the requirements for another (self-plagiarism as per the 7th edition of the *APA Manual,* p. 256).

Sanctions

Refer to the IWU Catalog—College of Adult & Professional Studies—Sanctions for detailed information. about academic honesty sanctions. A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies of the appropriate academic unit.

6.4.3 Reasonable Conduct of Research (RCR)

Indiana Wesleyan University is committed to the highest level of integrity and ethical behavior in the development, implementation, collection, evaluation, and dissemination of information related to research. IWU is also committed to the avoidance of research misconduct. The University follows the codes established by the Office of Research Integrity (ORI) and the Office of Human Research Protections (OHRP) and provides education to students, personnel, and research affiliates on the codes and practices of RCR, and on the consequences of misconduct as per appropriate principal academic unit policies.

Scholars that desire to pursue academic honesty and integrity are sometimes faced with complex decisions that if handled inappropriately could result in violations of ethical or legal policies. For this reason, a student should regularly consult with their research chair about the decisions made regarding research issues encountered. These decisions include such matters as the recruitment of research participants, protection of research participants, collection of data, processing of data for accuracy, validity, and reliability, statistical analysis, and maintenance of data. A good practice to follow is to always consult with your research chair when facing a dilemma related to your research. Similarly, research chairs who have concerns about a student's research should consult with the DBA Chair.

There are some practices a research chair *may ask* students to follow to ensure a high degree of academic integrity. This may include, but is not limited to, the following practices:

1. Notify the research chair prior to data collection.
2. Submit all data collected to the research chair and provide access to the data collection tool. This might include, but is not limited to, voice or video recordings, SPSS data files, qualitative data files, and access to survey administration accounts (e.g., Survey Monkey, Qualtrics, Mind Garden, etc.). It is therefore important that statements regarding confidentiality indicate the data and sources for data will be shared with the research chair.
3. Provide the names and contact information of officials in organizations that were instrumental for the student to gain approval for data collection.

The student is to consult with their research chair to determine the practices to follow.

Regardless of the research chair's requirements, the student maintains ultimate responsibility for data storage pertaining to the Applied Doctoral Project and for the responsible conduct of research.

All official documents submitted by students during the ADP process should be accompanied by the following statement (see 6.4.4. Certificate of Appropriate Academic Conduct). The statement should appear on the title page of each official document a student submits to their research chair. The statement will be omitted from the final draft of the Applied Doctoral Project; however, the student is always responsible for appropriate academic conduct.

6.4.4 Certification of Appropriate Academic Conduct

I have read and understand the IWU policy as outlined in the University Catalog relating to the IWU Honesty, Cheating, Plagiarism, and Forgery policy and the Responsible Conduct of Research policy. By submitting this statement in conjunction with written work for my Applied Doctoral Project, I certify that I have not violated Institutional Review Board (IRB) guidelines, I have obtained IRB approval before collecting data, that all data used for the research was collected personally and not by others, and that the data has not been fabricated, falsified, or altered (unless such alterations are noted in the paper). I further certify that I have not cheated or plagiarized in the process of writing the Applied Doctoral Project document and have abided by all other relevant IWU policies. If it is found that a violation of IWU policies did take place in the preparation and writing of this document, I understand the possible consequences of the act, or acts, could include expulsion from Indiana Wesleyan University or revocation of my degree should academic misconduct be discovered after the degree has been awarded.

6.4.5 Petition, Appeal, and Academic Grievance

During a student's academic career, there may be an occasion to file a petition, an appeal, or a grievance.

- A *petition* is a request for an exception to an academic policy. A petition must be submitted in writing to the appropriate academic leader.
- A student may *appeal* an academic policy decision or for a grade change.
- An academic *grievance* involves those situations in which a student believes that the university has not followed published policies regarding an academic policy decision or a request for a grade change or the student believes the policies and/or actions of School of Nursing personnel are unjust.

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and the use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to submit an appeal or grievance must abide by the procedures listed in the IWU Catalog—College of Adult & Professional Studies.

Each stated time frame listed in the Catalog will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. Depending on the situation, the timeline may be expedited. Because the appeal and grievance processes are private university administrative processes, if legal counsel is retained, IWU must be notified immediately, and the process will be turned over to the Office of Risk Management and Compliance.

Issues related to discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504 are handled according to university policy.

Types of Appeals

A *grade appeal* involves only those situations in which a student believes an instructor (a) has not followed fair grading practice or (b) has not followed his or her published grading policy in didactic or clinical courses.

An *academic policy appeal* involves only those situations in which a student is seeking recourse from a university academic policy decision. Examples of academic policies include but are not limited to admission criteria, readmission criteria, etc.

An *academic grievance* involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or a request for a grade change or the student believes the policies and/or actions of DeVoe School of Business are unjust.

6.4.6 Expectations for Personal and Professional Conduct

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include environments—whether onsite, at residency, or online—that promote a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of students, research chairs, faculty, administrators, and staff. The university or its representatives reserve the right to act in situations where student behavior violates established policy, is disruptive or excessive, or detracts from the ability of students or faculty to function effectively in the educational environment. Activities include bodily gestures or actions, speech, and written communications. Such action may include disciplinary procedures issued by the faculty, suspension from the program, or expulsion from the University.

NOTE: All discussion room, live chat postings, and video submissions for online courses are recordings that can be reviewed at the discretion of the university.

6.5 Doctoral Qualifying Comprehensive Examination Policy

6.5.1 Doctoral Qualifying Comprehensive Examination Eligibility

To be eligible to enroll in the BADM-785 course, all students must have at least a 3.00 GPA and be in good standing with the University.

Students must have a 3.25 GPA to apply for graduation. If the GPA is less than 3.25, students will need to take the necessary steps to raise their GPA to 3.25. The BADM-785 course is the gateway course for admitting students to candidacy status. A student cannot be enrolled in BADM-785 or achieve candidacy status until their GPA is raised to a level that recognizes the student will be able to meet the established graduation requirements.

6.6 Institutional Review Board (IRB)

6.6.1 IRB Overview

The federal government requires every institution that receives federal research funding to maintain an Institutional Review Board (IRB) 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 CRF 46).

- 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

6.6.2 Indiana Wesleyan University Institutional Review Board

The Indiana Wesleyan University Institutional Review Board (IRB) 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 <u>before collection of any data</u> involving living individuals, including pilot data.** Approval is typically granted for a period of one year and is renewable.

The Institutional Review Board (IRB) 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.**

6.6.3 IRB CITI Certification

All research projects involving human subjects must be approved by the Institutional Review Board (IRB). To receive approval, students must submit all required documents.

In the DBA program, there is an initial IRB review to determine if a research plan requires full review by the IRB. Students must complete the IRB ADP Preliminary Information Form (PIF) to initiate the review process and to obtain a determination regarding if the planned methodology constitutes human subject research or not.

Students are required to download the most recent *Institutional Review Board Manual at IWU.* The link is https://www.indwes.edu/academics/scholarship/irb-manual-2019-final.pdf Students must complete the IRB Proposal, if applicable to their study, as required by the IWU IRB. Students must complete the IRB Proposal, if applicable to their study, as required by the IWU IRB.

Students must also submit with the IRB PIF 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 course can be accessed at https://www.citiprogram.org/index.cfm?pageID=14.

During the IRB initial review process, the student should work closely with their research chair. The research chair will also be a signatory on the PIF form, acknowledging its completeness and readiness for the IRB initial review.

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.

6.6.4 IRB Process

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, an IRB Preliminary Information Form (PIF) will be filled out and submitted to the research chair to review and approve. The research chair will submit the approved form along with a copy of the CITI IRB Certification (valid for a period through completion of the final ADP and graduation) to DSB administration. Two designated initial Reviewers will review the documentation to determine if human subject research is part of the research plan. If so, the student will complete the full review package to submit to the IWU Institutional Review Board.

IMPORTANT NOTE: A student is permitted *only two attempts* to complete the IRB initial review process. If, after submitting the PIF a second time for review it is found to be inaccurate and or incomplete, or the Reviewers identify other issues with the research approach, the student will automatically be required to move on to the next step in this milestone to file a *full review package* with the IWU Institutional Review Board.

The above policy was put into place to better ensure efficiency and effectiveness and omit the continual cycle of resubmissions in the review process. The aim is to encourage each student and their research chair to complete the PIF fully and accurately the first time and with sufficient detail to ensure feasible, scholarly research that is within scope.

6.7 Graduation

6.7.1 Graduation Requirements

The following graduation requirements apply to all DBA programs—the specializations and the degree completion:

- Complete all credit hours required in the curriculum sequence with a minimum GPA of 3.25 and a minimum grade of "B-" in each course. A grade of "C+" below will require the course to be repeated.
- Successful completion and defense of the doctoral project.
- Payment of all tuition and fees is required to receive a diploma.

6.7.2 Graduation Application

Students who are eligible to graduate are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an “Application for Graduation” provided by the Office of Student Services. This application indicates the student’s intent to graduate and initiates the final evaluation of the student’s academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred.

6.7.3 Degree Conferrals & Graduation Ceremonies

Indiana Wesleyan University has six conferral dates and two ceremony dates per calendar year. The dates for degree conferrals and graduation ceremonies may be found on the Graduation homepage.

- *Conferral* is the date that your degree can be awarded and added to your transcript.
- *Ceremony* is the date you can participate in graduation and walk across the stage.

6.7.4 Time Limits for Degrees

The ADP must be completed within six years after starting the program. A student who has completed coursework is required to remain continuously enrolled in BADM-759 or be terminated from the DBA program. A student who has not completed their Applied Doctoral Project within the six-year period will be terminated from the DBA program. Students nearing the end of the six-year period may be provided with a schedule of benchmark tasks that are required to be completed before the six-year deadline

expires. Students who do not meet those benchmark tasks on schedule may be terminated from the DBA program due to the insufficient time remaining to meet requirements.

6.7.5 Diplomas

Degrees are conferred six times a year: February, April, June, August, October, and December. Diplomas for all financially cleared students will be mailed the week after conferral. Diplomas indicate an earned degree. A student's financial account must be settled to receive a diploma.

Any questions concerning diplomas should be directed to the Registrar's Office at 765-677-1602. Duplicate copies can be requested here.

6.7.5.1 Posthumous Degree Award

A Posthumous degree may be awarded on behalf of a deceased student upon the approval of the Dean of the DeVoe School of Business or designee of the VPAA. A family member of the deceased may contact Student Services to begin the process of requesting a posthumous degree.

6.7.6 Graduation Regalia

At IWU, doctoral students cannot order academic attire on the website. The Indiana Wesleyan University graduation department will contact you with instructions. All doctoral students are required to rent regalia for graduation.

6.7.7 Letter of Completion

A letter of completion can be provided prior to degree conferral if the following requirements are met:

- An application for graduation has been received.
- All degree requirements have been met and are posted to your academic record.
- There are no financial holds on your account.

Request a letter of completion here. If you have questions, contact a graduation specialist by emailing graduation@indwes.edu or calling 1-866-498-4968 extension 2763.

6.7.8 Transcripts

The student's official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit, and dates of instruction for each course in all levels of study. Transcripts will include undergraduate and graduate work with the GPA divided into undergraduate and graduate calculations. Requests for transcripts of coursework at Indiana Wesleyan University must conform to the Privacy Act of 1974, which requires that all transcript requests be submitted with a signature by the student, for the protection of the student's confidentiality. A transcript is official only when it bears the university seal or is electronically delivered with proof of authenticity attached to the transcript.

It is university policy not to release a transcript if the student has any financial holds on their record or if he or she is delinquent on any loan received through Indiana Wesleyan University. Transcript requests

can be accessed by visiting http://www.indwes.edu/Academics/Registrar/Transcript and submitting the request through Parchment.

The degree is not posted until the conferral date.

7—CONTACTS

7.1 DeVoe School of Business 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 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 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.

Today, CAPS has three schools: the DeVoe School of Business, the School of Educational Leadership, the School of Service and Leadership, and the Division of Liberal Arts. Programs range from the associate

level up to the Doctor of Organizational Leadership and across a wide range of subjects including criminal justice, addictions counseling, teaching, and business, to name a few.

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.

National & Global Campus

The DeVoe School of Business resides in the College of Adult & Professional Studies (CAPs) which is part of the National & Global Campus of Indiana Wesleyan University.

7.2.1 National & Global Departments

Access the contact list for Financial Aid, Accounting, Student Services, and other departments located in National & Global, complete with a description of who best to contact to address your specific needs: IWU National & Global Departments.

Indiana Wesleyan University
College of Adult and Professional Studies
1900 West 50th Street
Marion, IN 46953-9393

Vice President for Academic Affairs—College of Adult and Professional Studies 765-677-1569
Office of Student Services 765-677-2359
Office of Student Success & Engagement 765-677-2359
Financial Aid.....765-677-2516
Office of Student Account Services 765-677-2878
Registrar's Office 765-677-2131
DeVoe School of Business 765-677-1468

7.2.2 Academic Advising

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.

Read more about Academic Advising in the IWU Catalog.

7.2.3 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.

7.2.4 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.

7.2.5 Financial Aid

Students taking courses in an IWU National & Global program are encouraged to apply for a variety of student financial aid options. There are many types of aid available, including grants, scholarships, loans, and veteran benefits. These funding sources can make completing a degree or certificate program affordable and attainable.

Please feel free to contact the Financial Aid Office for further information or for assistance in completing your student financial aid application.

Financial Aid Office
1900 W. 50th St.
Marion, IN 46953
800-621-8667, ext. 2516
765-677-2516
Fax: 765-677-2030
apsfinaid@indwes.edu

Students must make satisfactory academic progress (SAP) toward earning a degree to receive financial aid. For more information, access and review the SAP document.

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.

7.3.3 Disability Services

The goal of Disability Services at Indiana Wesleyan University is to work cooperatively with students to help them reach their maximum academic, social, and personal potential. This is accomplished by integrating legal expectations, Indiana Wesleyan's standards of service, and Christ-like principles. The Director of Accessibility and Accommodations is a trained professional, responsible for determining accommodation eligibility and for coordinating office services for students with disabilities. The Director works with the students, faculty, and staff to design and implement a plan of reasonable accommodations that allows for equal access to all areas of university life. Disability services through the Center for Student Success are offered to all National and Global, College of Arts and Science, and Residential Campus undergraduate program students.

Visit the Diversity Services website for additional information.

Accommodations at IWU

Any request for accommodations will be considered. For accommodation to be granted, it must be supported by the documentation provided and it must be deemed reasonable. Reasonable means that it meets the specific need of the student, does not present an undue financial burden to the University, and does not alter a core component of a class or academic curriculum of the university.

- In-Class Accommodations
- Out-of-Class Accommodations
- Testing
- Housing

To request accommodations or for more information, please contact the Director at 765-677-2257 or email center4success@indwes.edu.

7.4 DeVoe School of Business and IWU Affiliate Contacts

7.4.1 Textbooks and IWU Campus Store at Slingshot

Students enrolled in the DBA program are responsible for procuring the textbooks required for each course. For convenience, IWU has partnered with Slingshot to provide a venue to rent or purchase books and other resources. Students may also opt to purchase books through other sources such as Amazon, Barnes & Noble, Half-Price Books and other familiar suppliers.

More information can be obtained by contacting Slingshot at 888-392-2930, 765-674-9530 ext. 1, or http://www.treeoflifebooks.com/customerservices/.

7.4.2 Riipen

Riipen is a leading-edge, experiential learning platform designed to find, test, and acquire top talent students and match them with organizations. Immersing students in industry projects equips them with work-ready skills. Riipen brings industry and academia together, with real company projects. Projects are embedded directly into the curriculum or completed as remote internships.

The DBA program is currently enrolled in a pilot program with Riipen. Twenty DBA students have been or will be matched with a U.S.-based or Canadian-based institution to serve as the partner organization during the completion of their Applied Doctoral Project. As a pilot program, DBA administration will be monitoring success of the venture through data collection and communications with key stakeholders.

For more information, visit the Riipen website.

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 (also referred to as the Principal Investigator or PI) 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, who will then submit the approval to DBA administration at DBusAdmin@indwes.edu.

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, 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 (WHDL)

8.2.1 About—Wesleyan Holiness Digital Library

Learn more about the repository of record for the DeVoe School of Business 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 Smarthinking Writer's Handbook

The Smarthinking Writer's Handbook from Pearson is a comprehensive electronic resource to help you become a more effective and proficient writer.

- Smarthinking Writer's Handbook

8.3.2 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

8.3.3 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:; 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.

8.3.4 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 writing 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.

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://www.indwes.edu/academics/registrar/previous-catalogs.

9.1.2 DeVoe School of Business Website

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

9.1.3 Textbooks via Slingshot or Opting Out

IWU students have the option of sourcing books from SLINGSHOT, a third-party vendor, or numerous online sources. Slingshot helps students easily obtain required books. The service is automatically provided unless you choose to opt-out and secure books elsewhere. If you have opted out, you can still purchase books from Slingshot on an as-needed basis. Slingshot Customer Service can assist you with the option preferences that are available and other inquiries. Go to the Slingshot website or send an email to support@slingshotedu.com for more information.

Students may look up their course materials at https://indwes.slingshotedu.com/#/buy-books. Drop-down menus are accessible to look up courses that students are enrolled in and to see what course materials are required for those courses. Alternatively, students can create a login for the Slingshot website using their IWU email address to see a tab called My Schedule. The tab displays all the sections a student is enrolled in and identifies the required materials without having to look them up one by one.

9.1.4 DSB Student Email & Social Media

Be sure to check your IWU email often for important information throughout the DBA program. You can access your email through the MyIWU portal. For students who have not activated their email, follow the instructions.

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

- IWU National & Global's Facebook

9.1.5 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

9.1.6 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.
- Every student has a Zoom account! Learn more about how to use Zoom.
- 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 A

Applied Doctoral Project Outline

Cover
Title Page
Table of Contents
List of Tables
List of Figures
List of Acronyms

Problem Identification & Investigation

Executive Summary (*final ADP only*)
Introduction (*1-2 paragraphs for 1st review; one-page for final ADP*)
Organization Overview
Problem Scenario
Discovery & Investigation of the Problem
Significance of the Problem
Broader Implications of the Problem (*inclusive of VBM*)
Purpose of the Project
Significance of the Project
Summary

ADP Prospectus Review

Diagnosing the Problem

Introduction (*brief 1-2 paragraph for section*)
Presenting Problem
Environmental Analysis At-A-Glance
Industry Analysis At-A-Glance
Organizational Context At-A-Glance
Diagnosing the Problem
- Known Facts Associated with the Problem
- Assumptions Associated with the Problem
- Identification of Knowledge Gaps
- Ideation of Solutions Associated with the Problem

Problem Statement
Overarching Question to Focus Problem Resolution
Guiding Questions for Exploring Potential Solutions
Scope (*study assumptions, limitations, delimitations*)
Summary

ADP Proposal Review

Exploring Potential Solutions

Introduction (*brief 1–2 paragraph for section*)
Perspectives on the Problem
Comprehensive Review (*lit review: industry, org, scholarly*)
(*Comp Review uses the predetermined guiding questions*)
Benchmarking (*same industry organizations*)
Best Practices (*different industry organizations*)
Identification of New Insights/Potential Solutions/Questions to Explore
Need for Further Investigation
Summary

DSB IRB Review

IWU IRB Committee (*if required*)

Multiple Perspective Inquiry & Test Solution

Introduction (*brief 1–2 paragraph for section*)
Multiple Perspectives Framework & Reframing
Multiple Frames Associated with the Problem
Multiple Frames Associated with Ethics & Compliance
Multiple Frames Associated with the VBM
Planned Inquiry
Inquiry Design
Inquiry Method
Collection of Data
Information & Data Analytics
Identification of a Multiple Solutions Framework
Applied/Action Research Approach to Determine Test Solution
Test Solution Identification & Basis for Selection
Summary

Presentation & Partner Organization Authorization Review

Change Management Plan

Introduction (*brief 1–2 paragraph for section*)
Making the Case for Change: Reframing the Organization
Using a Multiframe Perspective
Planned Change Intervention Modeling
Change Management Plan
  Implementation of Interventions
  Communication Plan
  Evaluation: Measuring the Managed Change
  Reinforcement Strategies
  Scenario Planning
  Action Plan
Conclusion

Appendices
IRB Documentation (*as applicable*)
Glossary (*rarely used, as applicable*)
Bibliographical Statement (*optional*)

Final ADP Review

Appendix B

Guidelines for Completion of the ADP Milestones

The ADP Milestones are listed in numbered order; however, only 11 of the 14 total milestones are listed in this edition of the DBA Handbook. A future edition will include all milestones.

ADP 1 INDUSTRY SELECTION

The deliverable for this milestone includes naming the industry, identifying the applicable NAICS code, explaining why the industry was selected, and listing several potential partner organizations within the industry. Also provided is an evidence-based understanding of the industry's societal significance: benefits to society when it is operating well and the hindrances when it is not. An approved Industry Selection is required to successfully move on to the next milestone in the ADP Experience.

Note: Use of the Industry Selection form is required.

Presentation

_____ States the problem from the partner organization's perspective.
_____ Details each section of the form and the individual societal benefits and hindrances using paragraph structure.
_____ Substantiates the five benefits and hindrances to society by going deeper in the analytical expressions rather than mirroring the opposite of each listing (i.e., there are hindrances to society that do not merely reflect the antithesis of the listed benefits).

Content

Industry and NAICS Code

_____ Identifies the accurate industry and NAICS code.
_____ Selection of the Industry
_____ Details why the specific industry was selected.

Example Organizations

_____ Identifies at least five example organizations within the selected industry.
_____ Supports why each example organization has the potential to become a partner organization.

Industry Significance to Society: Benefits

_____ Identifies at least five benefits to society that occur when the selected industry is operating properly.
_____ Describes each of the identified benefits in sufficient detail to indicate significant research was involved and demonstrates critical thinking in the assessment of the research.

Industry Significance to Society: Hindrances

_____ Identifies at least five hindrances to society that occur when the selected industry is not operating properly.
_____ Describes each of the identified hindrances in sufficient detail to indicate significant research was involved and demonstrates critical thinking when assessing the research.

Sources

_____ Business communication reflects the facts and provides an evidence-based approach.
_____ Evidence-based support confirms that multiple, varied resources were used.
_____ All sources are relevant and current (i.e., published within the last three (3) years, except in cases of seminal studies, trending research, etc.).

Grammar, Mechanics & APA

_____ Length is appropriate.
_____ Communication tone and style are business professional, making use of active voice.
_____ Excellent communication when applying English grammar standards, with a flow of writing using the 7 C's: clear, concise, complete, correct, correlated to the research, creative, and critical thinking evidenced.
_____ Excellent use of APA 7e standards (i.e., scholarly writing, formatting, citations, references).

ADP 2 CITI IRB CERTIFICATION

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

Note: The link to the CITI IRB Certification training is accessible through the URL in the resources training document.

Deliverable

_____ The required CITI IRB Certification training was completed in its entirety.
_____ A copy of the CITI IRB certificate was submitted in Brightspace and to DBA Administration.

ADP 3 INDUSTRY ANALYSIS

A greater understanding of the overall competitive environment is obtained by analyzing factors such as the major competitors, intensity of rivalry, buyer power, supplier power, and product or service substitutes. The evaluative results assist in distinguishing potential partner organizations and fostering the discovery of potential doctoral collaborative research opportunities. An approved Industry Analysis is required to successfully move on to the next milestone in the ADP Experience.

Note: Use of the Industry Analysis form is required.

Deliverable

_____ The Industry Analysis form was used.
_____ The Industry Analysis form was completed in its entirety.

Presentation

_____ Evidences significant analytical evaluation in keeping with competitive industry analysis that goes beyond merely "telling about" or "restating" found research.
_____ Presents each section of the form using sufficiently detailed paragraph structures.
_____ Uses charts, tables, and infographics to enhance the conveyance of the analytical findings, if applicable.

Content

_____ Organization Identification
_____ Identifies at least five organizations within the selected industry that have the potential to become the partner organization for the ADP.

Five Major Competitors

_____ Identifies the industry's major competitors.
_____ Describes the key success factors for being competitive in the industry.
_____ Explains the advantages of each of the competitors.

New Entrants

_____ Describes the actions competitors have taken to fortify their market position to deter new entrants.
_____ Identifies the most recent entrants in the industry.
_____ Describes the strategies of the new entrants, what niche they filled that may have been previously absent from the market, and how other competitors sought to counter their market share, as applicable.

Intensity of Rivalry

_____ Describes the rivalry that exists in the industry.
_____ Discusses the various factors impacting rivalry in the specific industry (e.g., the number and diversity of competitors, industry growth, fixed or storage costs, differentiation, switching costs, capacity increased in large capacity, strategic stakes, barriers to exit).
_____ Identifies how the rival organizations have jockeyed for their market position using various tactics such as price, advertising, and product introductions.

Barriers to Entry

_____ Describes the barriers to entry into the industry (e.g., capital requirements, access to distribution channels, government policy, networks, high set-up costs, high research and development costs, ownership/access to key resources or raw material).

_____ Identifies well-established organizations in the industry and how they have prevented others' entry, as applicable.

Product or Service Substitutes

_____ Identifies product or service substitutes in the industry.
_____ Discusses the impact of existing product or service substitutes on profitability and industry competitiveness.

Supplier Power

_____ Identifies the pressure suppliers can exert on the organization with consideration of price, forward integration, quality of products or services, and their availability.
_____ Discusses the leverage suppliers have relative to supplier concentration, costs of switching, product differentiation, and availability of substitutes.

Buyer Power

_____ Discusses the leverage buyers have relative to target industry players (bargaining leverage) with consideration of buyer volume, purchase frequency, and cost of switching.
_____ Identifies the buyer sensitivity to changes in prices (price sensitivity) with consideration of brand value, product differences, backward integration, and decision-maker incentives.

Distribution Channels

_____ Identifies the distribution channels used in the industry.
_____ Discusses the advantages and disadvantages associated with the identified distribution channel(s).

Economies of Scale

_____ Describes the significance of economies of scale.
_____ Identifies economies of scale within the industry (external) in comparison to the economies of scale within the organization (internal).
_____ Explains the limits to economies of scale within the industry.

Sources

_____ Business communication reflects the facts and provides an evidence-based approach.
_____ Evidence-based support confirms that multiple, varied resources were used.
_____ All sources are relevant and current (i.e., published within the last two (2) years, except in cases of trending research, etc.).

Grammar, Mechanics & APA

_____ Length is appropriate.
_____ Communication tone and style are business professional, making use of active voice.
_____ Excellent communication when applying English grammar standards, with a flow of writing using

the 7 C's: clear, concise, complete, correct, correlated to the research, creative, and critical thinking evidenced.

_____ Excellent use of APA 7e standards (i.e., scholarly writing, formatting, citations, references).

ADP 4 PARTNER ORGANIZATION PERMISSION FORM

Partner organizations are an integral part of the DeVoe School of Business DBA program because they provide the real-world problems required for student completion of the Applied Doctoral Project. The organizations—for-profit, non-profit, and government agencies—micro, small, mid-sized, and large—gain what is in essence a doctoral-level s student consulting engagement, while the student gains access to the organization for completion of the ADP.

Note: Use of the Partner Organization Permission form is required.

- The student-organization partnership is premised on both parties agreeing on the problem to be researched.
- Students are encouraged to work collaboratively with the partner organization, as needed, to complete the problem description section of the Partner Organization Permission form to ensure the essence of the issue is fully captured and articulated in a manner that evidences the need for doctoral student consulting research.

Deliverable

_____ The required Partner Organization Permission form was completed in its entirety.

_____ A copy of the Partner Organization Permission form was submitted in Brightspace and to DBA administration.

Content

Problem Description

_____ Identifies an area of concern, a condition to be improved upon, a difficulty to be eliminated, or a troubling question that exists in business practice that points to the need for meaningful understanding and deliberate investigation.

_____ States factually what needs to be addressed.

_____ Evidences that the problem is current, relevant, and significant.

Grammar, Mechanics & APA

_____ Length is appropriate for the problem description (1–3 paragraphs).

_____ Communication tone and style are business professional, making use of active voice.

_____ Excellent communication that is clear, concise, complete, and grammatically correct.

ADP 5 SECTION 1: PROBLEM IDENTIFICATION & INVESTIGATION

This milestone provides a general understanding of the specific partner organization and considers the leadership challenges that exist. Included is a description of the multidimensional nature of the selected problem—a situation requiring complex problem-solving. In partnership with the organization, the problem scenario is identified, as well as factors surrounding the discovery of the problem and

investigation to understand it further, the significance of the problem, and its broader implications. Other addresses include the purpose and significance of the study.

Deliverable

_____ Section 1: Problem Identification & Investigation addresses all required areas.
_____ There are content areas and features in Section 1 that go beyond only meeting the stated requirements, indicating the student understands the organization's current informational needs and anticipates the informational needs that will exist in the completed report.

Presentation

_____ Section 1 is crafted as a well-structured, persuasive presentation with a visually appealing and uncluttered layout; overall good balance of white space, narrative, and graphic content.
_____ Uses conversational copy, straightforward messages, and a consistent aesthetic theme.
_____ Color choices are in a complimentary palette typically mirroring the image and branding of the consulting client (i.e., the partner organization).
_____ Color choices are consistent, communicative, and decorative but also, per APA, ensure there is plenty of contrast for readers who may have color-vision deficiency.
_____ Quality, relevant visuals amplify the message found in the narrated content to help readers retain key points.
_____ Visuals are in the most appropriate format for conveying the content (e.g., a pie chart is used to show proportions of a whole but it is not used if there are too many slices).
_____ The introduction is 1–2 paragraphs for the initial submission of Section 1 but will become about 1-page in length for the final ADP.

Content

Introduction

_____ Describes the problem.
_____ Introduces the organization and industry.
_____ Explains why the study needs to be conducted.
_____ Discusses potential positive organizational change implications resulting from the research.
_____ Identifies the type of research and specific frameworks used (e.g., PBL, VBM, other business or theoretical framing).
_____ Previews major content areas of the chapter. (In final ADP, the major sections of the consulting report will be previewed).
_____ Summarizes (briefly) the research literature (in final ADP).
_____ Describes the gap in knowledge and practical application of business concepts that were addressed (in final ADP).
_____ Concludes with why the study is needed.

Organization Overview

_____ Introduces the organization, providing the name and other pertinent information to establish context and a foundation for the study, keeping in mind that in Section 2 there is an Organizational At-A-Glance with some specified content to be included.

_____ Tells the personal story about the organization, in brief, such as when it was founded, by whom, why and where it was founded, and notable accolades.

Problem Scenario

_____ Shares the "story" or the scenario about the organization's problem from the doctoral student researcher-consultant's viewpoint to convey his or her understanding of the issue, situation, problem, or opportunity inclusive of an event or series of events leading up to the organization's discovery of it.
_____ Describes the issue, situation, problem, or opportunity in such a way that depicts its complexity and ill-structured nature and reinforces the need for intervention.

Discovery & Investigation of the Problem

_____ Explains with whom and how the researcher collaborated in identifying and defining the problem.
_____ Describes in sufficient detail the various key factors associated with the problem (i.e., WWWWWHHs):
  _____ What is the problem that needs to be solved?
  _____ Why is it a problem? (*highlights the pain*)
  _____ Where is the problem observed? (*location, products*)
  _____ Who is impacted? (*customers, organizations, departments*)
  _____ When was the problem first observed?
  _____ How is the problem observed? (*symptoms*)
  _____ How often is the problem observed? (*error rate, magnitude, trend*)

Significance of the Problem

_____ Explains why it is important to address the problem, including potential consequences if it is not addressed.
_____ Identifies why the organization's stakeholders consider the problem worthy of attention.
_____ Frames the problem in a way that builds upon or counters current industry practice and or previous research findings, as applicable.
_____ Explains why the problem rises to the level of requiring action research.
_____ Describes potential implications for positive organizational change that are consistent with and bounded by the scope of the study.

Broader Implications of the Problem

_____ Provides a statement of the study's potential for effecting positive social change or the improvement of human or social conditions by promoting the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, or societies.
_____ Identifies potential contributions that advance knowledge in the field of discipline, as applicable.
_____ States why the study findings may be of value to organizations in the industry, as applicable.
_____ Identifies potential contributions that advance practice and or policy in the industry, as applicable.
_____ Describes potential global implications for positive change that are consistent with and

bounded by the scope of the study.

_____ States why the study findings may be of value to organizations globally, which could include industry-crossing implications, as applicable.

_____ Addresses implications, as applicable, that are related to broader environmental factors (e.g., political, ecological, technological, and so on).

Purpose of the Project

_____ Explains the intent or aim of the study which is "the what" that is to be accomplished such as describe, compare, correlate, explore, develop, or other terminology to evidence higher-order thinking and includes cited evidence-based support.

_____ Describes the focus of the study (population or what is being researched) as well as the research method and design (when known in DBA Experience), and geographic location.

_____ Identifies the research method as qualitative, quantitative, or mixed-method (when known in the DBA Experience).

_____ Identifies the research design (when known in the DBA Experience).

Significance of the Project

_____ Identifies potential contributions of the study ("the why") that advance knowledge, practice and or policy, as applicable.

_____ States how this study may contribute to the improvement of organization practice.

_____ Identifies how the results might contribute to positive social change.

_____ Discusses how the findings, conclusions, and recommendations from your study could fill gaps in the understanding of the problem and its implications.

Summary

_____ Summarizes the main points of the section.

_____ Explains why the project should be beneficial to the organization, in general.

_____ Provides a transition to Section 2: Diagnosing the Problem (does not necessarily need to be mentioned by name).

Sources

_____ Business communication reflects the facts and provides an evidence-based approach.

_____ Sources evidence triangulation with multivariant perspectives (i.e., organization, industry, scholarly articles), as applicable.

_____ All sources are relevant and current (i.e., published within the last 5 years, with 3 years preferable, except in cases of seminal studies, trending research, etc.).

Grammar, Mechanics & APA

_____ Length is appropriate.

_____ Communication tone and style is business professional, making use of active voice.

_____ Excellent communication when applying English grammar standards, with a flow of writing using the 7 C's: clear, concise, complete, correct, correlated to the research, creative, and critical thinking evidenced.

_____ Excellent use of APA 7e standards (i.e., scholarly writing, formatting, citations, references).

ADP 6 PROSPECTUS

Following completion of Section 1: Problem Identification & Investigation of the ADP, a clear and well-organized presentation of the problem scenario is submitted for review by members of the DBA Review Panel and the research chair. The purpose of the peer-review activity is to determine if the problem has sufficient complexity to be 'research worthy' at the doctoral level.

Note: Use of the ADP 6 Prospectus form is required.

Deliverable

_____ The Prospectus form was used.
_____ The Prospectus form was completed in its entirety.

Presentation

_____ Identifies the accurate industry and NAICS code.
_____ Presents a working title suitable for the consulting report.
_____ Describes the problem from the partner organization's perspective.
  _____ Copied and pasted from the Partner Organization Permission form.
  _____ Presents the problem scenario.
  _____ Copied and pasted from Section 1: Problem Identification & Investigation.
_____ Explains the significance of the problem.
  _____ Copied and pasted from Section 1: Problem Identification & Investigation.

Sources

_____ Business communication reflects the facts and provides an evidence-based approach.
_____ Sources evidence triangulation with multivariant perspectives (i.e., organization, industry, scholarly articles), as applicable.
_____ All sources are relevant and current (i.e., published within the last 5 years, with 3 years preferable, except in cases of seminal studies, long-term trend research, etc.).

Grammar, Mechanics & APA

_____ Length is appropriate.
_____ Communication tone and style is business professional, making use of active voice.
_____ Excellent communication when applying English grammar standards, with a flow of writing using the 7 C's: clear, concise, complete, correct, correlated to the research, creative, and critical thinking evidenced.
_____ Excellent use of APA 7e standards (i.e., scholarly writing, formatting, citations, references).

Reviewer Evaluation

_____ Presenting Problem: The student has provided a presenting problem that is ill-structured and appears to be worthy of research at the doctoral level due to its exceptional potential for

discovery, applied significance, possible theoretical significance, an extension of prior research, and publication.

ADP 7 SECTION 2: DIAGNOSING THE PROBLEM

Section 2: Diagnosing the Problem milestone identifies what is known and unknown about the partner organization's problem and considers the assumptions, hunches, ideas, and hypotheses as well as potential solutions and the resources needed to gain further insight. The purpose is to develop the problem statement and overarching question to focus the problem resolution, and to identify the set of guiding questions for use in completing the literature review.

Note: Use the Problem Statement template format and guidelines for this first submission of the problem statement.

Deliverable

_____ Section 2: Diagnosing the Problem addresses all required areas.
_____ There are content areas and features in Section 2 that go beyond only meeting the stated requirements, indicating the student understands the organization's current informational needs and anticipates the informational needs that will exist in the completed report.

Presentation

_____ Uses the Problem Statement template format for completion of the problem statement.
_____ Uses conversational copy, straightforward messages, and a consistent aesthetic theme.
_____ Color choices are in a complimentary palette typically mirroring the image and branding of the consulting client (i.e., the partner organization).
_____ Color choices are consistent, communicative, and decorative but also, per APA, ensure there is plenty of contrast for readers who may have color-vision deficiency.
_____ Quality, relevant visuals amplify the message found in the narrated content to help readers retain key points.
_____ Visuals are in the most appropriate format for conveying the content (e.g., a pie chart is used to show proportions of a whole but it is not used if there are too many slices).

Content

Introduction

_____ Previews major areas of address in the section.

Presenting Problem

_____ Paints a holistic picture when describing the presenting problem: the impact it is having, the consequences of not solving it, and the emotional, mental, and or spiritual effect, as applicable.
_____ Describes how the partner organization has initially described the problems, needs, and challenges facing the organization or unit.

Environmental Analysis At-A-Glance

_____ Considers the social climate (i.e., income distribution, standard of living, health and welfare, quality of life, demographic changes, education, labor, and social mobility, lifestyle changes, fashion changes).
_____ Evaluates impactful changes and trends in the realm of technology (i.e., new inventions developments, rate of technology transfer, life cycle & speed of technological obsolescence, changes in information technology, changes in mobile technology).
_____ Assesses economic factors (i.e., economic growth; unemployment policy; inflation rates; interest and exchange rates; the growth rate of the GDP; stock quotes; and other monetary policies; consumer confidence).
_____ Appraises environmental regulations and protection, trends, sustainability, management of wastes and disposal, water and air pollution, energy-efficient technologies, and ecology in society while highlighting both the good and not-so-good practices.
_____ Gauges political factors (i.e., government organization and attitudes, political stability and or instability).
_____ Identifies legal topics such as significant tax policies, employment laws, safety regulations, and competitive regulations, as applicable.
_____ Discerns the ethical ideas that shape business in the United States and as extended to global business partners, with consideration given for recent scandals and veneration stories.
_____ Presents and explains—systematically and in detail—the implications of the environmental analysis for the specific industry.

Industry Analysis At-A-Glance

_____ Provides essential introductory and overview narrative about the industry (e.g., industry name, NAICS code, industry definition, main activities, current trends in the industry, and similar industries).
_____ Analyzes the competitive environment using Porter's five forces model and complimentary areas (i.e., competitors, intensity of rivalry, new entrants, supplier power, buyer power, barriers to entry, risk of substitutes, channels of distribution, economies of scale).
_____ Incorporates other industry information, data, and analysis that is central to the study (i.e., industry performance, products and markets, competitive landscape, operating conditions, key statistics, jargon, and more).

Organizational Context At-A-Glance

_____ Identifies significant determinants of the organization's strategy and purpose for existence: mission, vision, and values.
_____ Features aspects of the organization's structure, locations, culture, and branding that are key to the study (e.g., organization structure, type of organization, leadership, teams/groups).
_____ Highlights important aspects of the organization's functionality that are integral to the study (e.g., accounting and finance, enterprise risk management, human resources, operations management, marketing, business ethics, compliance, etc.)
_____ Discloses the business impact from the environmental analysis.
_____ Discloses the business impact from the industry analysis.
_____ Analyzes the organization using selective means integral for use in the present activity of diagnosing the problem (e.g., SWOT; TOWS; 7-S; CHESS capital: culture, human resources,

economic, social, and spiritual; value chain; financial; VIRO strategy).

_____ States why the study findings may be of value to organizations in the industry.

Diagnosing the Problem

_____ Shares the 'story' or 'scenarios' around the organization's problem.

_____ Identifies what is known in key areas.

_____ Provides evidence of consensus that the problem is current, relevant, and significant to the discipline.

_____ Discusses key areas in more detail that were not previously disclosed.

_____ Explains the purpose of the summary identification of knowledge gaps and informational needs (to support accurate development of the guiding questions).

Known Facts Associated with the Problem

_____ Identifies significant facts and figures (qualitative and quantitative details) associated with the problem, differentiating fact from opinion or judgments.

Assumptions Associated with the Problem

_____ Clarifies aspects of the study that are believed but have not yet been demonstrated to be true.

_____ Identifies the preferred state of the organization, if known.

Identification of Knowledge Gaps

_____ Identifies knowledge gaps of quantitative and qualitative facts associated with the problem.

_____ Identifies knowledge gaps about quantitative and qualitative facts associated with the organization.

_____ Considers what information is needed to prove or disprove assumptions associated with the problem.

Ideation of Solutions Associated with the Problem

_____ Summarizes the findings in the previous sections on known facts, assumptions, and knowledge deficiencies (what is not known), including those that resulted from using the Virtuous Business Model.

_____ Identifies hunches associated with the problem and its causes, as well as potential solutions.

_____ Discusses ideas associated with the problem, causes of the problem, and potential solutions.

_____ Identifies hypothesis(es) associated with the problem, causes of the problem, and potential solutions.

Problem Statement

_____ Provides a clear and concise, two-paragraph problem statement presenting the general problem in the first paragraph and the specific problem in the second paragraph.

_____ Triangulates cited research to provide substantial evidence-based support from three major areas: organization, industry, and peer-reviewed sources.

Overarching Question to Focus Problem Resolution

_____ Provides a lead-in statement to this section.
_____ Formulates the driving research question with explicit address and well-understood implicit address of the WWWWWHs (i.e., who, what, when, where, why, how).
_____ Ensures the research question aligns with the statement of the problem and purpose of the action research.

Guiding Questions for Exploring Potential Solutions

_____ Provides an introductory paragraph for this section, stating the purpose of identifying the guiding questions.
_____ Identifies 7–10 guiding questions for use in conducting the literature review.
_____ Asks guiding questions—sufficient in quantity and in scope— relating to each aspect of the overarching research question to fully query the literature during the review process. The overall aim is to inform the study adequately and fully as well as guide it toward completion with greater assurance that the overarching research question will be answered in the final ADP.
_____ Poses questions that will help establish familiarity with—and understanding of—current research in predetermined areas before conducting further research in the next milestone.
_____ Asks one or more questions related to benchmarking other organizations, as applicable.
_____ Asks one or more questions related to best practices found in the literature, as applicable.
_____ Asks one or more questions related to identification and or use of key concepts, models, perspectives, and or theories.
_____ Asks one or more questions related to what methods have been used to research or study similar problems, issues, or probing questions as posed by the partner organization.

Scope (study assumptions, limitations, delimitations)

_____ Provides a very brief introduction for this section.
_____ Describes the term assumptions as related to the study (typically, a single line statement at the start of the paragraph on assumptions).
_____ Identifies and explains the assumptions related to the study.
_____ Describes the term limitations as related to the study (typically, a single line statement at the start of the paragraph on limitations).
_____ Identifies and explains all known limitations associated with the study.
_____ Describes reasonable measures to address limitations.
_____ Describes limitations of the study related to design and or methodological weaknesses. This Item will be added later, once the design and methods are known.
_____ Describes the term delimitations (typically, a single line statement at the start of the paragraph on delimitations).
_____ Discusses specific aspects of the research problem that are addressed in the study and why the specific focus was chosen.
_____ Defines the boundaries of the study by identifying what was included and excluded (e.g., populations, geographic regions).
_____ Addresses potential generalizability or impact for the industry.
_____ Describes any biases or potential conflicts of interest that could influence study outcomes and how they are addressed, as applicable.

Summary

_____ Summarizes the main points of the section.
_____ Explains why the project should be beneficial to the organization and society, in general.
_____ Provides a transition to Section 2: Diagnosing the Problem (does not necessarily need to be mentioned by name).

Sources

_____ Business communication reflects the facts and provides an evidence-based approach.
_____ Sources evidence triangulation with multivariant perspectives (i.e., organization, industry, scholarly articles), as applicable.
_____ All sources are relevant and current (i.e., published within the last 5 years, with 3 years preferable, except in cases of seminal studies, trending research, etc.).

Grammar, Mechanics & APA

_____ Length is appropriate.
_____ Communication tone and style is business professional, making use of active voice.
_____ Excellent communication when applying English grammar standards, with a flow of writing using the 7 C's: clear, concise, complete, correct, correlated to the research, creative, and critical thinking evidenced.
_____ Excellent use of APA 7e standards (i.e., scholarly writing, formatting, citations, references).

ADP 8 Synopsis of the Problem (Proposal)

Following the completion of Section 2: Diagnosing the Problem, the ADP proposal is drafted to present the problem statement, overarching question, and the set of guiding questions used to locate needed information and to explore potential solutions. Members of the DBA Review Panel and the research chair will assess the specific focus and the direction of the problem-based study and development of a well-articulated, research-worthy problem statement; robust overarching research question; and significant guiding questions for use in conducting the literature review.

Note: Use of the ADP 8 Synopsis of the Problem (Proposal) form is required.

Deliverable

_____ The Synopsis of the Problem (Proposal) form was used.
_____ The Synopsis of the Problem (Proposal) form was completed in its entirety.

Presentation

_____ Presents the complete problem statement.
    _____ Copied and pasted from Section 2: Diagnosing the Problem.
_____ Identifies the overarching research question.
    _____ Copied and pasted from Section 2: Diagnosing the Problem.
_____ Lists the guiding questions to be used for the literature review.
    _____ Copied and pasted from Section 2: Diagnosing the Problem.

Sources

_____ Business communication reflects the facts and provides an evidence-based approach.
_____ Sources evidence triangulation with multivariant perspectives (i.e., organization, industry, scholarly articles), as applicable.
_____ All sources are relevant and current (i.e., published within the last 5 years, with 3 years preferable, except in cases of seminal studies, trending research, etc.).

Grammar, Mechanics & APA

_____ Length is appropriate.
_____ Communication tone and style is business professional, making use of active voice.
_____ Excellent communication when applying English grammar standards, with a flow of writing using the 7 C's: clear, concise, complete, correct, correlated to the research, creative, and critical thinking evidenced.
_____ Excellent use of APA 7e standards (i.e., scholarly writing, formatting, citations, references).

Reviewer Evaluation

_____ Problem Statement: The student has identified a complex, ill-structured, doctoral-level problem that is research worthy.
_____ Driving Research Question: The student explicitly formulated a driving research question that is focused, fully aligned with the problem statement, includes the major components of WWWWWH (i.e., who, what, when, where, why, and how), and appears reasonable in scope.
_____ Guiding Questions: The student has identified guiding questions in sufficient quantity and of sufficient quality to fully address all major aspects of the overarching research question; determine benchmarking and best practices; identify key concepts, models, perspectives, or theories; and recognize viable methodology options for further inquiry, as applicable to the study.

ADP 9 Section 3: Exploring the Solutions

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 a well-integrated literature review inclusive of identifying gaps in the literature and potential solutions.

Deliverable

_____ Section 3: Exploring Potential Problems addresses all required areas.
_____ There are content areas and features in Section 3 that go beyond only meeting the stated requirements, indicating the student understands the organization's current informational needs and anticipates the informational needs that will exist in the completed report.

Presentation

_____ Section 3 is crafted as a well-structured, persuasive presentation with a visually appealing and uncluttered layout; overall good balance of white space, narrative and graphic content.
_____ Uses conversational copy, straightforward messages, and a consistent aesthetic theme.
_____ Color choices are in a complimentary palette typically mirroring the image and branding of the

consulting client (i.e., the partner organization).

_____ Color choices are consistent, communicative, and decorative but also, per APA, ensure there is plenty of contrast for readers who may have color-vision deficiency.

_____ Top quality, relevant visuals amplify the message found in the narrated content to help readers retain key points.

_____ Visuals are in the most appropriate format for conveying the content (e.g., a pie chart is used to show proportions of a whole but it is not used if there are too many slices).

_____ Places all definitions in the Key Definitions section of the ADP consulting report or other appropriate location based on approval by the research chair (e.g., glossary, footnotes, end-of-section-notes, call-out boxes on the page with the initial introduction of the term, etc.), except in cases where the focus of the study is heavily reliant on definitions and requires comparing and contrasting what was found when reviewing available literature. A consistent presentation format for definitions is used throughout the consulting report.

_____ Places the guiding question sections in the same order as the questions were listed in Section 2: Synopsis of the Problem and uses a single-line, APA-formatted heading representative of each guiding question--written in statement format. The literature review does not include headings in the form of questions.

Content

Introduction

_____ Previews major areas of address in the section.

_____ Introduces this section as part of the overall study. Mentions the organization by a pseudonym to retain anonymity. However, if a waiver has been obtained from the partner organization and furnished to the research chair within the ADP Experience (Partner Organization Permission section), the partner organization's legal name and appropriate abbreviations of it may be used.

_____ Provides a concise synopsis of the aim of this problem-based learning chapter.

_____ Summarizes the strategy used when searching the literature.

_____ Explains the organization of the review and previews major sections of the chapter.

_____ Convinces readers of the depth of the inquiry, acknowledging critical analysis and synthesis of various literature sources and content.

_____ Presents a concise synopsis of the current literature that establishes the relevance of the problem.

Perspectives on the Problem

_____ Paints a holistic picture when describing the presenting problem: the impact it is having, the consequences of not solving it, and the emotional, mental, physical, and or spiritual effect, as applicable.

Comprehensive Review

_____ Provides an introductory paragraph of at least two sentences to the section.

_____ Acknowledges the guiding questions in the order they will be addressed in the review which may be a reference to the list in Section 2.

_____ Discussions in the literature review are dependent on the guiding questions developed by the student, the depth of research conducted, the availability of quality literature, and remain

within the scope of the study.

_____ Evidences the student has read authors from across the practical, theoretical, and ideological spectrum.

_____ Shows the depths of the student's knowledge of the topic by demonstrating their fluency in accepted understandings and literature as well as their fresh insights and approaches, although the student researcher/author is never identified in the literature review. There are no self-references or personal opinions; the researcher demonstrates their mindfulness in the writing that analysis, synthesis, and critical evaluation are not the same as personal opinion.

_____ Provides evidence-based support for all claims made.

_____ Critically evaluates each literature work for provenance, methodology, objectivity, persuasiveness, and value.

_____ Tables, figures, and other graphic formats are used to clearly compare and contrast the literature review findings such as benchmarking among industry leaders and best practices across several industries.

_____ Identifies new ways to interpret prior research.

_____ Guiding questions are fully addressed and there is a saturation of varied literature sources for each.

Benchmarking

_____ Benchmarking is addressed in the literature review as a direct response to one or more guiding questions formatted to specifically research and expound on benchmarking.

_____ Incorporates other industry information, data, and analysis that is central to the study (i.e., industry performance, products and markets, competitive landscape, operating conditions, key statistics, jargon, and more).

_____ Provides a comparison of performance standards (e.g., metrics, measurements) in narrative and or graphic form within the narrated body and or in the appendices.

Best Practices

_____ Best practices are addressed in the literature review as a direct response to one or more guiding questions formatted to specifically research and expound on best practices.

_____ Highlights important aspects of the organization's functionality that are integral to the study (e.g., accounting and finance, enterprise risk management, human resources, operations management, marketing, business ethics, compliance, etc.).

_____ Describes superior processes, techniques, or methodologies that have proven to be successful based on experience and or research.

Identification of Potential Solutions

_____ Reviews the literature for leads to potential solutions of the problem.

_____ Extends the review of literature on previously identified potential solutions.

_____ Evidences an open-mindedness for potential solutions balanced with critical thinking so as to neither interject researcher bias nor prematurely fully discredit literature review findings, allowing the facts to be brought to the fore which is also evidenced in the circumspective selection of the literature in multivariant forms appropriate for the study, to include: peer-reviewed articles, trade journals and newsletters supporting the industry, popular magazines (e.g., *Harvard Business Review, Fast Company*, books, documents, white papers, websites, etc.).

Need for Further Investigation

_____ Describes the relationship of each work to the others under consideration.
_____ Identifies significant facts and figures (qualitative and quantitative details) associated with the problem, differentiating fact from opinion or judgments.
_____ Combines both summary and synthesis, often within specific conceptual categories which demonstrates an organizational pattern of the review findings: more than a summary/recap, it is a synthesis aimed at reorganizing and or reshuffling the information in a way that informs the planning of the research investigation.
_____ Identifies where gaps exist in how the problem has been researched to date.
_____ Reveals any additional gaps that exist in the literature that are pertinent to the study.
_____ Points the way to fulfill the need for additional research.
_____ Recognizes areas of prior scholarship to prevent duplication of effort.
_____ Identifies viable options for conducting research to address known literature gaps.

Summary

_____ Reviews the main points of this section of the consulting report.
_____ Summarizes the major themes in the literature review.
_____ Recaps in brief and broadly the identification of potential solutions and how the literature review has identified one or more gaps in need of further study.
_____ Espouses the compelling need for using viable options to conduct further investigation.
_____ Provides a transition to Section 4: Multiple Perspective Inquiry & Test Solution (does not necessarily need to be mentioned by name).

Sources

_____ Business communication reflects the facts and provides an evidence-based approach.
_____ Sources evidence triangulation with multivariant perspectives (i.e., organization, industry, scholarly articles, and other applicable sources), as appropriate.
_____ All sources are relevant and current (i.e., typically published within the last 5 years, with 3 years preferable, except in critically current studies such as related to IT, or cases of seminal studies, trending research, etc.). The nature of the study will dictate the proximity of time. It is important to keep in mind that the completed study will not be finished for several months which precludes more current literature being used in most instances; else, the final ADP will be reliant on dated resources.

Grammar, Mechanics & APA

_____ Length is appropriate.
_____ Communication tone and style is business professional, making use of active voice.
_____ Excellent communication when applying English grammar standards, with a flow of writing using the 7 C's: clear, concise, complete, correct, correlated to the research, creative, and critical thinking evidenced.
_____ Excellent use of APA 7e standards (i.e., scholarly writing, formatting, citations, references).
_____ The literature review is not a copy-and-paste of the work of others, nor is it purely descriptive. Rather, it bears repeating of what was said earlier: your review is to evidence analysis, synthesis, and critical evaluation of the literature.

_____ Mostly paraphrases when incorporating the works of others. Only uses direct quotes when they add value to the paper and then uses them sparingly. Additionally, very rarely—if ever—are large quotes of 40 or more words used in the ADP (which require block indent paragraph formation per APA).

_____ Plagiarism in all its forms is absolutely prohibited. Cite all works—whether a paraphrase, an idea of another, or a direct quote. Do not use patchwriting (which is the replacement of some words in a direct quote). APA requires all insertion of your words in a direct quote to be shown with brackets [ ].

ADP 10 IRB/RESEARCH PLAN

For this IRB Review milestone, you will consider the literature review findings and the applied doctoral project work thus far to determine what knowledge deficiencies still exist. Based on the identified need for additional or new data, you will develop a research plan. Major aspects of the plan will be included in Section 4 of your consulting report. The purpose of completing the research plan in this milestone is to provide you with a greater understanding of your methodology to complete the IRB Preliminary Information Form for initial review and to provide the IRB reviewers with enough details 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 for a full IRB review) and all required submissions have been completed and approved, you will be able to move on to the next milestone, Section 4 of the ADP to complete the research, analysis, and recommendations sections. An approved IRB review is required to successfully complete this milestone.

Components of the Research Plan

A research plan is completed, suitable for the uniqueness and scope of each ADP. Following review and acceptance of the research plan by the research chair, you will pull information from the research plan to populate the required IRB Preliminary Information Form (PIF). Below is a list of content areas that are typically identified in a scholarly research plan.

_____ Introductory/Topic Statement
_____ Driving Research Question
_____ Gaps in Knowledge and New or Additional Data Needed
_____ Potential Solutions to Study Further
_____ Research Design (*and its underlying assumptions*)
  _____ Research Method(s)
  _____ Research Setting
  _____ Data Collection Strategies
  _____ Data Management Strategies
  _____ Data Analysis Strategies
  _____ Research Participants/Sample Selection (*if applicable*)
  _____ Instrumentation (*if applicable*)
  _____ Consent Form (*if applicable*)
  _____ Other (*as determined by student and research chair*)
_____ Consultant Researcher's Role
_____ Ethical Considerations
_____ Time Schedule
_____ Budget (*if applicable such as with a scholarship*)

Preliminary Information Form

_____ IRB Preliminary Information Form (PIF)

Full IRB Submission

_____ Full IRB Submission (*if required*)

ADP 11 Section 4: Multiple Perspectives Inquiry & Test Solution

For Section 4: Multiple Perspectives Inquiry & Test Solution, you will conduct the research as planned and approved through the IRB process to determine potential solutions. A multiple perspectives framework will be identified early on for use in holistically perceiving the research findings, analysis, recommendations, and test solution. The potential solutions will be assessed and ranked to determine the optimal solution(s) and a summary evaluation will be given to share how the optimal solution(s) provide an appropriate response to the problem statement and answer the driving research question.

Deliverable

_____ Section 4: Multiple Perspective Inquiry & Test Solution addresses all required areas.
_____ There are content areas and features in Section 4 that go beyond only meeting the stated requirements, indicating the student understands the organization's current informational needs and anticipates the informational needs that will exist in the completed report.

Presentation

_____ Section 4 is crafted as a well-structured, persuasive presentation with a visually appealing and uncluttered layout; overall good balance of white space, narrative, and graphic content.
_____ Uses conversational copy, straightforward messages, and a consistent aesthetic theme.
_____ Color choices are in a complimentary palette typically mirroring the image and branding of the consulting client (i.e., the partner organization).
_____ Color choices are consistent, communicative, and decorative but also, per APA, ensure there is plenty of contrast for readers who may have color-vision deficiency.
_____ Top quality, relevant visuals amplify the message found in the narrated content to help readers retain key points.
_____ Visuals are in the most appropriate format for conveying the content (e.g., a pie chart is used to show proportions of a whole but it is not used if there are too many slices).
_____ Places all definitions in the Key Definitions section of the ADP consulting report or other appropriate location based on approval by the research chair (e.g., glossary, footnotes, end-of-section-notes, call-out boxes on the page with an initial introduction of the term, etc.), except in cases where the focus of the study is heavily reliant on definitions and requires comparing and contrasting what was found when reviewing available literature. A consistent presentation format for definitions is used in the consulting report.

Content

Introduction

_____ Previews major areas of address in the ADP section.

_____ Introduces this section as part of the overall study. Mentions the organization by a pseudonym to retain anonymity. However, if a waiver has been obtained from the partner organization and furnished to the research chair within the ADP Experience (Partner Organization Permission Form section), the partner organization's legal name and appropriate abbreviations of it may be used.

_____ Provides a concise synopsis of the aim of this problem-based learning chapter.

_____ Explains the organization of the ADP section and previews the major sections.

_____ Summarizes the planned research strategy used.

_____ Convinces readers of the comprehensive nature of the inquiry, acknowledging synthesis of findings and analysis in support of identified recommendations and selection of the optimal test solution.

_____ Evidences a scholar-practitioner approach throughout by competently bridging academics and practitioner concepts and approaches. This is a unique scholar-practitioner distinction of the DBA program. Its presence is integral to the doctoral study and needs to be clearly evidenced.

Multiple Perspectives Framework

_____ Provides an introductory paragraph of at least two sentences to the section.

_____ Introduces the concept and benefits of using multiframe thinking.

_____ Describes the multiple perspective framework identified/developed with which to view data collection and analysis, identification of potential solutions, and the selection of an optimal test solution in this study.

_____ Selects for inclusion in the multiple perspective framework the most advantageous frames appropriately associated with the organization, ethics, legal and compliance requirements, the Virtuous Business Model (VBM), and other areas central to the study. (All of the frames Integrate well into a realistic and synergistic whole framework that fully supports the study. It is concise, yet complete.)

Planned Inquiry

_____ Provides an introductory paragraph of at least two sentences to the section.

_____ Identifies gaps in the literature review and the need for additional research to address the problem.

_____ Describes the inquiry design as planned and approved through the IRB review.

_____ Details the method of inquiry as actually carried out.

_____ Reviews the collection of data and as required by IRB or necessitated by the study, includes copies of instruments used in the appendices with an explanation and justification for their use in the narrative.

_____ Discusses the selection of participants, including criteria used for selection, and utilization of participants, as applicable to the study.

_____ Explains and justifies the sampling method used, as applicable to the study.

_____ Describes the role of the researcher in the data collection process and their relationship with the topic, participants, or research area.

_____ Provides the logical and sequential process for the data analysis.

_____ Discusses the research findings clearly and succinctly so that those unfamiliar with the study can sufficiently understand the findings and their significance.

_____ Identifies key themes in the research findings and compares/contrasts/correlates those findings with the literature review and other content located in earlier sections of the ADP.

_____ Describes in what ways the findings confirm, disconfirm, or extend knowledge in business and the field of study by comparing the findings with other peer-reviewed studies from the literature review, as applicable.
_____ Analyzes and interprets the findings in the context of the multiperspective framework.
_____ Ties or disputes the secondary research (lit review and earlier content in the ADP) to the primary research findings and analysis.
_____ Ties or disputes common business practices and the organization's current business practices to the primary research findings and analysis.
_____ Incorporates other industry information, data, and analysis that is central to the study (i.e., industry performance, products and markets, competitive landscape, operating conditions, key statistics, jargon, and more).
_____ Provides evidence-based support for all claims made and ensures the interpretations do not exceed the data, findings, and scope of the study.
_____ Identifies limitations related to design or methodology that impacted or influenced the findings.
_____ Describes the constraints on generalizability, applications to practice, and or utility of the findings.
_____ Describes the extent and rationale for justifying if (and if so, why?) research findings can be generalized to larger populations and applied to different settings, as applicable to the study.
_____ Includes appropriate tables, figures, and other graphic formats to illustrate results, per the current edition of the Publication Manual of the American Psychological Association, to add clarity and value to the consulting report.

Identification of a Multiple Solutions Framework

_____ Identifies multiple potential solutions to address the problem and support answering the driving research question.
_____ Evidences open-mindedness, creativity, intuition, logic and reason, and business acumen when identifying potential solutions to not interject researcher bias or prematurely fully discredit findings, allowing the facts to be brought to the fore.
_____ Ensures potential solutions logically flow from the research and analysis and have evidence-based support.
_____ Determines several criteria—inclusive of DBA concepts (i.e., financial analysis such as ROI (return on investment), HR (Human Resources) analysis, etc.)—with which to assess and rank the identified potential solutions.
_____ Develops a multiple solutions framework(s)—inclusive of the potential solutions and the predetermined criteria—with which to describe, compare/contrast, assess, and rank the potential solutions individually and collectively.

Action/Applied Research Approach to Determine Test Solution

_____ Evaluates each presented solution comprehensively, based on its own merits.
_____ Evaluates each presented solution comparatively with other solutions within the multiple solutions framework(s).
_____ Considers and or incorporates perspectives from the multiperspective framework as part of the analysis and ranking of the potential solutions. In addition to other select areas, required to be included are ethics, compliance, and one or more concepts from the VBM.
_____ Utilizes a risk matrix or other appropriate framework to identify, describe, analyze, and rank risks associated with potential solutions.

_____ Includes in the risk matrix or other appropriate framework the probability that a risk event(s) might occur and the potential outcome of the event, as well as the magnitude of each risk, and ranks them according to prominence and consequence.
_____ Discusses the identifiable risks associated with the potential solutions in the narrative.
_____ Summarizes the findings of the various analyses of the potential solutions based on using the frameworks.

Action Research Approach

_____ If an action research approach is used in the study, then the selected test solution will be implemented and tested, repeating the cycle as often as necessary to accomplish the aims of the action research. Such studies are likely to be much rarer in the DBA program and will require individual consideration for how best to assess the study for completeness in achieving the overall objectives of the ADP in the DBA program. Individualized assessment rubrics will need to be identified and developed following the IRB approval, and then used in the subsequent milestones as applicable.

Test Solution Identification & Basis for Selection

_____ Identifies the optimal test solution(s), providing the key factors that were integral to the selection.
_____ Includes the sound basis for why the test solution(s) was selected over other options.
_____ Provides a detailed discussion on the applicability of the findings and selection with respect to the professional practice of business. The aim is to provide a rich academic argument for why and how the findings and selection are relevant to improved business practice.
_____ Provides a synopsis of the problem statement and restates the research question.
_____ Explains how the test solution(s) addresses the partner organization's problem.
_____ Answers the driving research question using evidence-based support from the research, analysis, and selected test solution(s).

Summary

_____ Reviews the main points of this section of the consulting report.
_____ Summarizes the major approaches in the design, development, and execution of the research.
_____ Closes with a reiteration of the findings and a strong conclusion statement.
_____ Provides a transition to Section 5: Change Management Plan (does not necessarily need to be mentioned by name).

Sources

_____ Business communication reflects the facts and provides an evidence-based approach.
_____ Sources evidence triangulation with multivariant perspectives (i.e., organization, industry, scholarly articles, and other applicable sources), as appropriate.
_____ All sources are relevant and current (i.e., typically published within the last 5 years, with 3 years preferable, except in critically current studies such as related to IT, or cases of seminal studies, trending research, etc.). The nature of the study will dictate the proximity of time. Because the completed study is finished over several months, resources can quickly become dated or no

longer viable for use. There is no evidence of reliance on aged, outdated, unreliable, or invalid information and data.

Grammar, Mechanics & APA

_____ Length is appropriate.
_____ Communication tone and style is business professional, making use of active voice.
_____ Excellent communication when applying English grammar standards, with a flow of writing using the 7 C's: clear, concise, complete, correct, correlated to the research, creative, and critical thinking evidenced.
_____ Excellent use of APA 7e standards (i.e., scholarly writing, formatting, citations, references).
_____ Mostly paraphrases when incorporating the work of others. Only uses direct quotes when they add value to the paper and then only uses them sparingly. Additionally, very rarely—if ever—are large quotes of 40 or more words used in the ADP (which require block indent paragraph formation per APA).
_____ All tables, figures, and graphics meet the formatting requirements for APA, including proper labeling.
_____ Plagiarism in all its forms is absolutely prohibited and is not evidenced in this Section 4. All forms of other authors' works are properly cited—whether a paraphrase, idea of another, image, table, or a direct quote. There is no evidence of patchwriting (the replacement of some words in a direct quote).
_____ Proper replacement of one or just a few words in a direct quote evidences the use of brackets [ ] around the word(s), per APA.

ADP 12 Business Case Presentation and the Presentation & Authorization Form

Partner organizations are an integral part of the DeVoe School of Business DBA program because they provide the real-world problems required for student completion of the Applied Doctoral Project. The organizations—for-profit, non-profit, and government agencies —micro, small, mid-sized, and large—gain what is essentially doctoral-level student consulting while the student gains access to the organization for completion of the ADP.

- Use of the Presentation & Authorization Form is required.
- The student's organization partnership is premised on both parties agreeing on the test solution(s) for the ADP.

Deliverable

_____ The presentation includes an accurate, well-detailed, clear, concise, and professional-looking business case supportive of the recommended content in the student guide, the uniqueness of the ADP study, and the needs of the organizational stakeholders.
_____ The required Presentation & Authorization Review form was completed in its entirety, including POC signature(s).
_____ A copy of the Business Case Presentation was submitted in Brightspace.
_____ A copy of the Presentation & Authorization Review form accompanies the Business Case Presentation, with both submitted in Brightspace.

Grammar, Mechanics & APA

_____ The business presentation meets the 7Cs of good communication: clear, concise, complete,

correct, correlated to the research, creative, and with critical thinking evidenced.

_____ The Presentation & Authorization Review form is clear, concise, complete, and grammatically correct.

ADP 13 Change Management Plan

For Section 5: Change Management Plan, you will design and develop the change management plan for use by your partner organization. First is an overview of the business case presentation given to the members of the organization and identification of the authorized test solution(s). They provide meaning, purpose, and goal achievement for the initiative. Second is the selection or customization of a change model and discussion of how the Virtuous Business Model will be used. Whether used standalone or integrated, they will frame the content, process, and measurements for change. Third is the completion of the change management plan that "serves as the roadmap defining concrete steps a company will take to implement and execute the change management process" (Editorial Team, 2020, para. 3). Section 5 is the last section of the ADP.

Deliverable

_____ Section 5: Change Management Plan addresses all required areas.

_____ There are content areas and features in Section 5 that go beyond only meeting the stated requirements, indicating the student understands the organization's current informational needs and anticipates the informational needs that will exist in the completed report.

Presentation

_____ Section 5 is crafted as a well-structured, persuasive presentation with a visually appealing and uncluttered layout; overall good balance of white space, narrative, and graphic content.

_____ Uses conversational copy, straightforward messages, and a consistent aesthetic theme.

_____ Color choices are in a complimentary palette typically mirroring the image and branding of the consulting client (i.e., the partner organization).

_____ Color choices are consistent, communicative, and decorative but also, per APA, ensure there is plenty of contrast for readers who may have color-vision deficiency.

_____ Top quality, relevant visuals amplify the message found in the narrated content to help readers retain key points.

_____ Visuals are in the most appropriate format for conveying the content (e.g., a pie chart is used to show proportions of a whole but it is not used if there are too many slices).

_____ Places all definitions in the Key Definitions section of the ADP consulting report or other appropriate location based on approval by the research chair (e.g., glossary, footnotes, end-of-section-notes, call-out boxes on the page with the initial introduction of the term, etc.), except in cases where the focus of the study is heavily reliant on definitions and requires comparing and contrasting what was found when reviewing available literature. A consistent presentation format for definitions is used in the consulting report.

Content

Introduction

_____ Previews major areas of address in the ADP section.

_____ Introduces this section as part of the overall study. Mentions the organization by a

pseudonym to retain anonymity. However, if a waiver has been obtained from the partner organization and furnished to the research chair within the ADP Experience (Partner Organization Permission Form section), the partner organization's legal name and appropriate abbreviations of it may be used.

_____ Provides a concise synopsis of the aim of this problem-based learning chapter.

_____ Explains the organization of the ADP section and previews the major sections.

_____ Evidences a scholar-practitioner approach throughout by competently bridging academics and practitioner concepts and approaches. This is a unique scholar-practitioner distinction of the DBA program. Its presence is integral to the doctoral study and needs to be clearly evidenced.

_____ Identifies new topics of address.

Making the Case for Change: Reframing the Organization

_____ Provides an introductory paragraph of at least two sentences to the section.

_____ Summarizes the business case presentation, to include:

- a summary overview of the potential alternatives presented and the bases for their
- disclosure of the discussion and evaluative processes that led to decision-making in the

_____ Ties the authorized resolution back to the driving research question to evidence that it has been fully addressed or, if not, why not.

_____ Conceptualizes the need for organization reframing by:

- describing concept shifts (i.e., anticipates the reframing needed for business strategy, structure, etc.) and
- discussing the organization's readiness for change.

_____ Develops a compelling vision statement for the planned change.

Using a Multiframe Perspective

_____ Provides an introductory paragraph of at least two sentences to the section.

_____ Introduces the concept and benefits of using multiframe thinking.

_____ Describes the multiple perspective framework identified/developed with which to view data collection and analysis, identification of potential solutions, and the selection of an optimal test solution in this study.

_____ Selects for inclusion in the multiple perspective framework the most advantageous frames appropriately associated with the organization, ethics, legal and compliance requirements, the Virtuous Business Model (VBM), and other areas central to the study. (All of the frames integrate well into a realistic and synergistic whole framework that fully supports the study. It is concise, yet complete.)

Planned Change Intervention Modeling

_____ Provides an introductory paragraph of at least two sentences to the section._____

Develops a customized change management model or intentionally selects an existing model that is the best fit for the CMP, providing evidence-based support for the model's development or selection.

_____ Explains how the VBM will be used in the change management plan as either a standalone framework or as integrated into a customized change model.

_____ Includes a graphic depiction of the change management model to provide context for the plan.

Change Management Plan

_____ Develops a change management plan that is suitable for the planned change initiative.
_____ Identifies evidence-based implementation strategies that are well-matched for the change
_____ Integrates a people-centered approach in the change management plan (and possibly the change management model), to include:
- identification of the stakeholder groups who will be expected to change their behavior(s),
- a description of how each group will be affected by the change,
- a plan to equip people for the change needed for each stakeholder group,
- a detailed communication plan for each stakeholder group is required, and
- measures to quantify adoption of the change among each stakeholder group.

_____ Formulates how to evaluate the managed change qualitatively and quantitatively, including identification of the key performance measures and metrics (i.e., each is named, described, and the formulaic expression is depicted).
_____ Identifies organizational barriers that may need to be removed or altered such as implicit or explicit biases, cultural normativity, policies, procedures, organizational hierarchy and structure.
_____ Describes several evidence-based reinforcement strategies to help ensure the change is sustained.
_____ Describes the scenario planning to identify potential future external events that are anticipated to have corresponding implications for the organization—whether positive or negative—that call for contingent responses based on predetermined tell-tale signs of the ensuing events.
_____ Creates a broad, implementable action plan with the inclusion of the key components: who, what, when, where, why, how, how much, and how many.

Conclusion

_____ Reviews the main points of this section of the consulting report.
_____ Provides a message that captures the key essence of the study.
_____ Summarizes what the research has contributed to practice and academia, clearly identifying any new knowledge, discoveries, or originality.
_____ Closes with a strong concluding statement making the takeaway message clear to the reader.

Sources

_____ Business communication reflects the facts and provides an evidence-based approach.
_____ Sources evidence triangulation with multivariant perspectives (i.e., organization, industry, scholarly articles, and other applicable sources), as appropriate.
_____ All sources are relevant and current (i.e., typically published within the last 5 years, with 3 years preferable, except in critically current studies such as related to IT, or cases of seminal studies, trending research, etc.). The nature of the study will dictate the proximity of time. Because the completed study is finished over several months, resources can quickly become dated or no longer viable for use. There is no evidence of reliance on aged, outdated, unreliable, or invalid information and data.

Grammar, Mechanics & APA

_____ Length is appropriate.
_____ Communication tone and style is business professional, making use of active voice.

_____ Excellent communication when applying English grammar standards, with a flow of writing using the 7 C's: clear, concise, complete, correct, correlated to the research, creative, and critical thinking evidenced.
_____ Excellent use of APA 7e standards (i.e., scholarly writing, formatting, citations, references).
_____ A list has been compiled by the student and included in the report to indicate any pre-approved modifications to APA.
_____ Mostly paraphrases when incorporating the work of others. Only uses direct quotes when they add value to the paper and then only uses them sparingly. Additionally, very rarely—if ever—are large quotes of 40 or more words used in the ADP (which require block indent paragraph formation per APA).
_____ All tables, figures, and graphics meet the formatting requirements for APA, including proper labeling.
_____ Plagiarism in all its forms is absolutely prohibited and is not evidenced in this Section 4.
All forms of other authors' works are properly cited—whether a paraphrase, idea of another, image, table, or a direct quote. There is no evidence of patchwriting (the replacement of some words in a direct quote).
_____ Proper replacement of one or just a few words in a direct quote evidences the use of brackets [ ] around the word(s), per APA.

ADP 14 Final ADP

The Final ADP is collated, revised, edited, and proofread to ensure a doctoral-quality scholar-practitioner report is completed and readied for reviewers and the partner organization.

Deliverable

_____ The Final ADP addresses all required areas.
_____ Content areas and features in the Final ADP go beyond only meeting stated requirements, indicating the student understands the organization's current informational needs and anticipates the informational needs that will exist in the completed report.

Presentation

_____ The Final ADP is crafted as a well-structured, persuasive presentation with a visually appealing and uncluttered layout; overall good balance of white space, narrative and graphic content.
_____ Uses conversational copy, straightforward messages, and a consistent aesthetic theme.
_____ Color choices are in a complimentary palette typically mirroring the image and branding of the consulting client (i.e., the partner organization).
_____ Color choices are consistent, communicative, and decorative but also, per APA, ensure there is plenty of contrast for readers who may have color-vision deficiency.
_____ Top quality, relevant visuals amplify the message found in the narrated content to help readers retain key points.
_____ Visuals are in the most appropriate format for conveying the content (e.g., a pie chart is used to show proportions of a whole but it is not used if there are too many slices).
_____ Places all definitions in the Key Definitions section of the ADP consulting report or other appropriate location based on approval by the research chair (e.g., glossary, footnotes, end-of-section-notes, call-out boxes on the page with the initial introduction of the term, etc.), except in cases where the focus of the study is heavily reliant on definitions and requires comparing

and contrasting what was found when reviewing available literature. A consistent presentation format for definitions is used in the consulting report.

Content

Executive Summary

_____ Provides a synopsis of the problem-based study, highlighting major areas of the ADP so that readers gain an understanding of the focus of the study, methods/tools used to identify solutions, evaluation of solutions, the authorized solution(s), and plan for change management. The driving research question is identified.
_____ The content is very insightful with the inclusion of key findings, unique associations, and new discoveries.
_____ Content is evidence-based with the inclusion of citations supported by references.
_____ The executive summary is well-organized, uses appropriate headings, follows the template format, and is no longer than four pages in length including the References list.
_____ The partner organization is mentioned by pseudonym to retain anonymity except if a waiver has been obtained from the partner organization and furnished to the research chair in the ADP Experience (Partner Organization Permission section).

Introduction

_____ Introduces the overall study, previewing major areas. Mentions the organization by a pseudonym to retain anonymity unless a waiver has been obtained.
_____ Provides a concise synopsis of the aim of this problem-based study.
_____ Details the organization of the ADP section and previews the major sections.
_____ Evidences a scholar-practitioner approach throughout by competently bridging academics and practitioner concepts and approaches. This is a unique scholar-practitioner distinction of the DBA program. Its presence is integral to the doctoral study and needs to be clearly evidenced.

Section 1

_____ The partner organization, background, current situation, and problem are introduced with sufficient detail. The ADP study aligns with the proper program specialization and frame of practice(s). The section is a clear, concise, and complete introduction and overview of the applied doctoral project, and offers a strong foundation for the development of the problem statement.

Section 2

_____ Includes the most recent evidence-based support about how the external environment and industry are impacted and or having an impact on the existing problem. Substantive support for claims is present.
_____ Includes the most up-to-date evidence-based support about the partner organization's internal environment and its implications for the organization. Substantive support for claims is present.
_____ Description of the complex, ill-structured, real-world, relevant, and current problem is clear,

succinct, and complete. Evidence supporting the problem is sufficient, relevant, and current. The significance and the implications of the problem are explained well. The focus is on the problem; no solutions or plans to address are present.

_____ A doctoral-quality, research-worthy driving research question is clearly derived from the specific statement of the problem within the problem statement. It is intentionally well-developed, adheres to the established development standards for DRQs (i.e., WWWWWH) and is complete.

_____ Identifies significant facts about the problem. Clearly states the assumptions known to exist about the problem by the organization and its members, the researcher, and other stakeholders. Acknowledges any existing deficiencies in knowledge about the problem and evaluatively discusses the significance of the unknown.

_____ Hunches, ideas, and hypothesis(es) associated with the problem, causes of the problem, and potential (ideated) solutions are identified and appear to be logical with evidence of deep evaluative thinking.

_____ States the purpose of developing guiding research questions. An appropriate number of guiding questions (approximately 5 to 6) are derived from the driving research question and secondarily from the problem statement. They are well-developed for a survey of literature and secondary research. No primary research questions are permitted. An additional set of at least three questions are typically identified to support the literature survey: (a) best practices, (b) benchmarking, and (c) methodology and method(s) anticipated to be used due to gaps in information following the survey.

_____ Describes the limitations in sufficient detail keeping in mind the study is an evidence-based practitioner project, not a standard dissertation.

_____ Clearly identifies and explains the assumptions related to the study (not the problem). _____ Defines the boundaries of the study (e.g., such as identifying populations included and excluded, geographic regions included and excluded, and theories and or conceptual frameworks most related to the area of study) that were not investigated (this is an issue of external validity). Describes generalizability potential and acknowledges any biases that could influence study outcomes and how they are addressed.

Section 3

_____ A clear, cohesive connection of themes to the project is present in the survey of the literature. Guiding research questions and additional questions related to best practices, benchmarking, methodology, and other associated concepts are discussed from broad to narrow. Themes are arranged logically and diverse points of views are analyzed. Multiple perspectives considered; singular views are not solely relied upon. Presents critically evaluated literature noting areas of convergence and divergence.

_____ Relevant studies and secondary research from an intentional selection of scholarly and practitioner-based resources are present and well-integrated. The literature is current, using a rule of thumb of up to 5 years old for most studies but as current as 2 to 3 years for studies/disciplines/fields that are recognized to necessarily rely on more recent information and data. Includes seminal scholarship where applicable.

_____ Clearly identifies any remaining gaps in the survey of literature and secondary sources to provide the basis for why additional research is required, and points to the most logical method(s) and source(s) for locating the additional information and data required to fully address the problem and answer the driving research question.

Section 4

_____ The selected methodology, design, and method are clearly aligned with the problem, driving research question, and any gaps identified in the survey of literature and secondary resources, and are sufficiently and concisely described. Limitations of methodology are addressed. Note: This is an evidence-based practitioner project, not a dissertation. The methodology should be to the standards of a practitioner study and sufficient to solve the problem.

_____ The target population is specifically defined. A description of the sample, demographics, and representation of the sample to the larger population is clear and detailed, if applicable.

_____ The description of the inclusion and exclusion criteria used to select the sample and or data set for the project is logical and follows best-practice guidelines.

_____ The procedures for gaining access to the data set are complete and clearly described. Explains how the rights of participants have been/are protected, if applicable.

_____ Project tasks or procedures are clearly documented. Provides clarity and description of the oversight and management of the project. Note: This is an evidence-based practitioner project, not a dissertation. The procedures should be to the standards of a practitioner study.

_____ Provides a sufficient description of the data collected and data collection processes. Explains alignment between data collected and the questions and or hypotheses that were part of the research plan.

_____ Sufficiently describes the materials or instruments associated with the chosen methodology, design, and method used. Details regarding instrument origin and development, previous use (if any), reliability, and validity are sufficient. Describes the appropriateness of the materials or instrument to the project. Note: Instrument validation to the standards of a practitioner instrument is appropriate.

_____ Identifies the role of the researcher in sufficient detail.

_____ Ethical considerations related to all aspects of the project are present and sufficient. Appropriate IRB documentation is referenced in the body of the ADP and placed in the appendices.

_____ For Quantitative Studies or Projects: Provides a sufficient description of the data analysis processes including, but not limited to, describing the statistical tests performed and the purpose/outcome, coding of data linked to each question, and the software used (e.g., SPSS, Qualtrics, R).
Note: This is an evidence-based practitioner project, not a dissertation. The procedures should be to the standards of a practitioner study.

_____ For Qualitative Studies or Projects: Provides a sufficient description of the coding processes of data linked to the questions asked. Clearly describes the transcription of data, the software used for textual analysis (e.g., NVivo, DeDoose, atlas.ti), and justifies manual analysis if used. Adequately explains the use of a member check to validate data collected, as applicable.

_____ Critically discusses the key results of the study and identifies multiple alternative solutions derived from the research and ingenuity. Key results and potential solutions appear aligned with the whole of the study and reasonable.

_____ Identifies multiple, logical, and appropriate criteria for assessing/ranking the potential solutions and determining the test solution. The criteria include business administration concepts, principles, strategies, and or analyses tools (e.g., ROI, payback period, target cost, price point, net present value, alignment with mission/vision/values, risk rankings, timing, etc.) in addition to other viable and integral factors. The criteria are sufficient to provide an accurate evaluation.

_____ The test solution(s) results from the criteria assessment/ranking and is not forced. Any

alterations to the resulting test solution should be based on a directive by the partner organization. The basis for any alteration is clearly described and substantively supported in the report. The identified test solution appears to be logical and adequately addresses the problem. Through narration in the report, the driving research question is shown to have been thoroughly addressed and answered.

_____ Closes with a strong concluding statement making the takeaway message clear to the reader.

Section 5

_____ Utilizes standard change management options following guidelines for practice that are clearly described and suitable for providing the partner organization with guidance on the implementation and management of the change initiative. Any straying or merging or independent creativity of standard change management options are clearly articulated and justified.

_____ Identifies the type, scope, and complexities of the identified change plan. Describes the scope in terms of boundaries, limits, budget, and scheduling.

_____ Adequately describes the intended outcomes and benefits. Develops a change vision and strategy. Identifies the principles, objectives, action plans, and measures of success that are clearly aligned with the approved test solution and feasible for implementation by the partner organization.

_____ Implications of the change, estimated duration and costs, associated risk factors with means to address, and other key factors of the change plan are clearly articulated, complete, well-developed, accurately stated, and logical.

Overall ADP

_____ Incorporation of a multiple perspectives approach is readily apparent.

_____ Clearly evidenced in one or more sections is the intentional, seamless, and appropriate integration of the Virtuous Business Model (VBM), in part or whole. The VBM is consistently correctly interpreted and rightly represented as a framework for viewing the problem, identifying the solutions, and reflecting on the ADP overall.

_____ Organization and layout are appropriate. All headings, tables, figures, infographics, callout boxes, etc. are consistently formatted, labeled, and professional in form and size with clear definition and readability throughout. A balance between narrative and graphics is achieved. Large graphics are located in the appendices and referenced in the body of the report. The color palette is appropriate and adds to, does not detract from, the appearance. There is sufficient narrative to provide context and evidence-based support for all graphics. Page numbering is appropriate.

Critical Thinking

_____ Critical thinking is evident with the use of essential intellectual standards: clarity, accuracy, precision, relevance, depth, breadth, logic, significance, fairness, and sufficiency. Exhibits proper evidence and reasoning within multiple, and sometimes conflicting, systems. Incorporates multiple viewpoints and also addresses opposing viewpoints. All claims are well-supported. Profoundly evidences the use of critical thinking with evidence-based support through paraphrasing. The ADP guidelines are consistently followed and only veer to incorporate exemplary approaches that add value to the study.

Sources

_____ Business communication reflects the facts and provides an evidence-based approach.
_____ Sources evidence triangulation with multivariant perspectives (i.e., organization, industry, scholarly articles, and other applicable sources), as appropriate.
_____ All sources are relevant and current (i.e., typically published within the last 5 years, with 3 years preferable, except in critically current studies such as related to IT, or cases of seminal studies, trending research, etc.). The nature of the study will dictate the proximity of time. Because the completed study is finished over several months, resources can quickly become dated or no longer viable for use. There is no evidence of reliance on aged, outdated, unreliable, or invalid information and data.

Grammar, Mechanics & APA

_____ Length is appropriate.
_____ Communication tone and style is business professional, making use of active voice.
_____ Excellent communication when applying English grammar standards, with a flow of writing using the 7 C's: clear, concise, complete, correct, correlated to the research, creative, and critical thinking evidenced.
_____ Excellent use of APA 7e standards (i.e., scholarly writing, formatting, citations, references).
_____ Mostly paraphrases when incorporating the work of others. Only uses direct quotes when they add value to the paper and then only uses them sparingly. Additionally, very rarely—if ever—are large quotes of 40 or more words used in the ADP (which require block indent paragraph formation per APA).
_____ All tables, figures, and graphics meet the formatting requirements for APA, including proper labeling.
_____ Plagiarism in all its forms is absolutely prohibited and is not evidenced in this Section 4.
All forms of other authors' works are properly cited—whether a paraphrase, idea of another, image, table, or a direct quote. There is no evidence of patchwriting (the replacement of some words in a direct quote).
_____ Proper replacement of one or just a few words in a direct quote evidences the use of brackets [ ] around the word(s), per APA.