# **Request for Graduate Course Addition**

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
 The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: College of Business Dept/Division: NA Contact Person: Dr. Nancy Lankton

Alpha Designator/Number: DBA 701 X Graded CR/NC Phone: 696-2656

NEW COURSE DATA:

New Course Title: Current Research Issues in Business and Economic Development			
Alpha Designator/Number: DBA 701			
Title Abbreviation: Res Bus & Econ Dev (Limit of 25 characters and spaces)			
Course Catalog Description: (Limit of 30 words)	This course describes key business and economic development research issues. It shows how matters such as jobs, unemployment, policymaking, budget, taxes, and public investment apply to business research and practice.		
Co-requisite(s): NoneFirst Term to be Offered: Fall 2020Prerequisite(s): Permission of the DBA Program DirectorCredit Hours: 3			
Course(s) being deleted in place of this addition (must submit course deletion form): NA			

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached

Dept. Chair/Division Head Nauge tauto Date 11/13/19	
Registrar Date DateDate Date Date	-
College Curriculum Chair Date DateDate	-1
Graduate Council Chair Juni Bunnel Date 2-1-2020	

Form updated 10/2011

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# **Request for Graduate Course Addition - Page 2**

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 701

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dr. Richard Agesa, Dr. Bo Feng

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter Not Applicable if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter Not Applicable if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter Not Applicable if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter Not Applicable if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Upon successful completion of this course, the student will be able to:

- 1. Survey relevant literature;
- 2. Collect and analyze data;
- 3. Present academic research to nonacademic audiences; and
- 4. Convert their research into technical reports or white papers.

#### 7. COURSE OUTLINE (May be submitted as a separate document)

Week 1: Face-to-Face Meeting, Introduction **Topic 1: Spatial Theory and Application** Week 2: Why Do Cities Exist? Week 3: Urban Economics Theory Week 4: Modelling the Urban Structure Week 5: Urbanization and Suburbanization **Topic 2: Urban and Regional Policy** Week 6: Government Structure and Political Geography Week 7: State and Local Fiscal Policy Week 8: Local Labor Market Week 9: Local Housing Market and Land Use Policy Week 10: Environment and Natural Resource Week 11: Crime and Communities, Education Week 12: Poverty, Inequality and Social Mobility **Topic 3: Local Economic Development and Planning** Week 13: Definition and Career in Local Economic Development Week 14: Face-to-Face Meeting, Individual Presentations Week 15: Final Individual Project Due

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

- Blair, J. P., & Carroll, M. C. (2009). *Local Economic Development, Analysis, Practices and Globalization (2<sup>nd</sup> Edition)*. Thousand Oaks, CA: SAGE Publications, Inc.
- Brueckner, J. K. (2011). Lectures on Urban Economics. United States: Massachusetts Institute of Technology.
- McCann, P. (2013). *Modern Urban and Regional Economics (2<sup>nd</sup> Edition)*. Oxford, UK: Oxford University Press.
- O'Sullivan, A. (2019). Urban Economics (9<sup>th</sup> Edition). New York, NY: McGraw-Hill Education.
- Shaffer, R., Deller, S. C., & Marcouiller, D. W. (2004). *Community Economics, Linking Theory and Practice (2nd Edition)*. Ames, IA: Blackwell Publishing, Ltd.

Also see reading list on schedule.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Online lectures and discussions, with two face-to-face meetings

# **Request for Graduate Course Addition - Page 4**

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Discussion of Required Readings Final Individual Project and Presentation

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

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Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See Syllabus – page 12

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# **Request for Graduate Course Addition - Page 5**

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

**Department:** College of Business

**Course Number and Title:** DBA 701: current Research Issues in Business and Economic Development **Catalog Description:** This course describes key business and economic development research issues. It shows how matters such as jobs, unemployment, policymaking, budget, taxes, and public investment apply to business research and practice.

**Prerequisites:** Permission of the DBA Program Director **First Term Offered:** Fall 2020 **Credit Hours:** 3



## Marshall University Syllabus Lewis College of Business Brad D. Smith Graduate School of Business Doctor of Business Administration

## Course

DBA 701 Current Research Issues in Business and Economic Development

## **Course Description**

This course describes key business and economic development research issues. It shows how matters such as jobs, unemployment, policymaking, budget, taxes, and public investment apply to business research and practice.

#### Credits

3 Credit hours

#### Prerequisites

Permission of the DBA Program Director

#### Term/Year

Fall 2020

#### Format (and Meeting Days/Times/Location)

The course format is asynchronous online with two on-campus meetings. Please see schedule for dates/times of these meetings. To access the online course, please log in to the course site in Marshall University's Blackboard System <a href="https://www.marshall.edu/muonline/">https://www.marshall.edu/muonline/</a>.

This course should be completed in one term.

#### Academic Calendar

For beginning, ending, and add/drop dates, see the <u>Marshall University Academic</u> <u>Calendar</u> (URL: http://www.marshall.edu/academic-calendar/ ).

# Instructor

TBD

#### **Contact Information**

Office: TBD Office Hours: TBD Office Phone: TBD Marshall Email: TBD

# **Preferred Communication Method and Expected Response Time**

The preferred method of communication is through Marshall email. The anticipated response time is 24 hours with a potential delay for holiday or weekends.

#### About Me

TBD

# Required and/or Recommended Texts and Materials

## **Required Texts and Materials**

- Blair, J. P., & Carroll, M. C. (2009). Local Economic Development, Analysis, Practices and Globalization (2<sup>nd</sup> Edition). Thousand Oaks, CA: SAGE Publications, Inc.
- Brueckner, J. K. (2011). Lectures on Urban Economics. United States: Massachusetts Institute of Technology.
- McCann, P. (2013). Modern Urban and Regional Economics (2<sup>nd</sup> Edition). Oxford, UK: Oxford University Press.
- O'Sullivan, A. (2019). Urban Economics (9th Edition). New York, NY: McGraw-Hill Education.
- O'Sullivan, A. (2012). Urban Economics (8th Edition). New York, NY: McGraw-Hill Education.
- Shaffer, R., Deller, S. C., & Marcouiller, D. W. (2004). *Community Economics, Linking Theory and Practice (2nd Edition)*. Ames, IA: Blackwell Publishing, Ltd.

Also see reading list on schedule.

# **Recommended/Optional Texts and Materials**

See attached bibliography.

# **Technology and Technical Skill Requirements**

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see Get Connected and Internet Browser at <u>Student Resources: First Steps</u>. See also <u>IT: Recommended</u> <u>Hardware</u> (URLs: http://www.marshall.edu/muonline/student-resources/ and http://www.marshall.edu/it/recommendations/).
- To check your browsers, use the <u>Blackboard Browser Checker</u> and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting\_Started/Browser\_Suppo rt/Browser\_Checker)
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Virtual (VC) courses may require a webcam and microphone to use Blackboard Collaborate Ultra for synchronous meetings. For the best experience, Blackboard recommends Google Chrome browser or Mozilla

Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.

- <u>Adobe Acrobat Reader</u> may be needed to read some files. This plug-in is available free. (URL: https://get.adobe.com/reader/) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: http://www.marshall.edu/it/office365/).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

# Technology Assistance

If you have technical problems, please contact one or more of the following:

- <u>Blackboard Support Center</u> (URL: http://marshall.edusupportcenter.com)
- Marshall <u>Information Technology (IT) Service Desk</u> (Help Desk) (URL: http://www.marshall.edu/it/departments/it-service-desk/)
- Huntington: (304) 696-3200
- South Charleston: (304) 746-1969
- <u>Email the IT Service Desk</u> (itservicedesk@marshall.edu)

# **Course Purpose**

This course discusses an interdisciplinary field that uses economic theories and methods to address local and regional issues in economics, human geography, urban planning, sociology and public health. This course surveys basic theories in urban and regional economics and provides students with tools of economic analysis that are necessary for effective development practice. Students in this class are expected to gain technical literacy and proficiency in the use of regional theory and language to address economic development, planning, and public policy challenges while also appreciating the relationships to other development approaches.

# **Course Objectives/Outcomes**

This course focuses heavily on applying business and economic theories to solve real world problems. Upon successful completion of this course, the student will be able to:

- 1. Survey relevant literature;
- 2. Collect and analyze data;
- 3. Present academic research to nonacademic audiences; and
- 4. Convert their research into technical reports or white papers.

# Learner Outcomes

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will be able to understand regional theories and apply the theories to solve real world problems.	Watching videos, reading materials	Group project, individual project
Students will be able to collect and analyze data.	Watching videos, working on projects	Group project, individual project
Students will learn to present their ideas.	Collaborating online, presenting in class	Presentations
Students will learn how to write technical reports/white papers.	Reading materials, working on projects	Group project, individual project

#### **Course Structure**

This course is organized in topic areas presented in folders in Blackboard.

#### **Course Requirements/Due Dates**

The course requirements are as follows:

<u>Discussion of Required Readings</u>: Each week, one or more reading(s) are assigned as required readings. For each reading, one student serves as the discussant. The discussant posts a written and oral summary of the readings on the course discussion board. Each summary should contain a synopsis of the article and two or three discussion questions. After the summary is posted, other students join the discussion. You will be graded on your work as a discussant and your discussion posts,

<u>Final Individual Project and Presentation:</u> Students are required to complete an independent research report on the economic development of a county/city they want to live in. Students need to identify the type of economy and compare the economic development stages of their chosen counties/cities, use figures and tables to analyze its development advantages and disadvantages comparing with other counties/cities in the same state and/or similar counties/cities in other states, and provide suggestions for its future economic development.

Only in rare cases can students conduct other types of individual projects. Students should contact the instructor regarding specific topics they want to pursue.

Each student will be given 10 minutes to present their research findings. Experts invited from local economic development authorities will grade the presentation (10 points). After the presentation, a final report should be submitted to the instructor before the end of the semester.

## **Course Policies**

By enrolling in this course, you agree to the following course policies.

# **Attendance/Participation Policy**

Learners are expected to participate in discussions and activities. This includes attendance at events. An exception to this will be made on a case by case basis with the Dean of the Business School.

### **Online Communication Expectations**

Communication expectations for this class can be found on the class Blackboard site Start Here > Netiquette.

## **Grading Policy**

## **Grading Scale**

A is 90 to 100%, B is 80 to <90%, C is 70 to <80%, D is 60 to <70%, F is <60%

## Late Work Policy

Late work will be reduced 10% per day late and not accepted after four (4) days. A grade of Incomplete is not an available option for a grade and these may only be granted per Marshall University policy after a review of extenuating circumstances by the Dean of Business School and or designee.

#### Anticipated Response Time for Grading and Feedback

Assignments will typically be graded within seven days of submission or date due.

# **Evaluation Criteria**

50% Discussion of Required Readings 50% Final Individual Project and Presentation

#### **University Policies**

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to <u>MU Academic Affairs: University</u> <u>Policies</u> (URL: http://www.marshall.edu/academic-affairs/policies/).

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

## **Students with Disabilities**

For University policies and the procedures for obtaining services, please go to <u>MU</u> <u>Academic Affairs: University Policies</u> and read the section, Students with Disabilities (URL: http://www.marshall.edu/academic-affairs/policies/).

#### Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit <u>Marshall IT: Office 365</u> (URL https://www.marshall.edu/it/office365/).

## **Course Schedule**

Week	Topics/Readings	Assignments Due
1	Face-to-Face Meeting, IntroductionBlair, J. P., & Carroll, M. C. (2009). Local Economic Development, Analysis, Practices and Globalization (2 <sup>nd</sup> Edition). Thousand Oaks, CA: SAGE Publications, Inc. (Chapters 1 & 2)O'Sullivan, A. (2019). Urban Economics (9 <sup>th</sup> Edition). New 	Discussion of Required Readings
2	<ul> <li>Why Do Cities Exist?</li> <li>Blair, J. P., &amp; Carroll, M. C. (2009). Local Economic Development, Analysis, Practices and Globalization (2<sup>nd</sup> Edition). Thousand Oaks, CA: SAGE Publications, Inc. (Chapter 4)</li> <li>Glaeser, E., &amp; Kohlhase, J., (2004). Cities, regions and the decline of transport costs. Papers in Regional Science, 83, 197–228.</li> </ul>	Discussion of Required Readings

Week	Topics/Readings	Assignments Due
3	Urban Economics Theory	Discussion of Required
	Batty, M. (2008). The size, scale, and shape of cities. Science, 319(5864), 769-771.	Readings
	Gabaix, X. (1999). Zipf's law and the growth of cities. American Economic Review, 89(2), 129-132.	
	McCann, P. (2013). <i>Modern Urban and Regional Economics</i> (2 <sup>nd</sup> Edition). Oxford, UK: Oxford University Press. (Chapter 3)	
	O'Sullivan, A. (2019). Urban Economics (9 <sup>th</sup> Edition). New York, NY: McGraw-Hill Education. (Chapters 6 & 7)	
4	Modelling the Urban Structure	Discussion of Required
	O'Sullivan, A. (2012). Urban Economics (8th Edition). New York, NY: McGraw-Hill Education. (Chapter 1)	Readings
5	Urbanization and Suburbanization	Discussion of Required
	Albouy, D., & Lue, B., (2015). Driving to opportunity: Local rents, wages, commuting, and sub-metropolitan quality of life. <i>Journal of Urban Economics</i> , 89, 74-92.	Readings
	Blair, J. P., & Carroll, M. C. (2009). <i>Local Economic</i> <i>Development, Analysis, Practices and Globalization (2<sup>nd</sup> Edition)</i> . Thousand Oaks, CA: SAGE Publications, Inc. (Chapter 8)	
	Glaeser, E. L., & Gottlieb, J. D. (2009). The wealth of cities: Agglomeration economies and spatial equilibrium in the United States. <i>Journal of Economic Literature, 47</i> (4), 983- 1028.	
	Greenwood, M. J. (1985). Human migration: Theory, models, and empirical studies. <i>Journal of regional Science</i> , 25(4), 521-544.	
	O'Sullivan, A. (2012). <i>Urban Economics (8<sup>th</sup> Edition)</i> . New York, NY: McGraw-Hill Education. (Chapter 11)	

Week	Topics/Readings	Assignments Due
6	<ul> <li>Government Structure and Political Geography</li> <li>Florida, R. (2011). The Geography of Gun Deaths. <i>The</i> <i>Atlantic</i>. Retrieved September 24, 2019, from https://www.theatlantic.com/national/archive/2011/01/the- geography-of-gun-deaths/69354/.</li> <li>Florida, Richard (2012). The Geography of US Gun Violence. <i>CityLab</i>. Retrieved September 24, 2019, from https://www.citylab.com/equity/2012/12/geography-gun- violence-cities-versus-metros/4044/.</li> <li>Johnston, R., Manley, D., Jones, K., &amp; Rohla, R. (2018). The geographical polarization of the American electorate: a country of increasing electoral landslides? <i>GeoJournal</i>, 1- 18.</li> </ul>	Discussion of Required Readings
7	<ul> <li>State and Local Fiscal Policy</li> <li>Blair, J. P., &amp; Carroll, M. C. (2009). Local Economic Development, Analysis, Practices and Globalization (2<sup>nd</sup> Edition). Thousand Oaks, CA: SAGE Publications, Inc. (Chapters 12 &amp; 17)</li> <li>Goodman, C. B. (2019). Local government fragmentation: What do we know? State and Local Government Review, Forthcoming.</li> <li>O'Sullivan, A. (2012). Urban Economics (8<sup>th</sup> Edition). New York, NY: McGraw-Hill Education. (Chapters 16-19)</li> <li>Richardson, J. J., Gough, M, Z., &amp; Puentes, R. (2003). Is home rule the answer? clarifying the influence of Dillon's rule on growth management. Center on Urban and Metropolitan Policy, the Brookings Institution. Retrieved September 24, 2019, from https://www.brookings.edu/research/is-home-rule-the- answer-clarifying-the-influence-of-dillons-rule-on-growth- management/.</li> <li>Tiebout, C. M. (1956). A pure theory of local expenditures. Journal of Political Economy, 64(5), 416-424.</li> </ul>	Discussion of Required Readings

Week	Topics/Readings	Assignments Due
8	Local Labor Market O'Sullivan, A. (2019). Urban Economics (9 <sup>th</sup> Edition). New York, NY: McGraw-Hill Education. (Chapter 8)	Discussion of Required Readings
	Qian, H. (2018). Knowledge-based regional economic development: A synthetic review of knowledge spillovers, entrepreneurship, and entrepreneurial ecosystems. <i>Economic Development Quarterly, 32</i> (2), 163-176.	
	Shaffer, R., Deller, S. C., & Marcouiller, D. W. (2004). Community Economics, Linking Theory and Practice (2nd Edition). Ames, IA: Blackwell Publishing, Ltd. (Chapter 6)	
9	<b>Local Housing Market and Land Use Policy</b> Glaeser, E. L., & Nathanson, C. G. (2015). Housing bubbles. <i>Handbook of Regional and Urban Economics, 5</i> , 701-751.	Discussion of Required Readings
	Lester, T. W., & Hartley, D. A. (2014). The long-term employment impacts of gentrification in the 1990s. <i>Regional Science and Urban Economics, 45</i> , 80-89.	
	O'Sullivan, A. (2012). Urban Economics (8 <sup>th</sup> Edition). New York, NY: McGraw-Hill Education. (Chapters 7, 9, & 14)	
	Shaffer, R., Deller, S. C., & Marcouiller, D. W. (2004). Community Economics, Linking Theory and Practice (2nd Edition). Ames, IA: Blackwell Publishing, Ltd. (Chapter 5)	

Week	Topics/Readings	Assignments Due
10	Environment and Natural Resource	Discussion of Required
	Cropper, M. L., & Oates, W. E. (1992). Environmental economics: A survey. <i>Journal of Economic Literature,</i> 30(2), 675-740.	Readings
	Feng, B., Partridge, M., & Rembert, M. (2018). The perils of modelling how migration responds to climate change. In R. Stough, K. Kourtit, P. Nijkamp, & U. Blien (Eds.). <i>Modelling</i> <i>Aging and Migration Effects on Spatial Labor Markets.</i> <i>Advances in Spatial Science (The Regional Science Series)</i> (pp. 53-75), Springer, Cham.	
11	Crime and Communities, Education	Discussion of Required
	O'Sullivan, A. (2012). Urban Economics (8 <sup>th</sup> Edition). New York, NY: McGraw-Hill Education. (Chapters 12 & 13)	Readings

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Week	Topics/Readings	Assignments Due
12	<ul> <li>Poverty, Inequality, and Social Mobility</li> <li>Blair, J. P., &amp; Carroll, M. C. (2009). Local Economic Development, Analysis, Practices and Globalization (2<sup>nd</sup> Edition). Thousand Oaks, CA: SAGE Publications, Inc. (Chapter 11)</li> <li>Corak, M. (2013). Income inequality, equality of opportunity, and intergenerational mobility. Journal of Economic Perspectives, 27(3), 79-102.</li> <li>Goetz, S. J., Partridge, M. D., &amp; Stephens, H. M. (2018). The economic status of rural America in the President Trump era and beyond. Applied Economic Perspectives and Policy, 40(1), 97-118.</li> </ul>	Due Discussion of Required Readings
	<ul> <li>Martin, R., &amp; Sunley, P. (2014). On the notion of regional economic resilience: Conceptualization and explanation. <i>Journal of Economic Geography</i>, <i>15</i>(1), 1-42.</li> <li>O'Sullivan, A. (2012). <i>Urban Economics (8<sup>th</sup> Edition)</i>. New York, NY: McGraw-Hill Education. (Chapter 8)</li> <li>Partridge, M. D., Rickman, D. S., Olfert, M. R., &amp; Tan, Y. (2015). When spatial equilibrium fails: Is place-based policy second best? <i>Regional Studies</i>, <i>49</i>(8), 1303-1325.</li> </ul>	
13	Definition and Career in Local Economic DevelopmentBlair, J. P., & Carroll, M. C. (2009). Local Economic Development, Analysis, Practices and Globalization (2 <sup>nd</sup> Edition). Thousand Oaks, CA: SAGE Publications, Inc. (Chapters 1, 3, 4, & 6)Neumark, D., & Simpson, H. (2015). Place-based policies. Handbook of Regional and Urban Economics, 5, 1197-1287.Partridge, M. D., Rickman, D. S., Tan, Y., Olfert, M. R. (2015). US regional poverty post-2000: The lost decade. Economic Development Quarterly, 29(1), 38-48.	Discussion of Required Readings
14	Face-to-Face Meeting, Individual Presentations	Individual Presentations

Week	Topics/Readings	Assignments Due
15	Final Individual Project Due	Final Individual
	·	Project

# Bibliography

Albouy, D. (2012) Evaluating the efficiency and equity of federal fiscal equalization. *Journal of Public Economics*, 96, 824-839.

Ananat, E. O. (2011). The wrong side (s) of the tracks: The causal effects of racial segregation on urban poverty and inequality. *American Economic Journal: Applied Economics*, *3*(2), 34-66.

Angrist, J. D., & Pischke, J.-S. (2010). The credibility revolution in empirical economics: How better research design is taking the con out of econometrics. *Journal of Economic Perspectives*, 24(2), 3-30.

Anselin, L. (2010). Thirty years of spatial econometrics. *Papers in Regional Science*, 89(1), 3-25.

Arsen, D., DeLuca, T. A., Ni, Y., & Bates, M. (2016). Which districts get into financial trouble and why: Michigan's story. *Journal of Education Finance*, 42(2), 100-126.

Atems, B. (2013). A note on the differential regional effects of income inequality: empirical evidence using US county-level data. *Journal of Regional Science*, *53*(4), 656-671.

Audretsch, D. B., & Feldman, M. P. (2004). Knowledge spillovers and the geography of innovation. *Handbook of Regional and Urban Economics*, *4*, 2713-2739.

Autor, D. H., Dorn, D., & Hanson, G. H. (2013). The China syndrome: Local labor market effects of import competition in the United States. *American Economic Review*, *103*(6), 2121-68.

Banzhaf, H. S., & Walsh, R. P. (2008). Do people vote with their feet? An empirical test of Tiebout. *American Economic Review*, *98*(3), 843-63.

Barkley, D. (1988). The decentralization of high-technology manufacturing to nonmetropolitan areas. *Growth and Change*, *19*(1), 13-30.

Baum-Snow, N. (2010). Changes in transportation infrastructure and commuting patterns in US metropolitan areas, 1960-2000. *American Economic Review*, 100(2), 378-382.

Baum-Snow, N., & Ferreira, F. (2015). Causal inference in urban and regional economics. *Handbook of Regional and Urban Economics*, *5*, 3-68.

Bayer, P., Keohane, N., & Timmins, C. (2009). Migration and hedonic valuation: The case of air quality. *Journal of Environmental Economics and Management, 58*, 1-14.

Bayer, P., McMillan, R., & Rueben, K. S. (2004). What drives racial segregation? New evidence using census microdata. *Journal of Urban Economics*, *56*(3), 514-535.

Bearak, J. M., Burke, K. L., & Jones, R. K. (2017). Disparities and change over time in distance women would need to travel to have an abortion in the USA: A spatial analysis. *The Lancet Public Health*, 2(11), 6493-6500.

Beeson, P. E., & Eberts, R. W. (1989). Identifying productivity and amenity effects in interurban wage differentials. *The Review of Economics and Statistics*, *71*(3), 443-452.

BenDor, T., Metcalf, S., & Paich, M. (2011). The dynamics of brownfield redevelopment. *Sustainability*, *3*(6), 914-936.

Betz, M. R., & Jones, L. E. (2018). Wage and employment growth in America's drug epidemic: Is all growth created equal? *American Journal of Agricultural Economics*, *100*(5), 1357-1374.

Bifulco, R., & Reback, R. (2014). Fiscal impacts of charter schools: Lessons from New York. *Education Finance and Policy*, 9(1), 86-107.

Boehmer, E., Masumeci, J., & Poulsen, A. B. (1991). Event-study methodology under conditions of event-induced variance. *Journal of financial economics*, *30*(2), 253-272.

Bonds, A. (2018). Refusing resilience: the racialization of risk and resilience. *Urban Geography*, *39*(8), 1285-1291.

Brakman, S., Garretsen, H., & Schramm, M. (2004). The strategic bombing of German cities during World War II and its impact on city growth. *Journal of Economic Geography*, 4(2), 201-218.

Brakman, S., Garretsen, H., & Van Marrewijk, C. (2009). *The new introduction to geographical economics*. Cambridge University Press.

Brueckner, J. K. Strategic interaction among governments: An overview of empirical studies. *International Regional Science Review*, *26*(2), 175-188.

Brueckner, J. K., & Rosenthal, S. S. (2009). Gentrification and neighborhood housing cycles: Will America's future downtowns be rich? *The Review of Economics and Statistics*, 91(4), 725-743.

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# **Request for Graduate Course Addition**

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
 The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: College of Business Dept/Division: NA Contact Person: Dr. Nancy Lankton Alpha Designator/Number: DBA 702 X Graded CR/NC Phone: 696-2656

NEW COURSE DATA:

New Course Title: Current Research Issues in Business Innovation				
Alpha Designator/Number: D	DBA 702			
Title Abbreviation: Cur Res Bus Inn				
(Limit of 25 characters and sp	paces)			
Course Catalog Description: (Limit of 30 words)	Students will be introduced to contemporary research and pedagogical topics in business innovation including design thinking, disruptive innovation, corporate innovation, and the pedagogy of business innovation.			
Co-requisite(s): NoneFirst Term to be Offered: Spring 2021Prerequisite(s): Permission of the DBA Program DirectorCredit Hours: 3				
Course(s) being deleted in place of this addition (must submit course deletion form): NA				

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached

Dept. Chair/Division Head <u>Narry &amp; Marth</u>	_ Date	71/13/19
Registrar Song Alg 520101	Date	11/14/19
College Curriculum Chair	_ Date	19×10/19
Graduate Council Chair Jan Baward	_ Date	2-1-2020

Form updated 10/2011

# **Request for Graduate Course Addition - Page 2**

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 702

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dr. Ben Eng, Olen York JD, Dr. Avi Mukherjee

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "Not Applicable" if not applicable.

#### Not Applicable

3. REQUIRED COURSE: If this course will be required by another deparment(s), identify it/them by name. Enter "Not Applicable" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "Not Applicable" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "Not Applicable" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

- 1. Demonstrate competence in reviewing classic and current literature in the field of business innovation;
- 2. Identify, define, and articulate key business innovation topics, constructs and concepts;
- 3. Identify gaps, unresolved issues, and emerging trends in the research, theory, and practice of business innovation;
- 4. Clearly communicate scientific ideas and questions with colleagues, in both verbal and written form'
- 5. Write a research proposal on an interesting, important, and novel question in business innovation; and
- 6. Write a teaching innovation in business innovation.

- 7. COURSE OUTLINE (May be submitted as a separate document)
- Week 1: Face-to-Face Meeting, Syllabus Review Week 2: Theories of Competition Week 3: Disruptive Innovation Week 4: New Product Development Week 5: Recombination Week 6: Design Thinking Week 6: Design Thinking Week 7: Absorptive Capacity & Ambidexterity Week 8: Organizational Learning Week 8: Organizational Learning Week 9: Corporate Innovation/Intrapreneurship Week 10: Inertia Week 11: Innovation and Organizational Outcomes Week 12: Pedagogy of Business Innovation – Research Week 13: Pedagogy of Business Innovation – Teaching Innovations Week 14: Face-to-Face Meeting, Presentation of Research Papers

Week 15: Research Paper Due

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

No required texts will be used for this course. Instead the course will require students to read a series of journal articles each week. Some examples for week 1 include:

- Wiggins, R. R. (2005). Schumpeter's ghost: Is hyper-competition making the best of times shorter? *Strategic Management Journal, 26*(10), 887-911.
- Hunt, S. D., & Morgan, R. M. (1995). The comparative advantage theory of competition. *Journal of Marketing*, 59(2), 1-15.
- Dickson, P.R. (1992). Toward a general theory of competitive rationality. *Journal of Marketing*, 56(1), 69-83.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Online lectures and discussions, with two face-to-face meetings

# **Request for Graduate Course Addition - Page 4**

#### 10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Synthesis of Readings Manuscript Reviews Teaching Innovation Paper Research Paper & Presentation

# 11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See Syllabus – page 14

# **Request for Graduate Course Addition - Page 5**

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

**Department:** College of Business

Course Number and Title: DBA 702: Current Research Issues in Business Innovation

**Catalog Description:** Students will be introduced to contemporary research and pedagogical topics in business innovation including design thinking, disruptive innovation, corporate innovation, and the pedagogy of business innovation.

**Prerequisites:** Permission of the DBA Program Director **First Term Offered:** Spring 2021 **Credit Hours:** 3



Marshall University Syllabus Lewis College of Business Brad D. Smith Graduate School of Business Doctor of Business Administration

#### Course

DBA 702 Current Research Issues in Business Innovation

#### **Course Description**

Students will be introduced to contemporary research and pedagogical topics in business innovation including design thinking, disruptive innovation, corporate innovation, and the pedagogy of business innovation.

#### Credits

3 credits hours

#### **Prerequisites**

Permission of the DBA Program Director

#### Term/Year

Spring 2021

#### Format (and Meeting Days/Times/Location)

The course format is asynchronous online with two on-campus meetings. Please see schedule for dates/times of these meetings. To access the online course, please log in to the course site in Marshall University's Blackboard System <a href="https://www.marshall.edu/muonline/">https://www.marshall.edu/muonline/</a>.

This course should be completed in one term.

#### **Academic Calendar**

For beginning, ending, and add/drop dates, see the <u>Marshall University Academic</u> <u>Calendar</u> (URL: http://www.marshall.edu/academic-calendar/ ).

#### Instructor TBD

ТБО

#### **Contact Information**

Office: TBD Office Hours: TBD Office Phone: TBD Marshall Email: TBD

# **Preferred Communication Method and Expected Response Time**

The preferred method of communication is through Marshall email. The anticipated response time is 24 hours with a potential delay for holiday or weekends.

#### **About Me**

TBD

# Required and/or Recommended Texts and Materials

# **Required Texts and Materials**

See reading list on schedule.

## **Recommended/Optional Texts and Materials**

See attached bibliography.

## **Technology and Technical Skill Requirements**

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at <u>Student Resources: First Steps</u>. See also <u>IT: Recommended</u> <u>Hardware</u> (URLs: http://www.marshall.edu/muonline/student-resources/ and http://www.marshall.edu/it/recommendations/ ).
- To check your browsers, use the <u>Blackboard Browser Checker</u> and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting\_Started/Browser\_Suppo rt/Browser\_Checker )
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Virtual (VC) courses may require a webcam and microphone to use Blackboard Collaborate Ultra for synchronous meetings. For the best experience, Blackboard recommends Google Chrome browser or Mozilla Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.
- <u>Adobe Acrobat Reader</u> may be needed to read some files. This plug-in is available free. (URL: https://get.adobe.com/reader/) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit <u>Marshall IT: Office 365</u> (URL: http://www.marshall.edu/it/office365/).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

# **Technology Assistance**

If you have technical problems, please contact one or more of the following:

• <u>Blackboard Support Center</u> (URL: http://marshall.edusupportcenter.com)

- Marshall <u>Information Technology (IT) Service Desk</u> (Help Desk) (URL: http://www.marshall.edu/it/departments/it-service-desk/)
- Huntington: (304) 696-3200
- South Charleston: (304) 746-1969
- Email the IT Service Desk (itservicedesk@marshall.edu)

## **Course Purpose**

For each class you will be assigned a set of readings on a specific business innovation topic. Through the required and suggested readings, this course will highlight the scientific study and pedagogical techniques in business innovation. At least one student is responsible for leading/facilitating the online discussion on each topic. For each assigned reading, when applicable, it is important for you to understand and focus on the following: review of relevant literature, major research propositions, theoretical rationale, hypotheses, research methods and data-analysis strategies, empirical results, value-added contributions to theory, research, and practice, study limitations, and directions for future research. For each topic, a set of readings, both classic and recent, will be assigned. Please note that neither the topics nor the readings covered should be considered exhaustive. We simply cannot cover everything in the time allotted. The purpose is to provide a solid foundation in the important issues related to each topic and the field as a whole. The overall goal of the course is to prepare each of you to scientifically pursue answers to important questions in the field of business innovation.

## **Course Objectives/Outcomes**

Upon successful completion of this course, the student will be able to:

- 1. Demonstrate competence in reviewing classic and current literature in the field of business innovation;
- 2. Identify, define, and articulate key business innovation topics, constructs and concepts;
- 3. Identify gaps, unresolved issues, and emerging trends in the research, theory, and practice of business innovation;
- 4. Clearly communicate scientific ideas and questions with colleagues, in both verbal and written form'
- 5. Write a research proposal on an interesting, important, and novel question in business innovation; and
- 6. Write a teaching innovation in business innovation.

## **Learner Outcomes**

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will demonstrate competence in reviewing classic and current	Class discussion, leading class discussion, synthesis of readings, manuscript reviews	Research paper

literature in the field of business innovation.		
Students will be able to identify, define, and articulate key business innovation topics, constructs and concepts.	Class discussion, leading class discussion, synthesis of readings, manuscript reviews	Research paper
Students will demonstrate the ability to identify gaps, unresolved issues, and emerging trends in the research, theory, and practice of business innovation.	Class discussion, leading class discussion, synthesis of readings, manuscript reviews	Research paper
Students will have the ability to clearly communicate scientific ideas and questions with colleagues, in both verbal and written form.	Class discussion, leading class discussion, synthesis of readings, manuscript reviews	Research paper
Students will have the ability to write a research proposal on an interesting, important, and novel question in business innovation.	Class discussion, leading class discussion, synthesis of readings, manuscript reviews	Research paper
Students will have the ability to write a teaching innovation in business innovation.	Class_discussion	Teaching innovation paper

## **Course Structure**

This course is organized in topic areas presented in folders in Blackboard.

### **Course Requirements/Due Dates**

The course requirements are as follows:

<u>Synthesis of Readings:</u> For each set of readings, each student is to prepare a brief one to three single-spaced overview of the readings for each topic area. In these overview papers, students should synthesize the major ideas and contributions to knowledge of the assigned readings and describe how the readings relate to one another. Students should also discuss research questions that the readings inspire.

<u>Manuscript Reviews</u>: Each student will prepare a manuscript review of the instructor-assigned paper(s) in a two to three-page single-spaced document. This

critique will focus on both the content/theory and the methodology of the paper and will be presented to the class. Unlike the synthesis of readings, this assignment is to critique the paper, not synthesize it. Students must, in addition to identifying the major ideas and contributions, discuss any flaws in the paper and also the ramifications of the paper for the field.

<u>Research Paper and Presentation:</u> Each student must write and submit a scientific research proposal. The topic of your research proposal must be within the domain of business innovation. Exceptions may be approved by me on a case-by-case basis. Students are required to turn in a three to five-page, double-spaced research proposal during the fifth week of class. Please choose a research topic that is of great interest to you, not one that you think may interest me.

A first, full draft of the research paper must be turned in by the ninth week of class. I will provide feedback on your manuscript and students will have to submit their first draft to one classmate for additional manuscript review. Peer manuscript reviews are due in week ten. To simulate the peer review process at academic journals, authors are required to write a response letter which addresses each point made by your peer reviewers.

The research paper must be no longer than 25 double-spaced, single-sided, typewritten pages including references. The style and format of the proposal must adhere to the guidelines set forth in the APA Publication Manual. The paper must include the following sections: title page; abstract; introduction with a statement of the problem, review of relevant literature, hypothesis(es) development, and theoretical underpinnings/rationale for testing your hypothesis(es); method with a proposed research design, methodology, and data-analysis strategy; expected results that link to your hypothesis(es); discussion that addresses implications of your expected results for theory, research, and practice in business innovation along with potential study limitations. You should use the research articles assigned for this course as "models" for writing your paper. Along with the complete final draft, each student must submit a recorded oral presentation of his or her research paper to the class. The purpose of this oral presentation is for students to practice presenting at professional meetings.

<u>Teaching Innovation:</u> Each student will prepare a teaching innovation paper in four to six pages single-spaced. A teaching innovation is a thoughtfully designed method to engage and equip students with the concepts, skills, and/or ways of thinking they will need to succeed in an ever-changing business innovation environment. The teaching innovation paper details an innovative exercise, assignment, or project that prepare students for the various stages of the business innovation process, as well as inventive techniques to assess and apply students' newfound understanding in engaging and relevant ways.

Authors should consider the following outline when preparing a manuscript:

• Clearly state the challenge or opportunity the teaching innovation is intended to address.

- Explain how the challenge or opportunity relates to business innovation curriculum objectives.
- Outline the teaching innovation.
- Explain how the teaching innovation is novel (i.e., how it is different from existing instruction methods).
- Explain how the teaching innovation is effective (i.e., how well it addresses the challenge or opportunity).
- Report assessment results, if available, to demonstrate the teaching innovation's effectiveness. Quantitative evidence in the form of pre/post assessment or assessment across semesters is highly encouraged.
- Summarize challenges or concerns encountered when using the teaching innovation and how an instructor might deal with them.
- Comment on the adaptability of the teaching innovation across business innovation courses.

Please refer to the schedule table at the end of this syllabus for due dates.

## **Course Policies**

By enrolling in this course, you agree to the following course policies.

### **Attendance/Participation Policy**

Learners are expected to participate in discussions and activities. This includes attendance at events. An exception to this will be made on a case by case basis with the Dean of the Business School.

### **Online Communication Expectations**

Communication expectations for this class can be found on the class Blackboard site Start Here > Netiquette.

## **Grading Policy**

### **Grading Scale**

A is 90 to 100%, B is 80 to <90%, C is 70 to <80%, D is 60 to <70%, F is <60%

## Late Work Policy

Late work will be reduced 10% per day late and not accepted after four (4) days. A grade of "Incomplete" is not an available option for a grade and these may only be granted per Marshall University policy after a review of extenuating circumstances by the Dean of Business School and or designee.

## **Anticipated Response Time for Grading and Feedback**

Assignments will typically be graded within seven days of submission or date due.

## **Evaluation Criteria**

10% Synthesis of Readings10% Manuscript Reviews30% Teaching Innovation Paper50% Research Paper & Presentation

## **University Policies**

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to <u>MU Academic Affairs: University</u> <u>Policies</u> (URL: http://www.marshall.edu/academic-affairs/policies/)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

### **Students with Disabilities**

For University policies and the procedures for obtaining services, please go to <u>MU</u> <u>Academic Affairs: University Policies</u> and read the section, Students with Disabilities. (URL: http://www.marshall.edu/academic-affairs/policies/).

### **Marshall University E-Mail Accounts**

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit <u>Marshall IT: Office 365</u> (URL https://www.marshall.edu/it/office365/).

### **Course Schedule**

Week	Topics	Assignments Due
1	Face-to-Face Meeting, Syllabus Review	Manuscript Review

Week	Topics	Assignments Due
2	Theories of Competition	Synthesis
	Barney, J. B. (2001). Resource-based theories of competitive advantage: A ten-year retrospective on the resource-based view. <i>Journal of Management, 27</i> (6), 643-650.	Manuscript Review
	Dickson, P. R. (1992). Toward a general theory of competitive rationality. <i>Journal of Marketing</i> , <i>56</i> (1), 69-83.	
	Grant, R. M. (1991). The resource-based theory of competitive advantage: Implications for strategy formulation. <i>California Management Review</i> , <i>33</i> (3), 114-135.	
	Hunt, S. D., & Morgan, R. M. (1995). The comparative advantage theory of competition. <i>Journal of Marketing</i> , 59(2), 1-15.	
	Wiggins, R. R. (2005). Schumpeter's ghost: Is hypercompetition making the best of times shorter? <i>Strategic Management Journal, 26</i> (10), 887-911.	
3	Disruptive Innovation	Synthesis
	Christensen, C., Bower, J. L. (1996). Customer power, strategic investment, and the failure of the leading firms. <i>Strategic Management Journal, 17</i> (3), 197-218.	Manuscript Review
	Fleming, L., Mingo, S., & Chen, D. (2007). Collaborative brokerage, generative creativity, and creative success. <i>Administrative Science Quarterly, 52</i> (3), 443-475.	
	Gatignon, H., Tushman, M., Anderson, P., & Smith, W. (2002). A structural approach to assessing innovation: construct development of innovation locus, type, and characteristics. <i>Management Science</i> , <i>48</i> (9), 1103-1122.	
	Hargadon, A., & Sutton, R. I. (1997). Technology brokering and innovation in a product development firm. <i>Administrative Science Quarterly, 42</i> (4), 716-749.	
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Week	Topics	Assignments Due
4	New Product Development	Synthesis
	Brown, S., Eisenhardt, K.E. (1995). Product development. Past research, Present findings, Future directions. <i>Academy</i> of Management Review, 20(2), 343-378.	Manuscript Review
	Hauser, J., Tellis, G. J., & Griffin, A. (2006). Research on innovation: A review and agenda for marketing science. <i>Marketing Science</i> , 25(6), 687-717.	
	Krishnan, V. V., Ulrich, K. (2001). Product development decisions: A review of the literature. <i>Management Science</i> , 47(1), 1-21.	
	Verona, G. (1999). A resource-based view of product development. <i>Academy of Management Review, 24</i> (1), 132-142.	
5	Recombination	Synthesis
	Davis., J. P. & Eisenhardt., K. M. (2011). Rotating Leadership and Collaborative Innovation: Recombination Processes in Symbiotic Relationships. <i>Administrative</i> <i>Science Quarterly, 56</i> (2), 159-201.	Manuscript Review Research
	Fleming., & Lee. (2001). Recombinant uncertainty in technological search. <i>Management Science, 47</i> (1), 117.	Paper Topic Proposal
	Kaplan, S., & Vakili, K. (2015). The double-edged sword of recombination in breakthrough innovation. <i>Strategic Management Journal, 36</i> (10), 1435-1457.	
	Katila., R., & Gautam, A. (2002). Something old, something new: A longitudinal study of search behavior and new product introduction. <i>Academy of Management Journal, 45</i> (6), 1183-1194.	

Week	Topics	Assignments Due
6	Design Thinking	Synthesis
	Beckman, S., & Barry, M. (2007). Innovation as a learning process: Embedding design thinking. <i>California Management Review, 50</i> (1), 25-56.	Manuscript Review
	Brown, T. (2008). Design thinking. <i>Harvard Business Review, 86</i> (6), 84-92.	
	Brown, T., & Katz, B. (2011). Change by design. <i>The Journal of Product Innovation Management, 28</i> (3), 381-383.	
	Elsbach., K. & Stigliani., I. (2018). Design thinking and organizational culture: A review and framework for future research. <i>Journal of Management, 44</i> (6), 2274-2306.	
7	Absorptive Capacity & Ambidexterity	Synthesis
	Cohen, WM., & Levinthal, D. A. (1990). Absorptive capacity: A new perspective on learning and innovation. <i>Administrative Science Quarterly, 35</i> (1), 128-152.	Manuscript Review
	O'Reilly, C., & Tushman, M. (2008). Ambidexterity as a dynamic capability: Resolving the innovator's dilemma. <i>Research in Organizational Behavior, 28</i> , 185-206.	
	Raisch, S., & Birkinshaw, J. (2008). Organizational ambidexterity: Antecedents, outcomes, and moderators. <i>Journal of Management, 34</i> (3), 375-409.	
	Zahra, S. A., & George, G. (2002). Absorptive capacity: A review, reconceptualization, and extension. <i>Academy of Management Review, 27</i> (2), 185-203.	

Week	Topics	Assignments Due
8	Organizational Learning	Synthesis
	Grant, R. M. (1996). Toward a knowledge-based theory of the firm. <i>Strategic Management Journal, 17</i> (52), 109-122.	Manuscript Review
	Kogut, B., & Udo, Z. (1992). Knowledge of the firm, combinative capabilities, and the replication of technology. <i>Organization Science</i> , <i>3</i> (3), 383-397.	
	Kogut, B. (2000). The network as knowledge: Generative rules and the emergence of structure. <i>Strategic Management Journal, 21</i> (3), 405-425.	
	Miner, A., Bassoff, P., & Moorman, C. (2001). Organizational improvisation and learning: A field study. Administrative Science Quarterly, 46(2), 304-337.	
	Von Hippel, E. (1994). Sticky information and the locus of problem solving: Implications for innovation. <i>Management Science</i> , 40(4), 429-439.	
9	Corporate Innovation/Intrapreneurship	Synthesis
	Antoncic, B., & Hisrich, R. (2003). Clarifying the intrapreneurship concept. <i>Journal of Small Business and Enterprise Development</i> , 10(1), 7-24.	Manuscript Review
	Bierwerth, M., Schwens, C., & Isidor, R. (2015). Corporate entrepreneurship and performance: A meta-analysis. <i>Small Bus Economics</i> , 45(2), 255–278.	Research Paper First Draft
	Carrier, C. (1996). Intrapreneurship in small businesses: An exploratory study. <i>Entrepreneurship Theory and</i> <i>Practice</i> , <i>21</i> (1), 5-20.	
	Parker, S. (2011). Intrapreneurship or entrepreneurship? <i>Journal of Business Venturing</i> , 26(1), 19-34.	

Week	Topics	Assignments Due
10	Inertia	Synthesis
	Benner, M. J. (2010). Securities analysts and incumbent response to radical technological change: Evidence from digital photography and internet telephony. <i>Organization Science</i> , <i>21</i> (1) 42-62.	Manuscript Review Manuscript
	Hannan, M. T., & Freeman, J. (1984). Structural Inertia and organizational change. <i>American Sociological Review, 49</i> (2) 149-164.	Peer Review
	Kaplan, S. (2008). Cognition, capabilities, and incentives: Assessing firm response to the fiber-optic revolution. Academy of Management Journal, 54(4) 672-695.	
	Kelly, D., & Amburgey, T. L. (2017). Organizational inertia and momentum: A dynamic model of strategic change. <i>Academy of Management Journal, 34</i> (3), 591-612.	
	Tripsas, M., & Gavetti, G. (2000). Capabilities, cognition, and inertia: Evidence from digital imaging. <i>Strategic Management Journal, 21</i> (10/11), 1147-1161.	

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Week	Topics	Assignments Due
11	Innovation and Organizational Outcomes	Synthesis
	Henderson, R. (1993). Underinvestment and incompetence as responses to radical innovation: Evidence from the photolithographic alignment equipment industry. <i>Rand Journal of Economics</i> , 24(2), 248-270.	Manuscript Review
	Hiatt, S. R., Sine, W. D., & Tolbert, P. S. (2009). From Pabst to Pepsi: The Deinstitutionalization of Social Practices and the Creation of Entrepreneurial Opportunities. <i>Administrative Science Quarterly, 54</i> (4), 635-667.	
	Teece, D. (1986). Profiting from technological innovation. Implications for integration, collaboration, licensing, and public policy. <i>Research Policy</i> , <i>15</i> (6), 285-305.	
	Tripsas, M. (1997). Unraveling the process of creative destruction: Complementary assets and incumbent survival in the typesetter industry. <i>Strategic Management Journal, 18</i> (51), 119-142.	
12	Pedagogy of Business Innovation – Research	Synthesis
	Glen, R., Suciu, C., & Baughn, C. (2014). The need for design thinking in business schools. <i>Academy of Management Learning &amp; Education, 13</i> (4), 653-667.	Manuscript Review
	Kuratko, D. F., & Morris, M. H. (2018). Corporate entrepreneurship: A critical challenge for educators and researchers. <i>Entrepreneurship Education and Pedagogy</i> , 1(1), 42-60.	
	Neck, H. M., & Corbett, A. C. (2018). The scholarship of teaching and learning entrepreneurship. <i>Entrepreneurship Education and Pedagogy</i> , 1(1), 8-41.	
	Wrigley, C., & Straker, K. (2017). Design thinking pedagogy: The educational design ladder. <i>Innovations in Education and Teaching International.</i> 54(4), 374-385	

Week	Topics	Assignments Due
13	Pedagogy of Business Innovation – Teaching Innovations	Teaching Innovation
	Chen, S., Benedicktus, R., Kim, Y., & Shih, E. (2018). Teaching Design Thinking in Marketing: Linking Product Design and Marketing Strategy in a Product Development Class. <i>Journal of Marketing Education, 40</i> (3),176-187.	
	Foster, J., & Yaoyuneyong, G. (2016). Teaching innovation: equipping students to overcome real-world challenges. <i>Higher Education Pedagogies, 1</i> (1) 42-56.	
	Noyes, E. (2018). Teaching entrepreneurial action through prototyping: The prototype-it challenge. <i>Entrepreneurship Education and Pedagogy</i> , 1(1) 118-134.	
	Zarzosa, J. (2018). Adopting a design-thinking multidisciplinary learning approach: integrating mobile applications into a marketing research course. <i>Marketing</i> <i>Education Review, 28</i> (2) 120-125.	
14	Face-to-Face Meeting Presentation of Research Papers	Research Paper Presentation
15	Research Paper	Research Paper Final Draft

# Bibliography

See readings listed in schedule above and the following:

Argote, L., & Ingram, P. (2000). Knowledge transfer: A basis for competitive advantage in firms. *Organizational Behavior and Human Decision Processes*, 82(1), 150-169.

Cohen, W., & Levinthal, D. (1990). Absorptive capacity: A new perspective on learning and innovation. *Administrative Science Quarterly*, *35*, 128-152.

Levinthal, D. A., & March, J. G. (1993). The myopia of learning. *Strategic Management Journal*, 14(52), 95-112.

March, J. G. (1991). Exploration and exploitation in organizational learning. *Organization Science*, 2(1), 71-87.

Shane, S. A., & Ulrich, K. T. (2004). 50th anniversary article: Technological innovation, product development, and entrepreneurship. *Management Science*, *50*(2), 133-144.

Simon, & Herbert. (1991). Bounded rationality and organizational learning. *Organization Science*, 2(1), 125-134.

Sutton, & Hargadon. (1996). Brainstorming groups in context: Effectiveness in a product design firm. *Administrative Science Quarterly*, *41*(4) 685-718.

Von Hippel, E. (1998). Economics of product development by users: The impact of sticky local information. *Management Science*, 44(5)629-644.

Zander, U., & Kogut, B. (1995). Knowledge and the speed of the transfer and imitation of organizational capabilities: An empirical test. *Organization Science*, 6(1), 76-92.

## **Request for Graduate Course Addition**

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
 The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: College of Business Dept/Division: NA Contact Person: Dr. Nancy Lankton Alpha Designator/Number: DBA 703 X Graded CR/NC Phone: 696-2656

NEW COURSE DATA:

New Course Title: Current Research Issues in Business Technology		
Alpha Designator/Number: D	DBA 703	
Title Abbreviation: Cur Res Is	ss Bus Tech	
(Limit of 25 characters and sp		
	,	
Course Catalog Description: (Limit of 30 words)	This course covers research topics related to business technology including investments, strategy, economic value, cybersecurity, privacy, adoption, diffusion, and development methods. Students will explore the academic literature in this area.	
Co-requisite(s): NoneFirst Term to be Offered: Summer 2021Prerequisite(s): NoneCredit Hours: 3		
Course(s) being deleted in place of this addition (must submit course deletion form): NA		

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached

Dept. Chair/Division Head	_ Date _	11/13/19
Registrar Sound 520101	_ Date _	11/14/19
College Curriculum Chair	_ Date _	19 XTON 19
Graduate Council Chair <u>Bun</u> Kourun	_Date	2-1-2020

Form updated 10/2011

# **Request for Graduate Course Addition - Page 2**

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 703

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dr. Nancy Lankton, Dr. Anil Gurung

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "Not Applicable" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "Not Applicable" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "Not Applicable" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "Not Applicable" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Upon successful completion of this course, students will be able to:

1. Recognize, understand, and discuss information systems research;

2. Critically evaluate the contributions made by information systems research;

3. Articulate important research ideas and position their significance within streams of information systems research; Research and present applied information systems research.

- 7. COURSE OUTLINE (May be submitted as a separate document)
- Week 1: Face-to-Face Meeting, Introduction Week 2: Rigor and Relevance Week 3: What is Theory? Week 4: Acceptance and Use of IT Part I Week 5: Acceptance and Use of IT Part II Week 6: Organizations and IS Week 6: Organizations and IS Week 7: Economic Impacts of IS Week 8: Strategic Impacts of IS Week 8: Strategic Impacts of IS Week 9: Network Perspectives Week 10: Organizational Adoption of IS Week 11: Trust and Privacy Week 12: IS Security Week 13: Managing the Systems Development Process Week 14: Face-to-Face Meeting, Term Paper Presentation Week 15: Term Paper Due

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

No required texts will be used for this course. Instead the course will require students to read a series of journal articles each week. Some examples for week 1 include:

- Hirschheim, R., & Klein, H. (2012). A glorious and not-so-short history of the information systems field. *Journal of the Association for Information Systems*, 13(4), 188-235.
- Grover, V. (2012). The information systems field: Making a case for maturity and contribution. *Journal of the Association for Information Systems*, 13(4), Article 2.
- Sidirova, A. Evangelopoulos, N., Valacich, J. S., & Ramakrishnan, T, (2008). Uncovering the intellectual core of the information systems discipline. MIS Quarterly, 467-482.

#### 9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Online lectures and discussions, with two face-to-face meetings

# **Request for Graduate Course Addition - Page 4**

### 10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Discussion of required readings Collection of information systems studies Term paper

.

### 11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

#### 12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See Syllabus – page 20

# **Request for Graduate Course Addition - Page 5**

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

**Department:** College of Business

Course Number and Title: DBA 703: Current Research Issues in Business Technology

**Catalog Description:** This course covers research topics related to business technology including investments, strategy, economic value, cybersecurity, privacy, adoption, diffusion, and development methods. Students will explore the academic literature in this area. **Prerequisites:** None

First Term Offered: Summer 2021 Credit Hours: 3



Marshall University Syllabus Lewis College of Business Brad D. Smith Graduate School of Business Doctor of Business Administration

### Course

DBA 703: Current Research Issues in Business Technology

# **Course Description**

This course covers research topics related to business technology including investments, strategy, economic value, cybersecurity, privacy, adoption, diffusion, and development methods. Students will explore the academic literature in this area.

# Credits

3 credit hours

## Prerequisites

Admission into the DBA program or permission of the DBA Program Director.

# Term/Year

Summer 2021

# Format

This course format is online with two on campus meetings. Please see schedule for dates/times of these meetings. To access the online course, please log in to the course site in Marshall University's Blackboard System <a href="https://www.marshall.edu/muonline/">https://www.marshall.edu/muonline/</a>.

This course should be completed in one summer term.

# Academic Calendar

For beginning, ending, and add/drop dates, see the <u>Marshall University Academic</u> <u>Calendar</u> (URL: http://www.marshall.edu/academic-calendar/).

#### Instructor TBD

# **Contact Information**

Office: TBD Office Hours: TBD Office Phone: TBD

### Preferred Communication Method and Expected Response Time

The preferred method of communication is through Marshall email. The anticipated response time is 24 hours with a potential delay for holiday or weekends.

#### About Me

TBD

### **Required and/or Recommended Texts and Materials**

### **Required Texts and Materials**

See reading list on schedule.

#### **Recommended/Optional Texts and Materials**

See attached bibliography.

### **Technology and Technical Skill Requirements**

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at <u>Student Resources: First Steps</u>. See also <u>IT: Recommended</u> <u>Hardware</u> (URLs: http://www.marshall.edu/muonline/student-resources/ and http://www.marshall.edu/it/recommendations/ ).
- To check your browsers, use the <u>Blackboard Browser Checker</u> and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting\_Started/Browser\_Suppo rt/Browser\_Checker )
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Virtual (VC) courses may require a webcam and microphone to use Blackboard Collaborate Ultra for synchronous meetings. For the best experience, Blackboard recommends Google Chrome browser or Mozilla Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.
- <u>Adobe Acrobat Reader</u> may be needed to read some files. This plug-in is available free. (URL: https://get.adobe.com/reader/) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit <u>Marshall IT: Office 365</u> (URL: http://www.marshall.edu/it/office365/).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

## Technology Assistance

If you have technical problems, please contact one or more of the following:

- <u>Blackboard Support Center</u> (URL: http://marshall.edusupportcenter.com)
- Marshall <u>Information Technology (IT) Service Desk</u> (Help Desk) (URL: http://www.marshall.edu/it/departments/it-service-desk/)
- Huntington: (304) 696-3200
- South Charleston: (304) 746-1969
- <u>Email the IT Service Desk</u> (itservicedesk@marshall.edu)

## **Course Purpose**

The purpose of this course is to provide an overview of business information systems research. You will develop a good understanding of the current state of knowledge regarding the information systems literature and information systems practice issues.

## **Course Objectives/Outcomes**

Upon successful completion of this course, students will be able to:

- 4. Recognize, understand, and discuss information systems research;
- 5. Critically evaluate the contributions made by information systems research;
- 6. Articulate important research ideas and position their significance within streams of information systems research;
- 7. Research and present applied information systems research.

## **Desired Learner Outcomes**

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will be able to recognize, understand, and discuss information systems research;	Readings, discussion boards, guest speakers	Term paper, collection of studies
Students will be able to critically evaluate the contributions made by information systems research;	Readings, discussion boards, low-stakes writing	Term paper, collection of studies

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will be able to articulate important research ideas and position their significance within streams of information systems research;	Readings, discussion boards, low-stakes writing, guest speakers	Term paper, collection of studies
Students will be able to research and present applied information systems research.	Readings, low-stakes writing	Term paper, collection of studies

### Course Structure

This course is organized in topic areas presented in folders in Blackboard.

## **Course Requirements/Due Dates**

The course requirements are as follows:

(1) <u>Discussion of required readings</u>: Every week, one to three articles are assigned as required readings. All students read the articles before class. For each article, one student serves as the discussant. The discussant posts a written and oral summary of the article on the course discussion board. The summary should contain a synopsis of the article and two or three discussion questions. After the summary is posted, other students join the discussion. Each student will serve as the discussant for at least two articles this semester.

(2) <u>Collection of information systems studies</u>: During the first half of the semester (see schedule for due date), each student identifies information systems studies in the areas of his/her own interests. Then the student searches in scholarly works published in top journals or conferences for significant studies on the studies he/she is interested in. Each student contributes in total five studies to the course discussion board. The student summarizes each study in a one-page report (approximately 400-500 words) including the following elements:

- Date and student's name
- Full citation of the study
- Information Systems artifact: What is the information systems artifact examined in the study?
- Foundation: What theories or previous research did the authors build this study upon?
- Methods: How did the authors study the information systems artifact?

- Findings: What are the main findings?
- Contributions: What are the main contributions of this study to the body of knowledge in the relevant field?
- Future Research: What are the opportunities for future research that this study affords?

Students should read the study summaries contributed by their classmates. These studies form the basis for the students to select and develop their term papers in the second half of the semester.

(3) <u>Term paper</u>: During the second half of the semester (see schedule), each student selects one information systems study from his/her own collection of studies, conducts further research and analysis, and writes a term paper. The paper may be a literature review that synthesizes extant knowledge and generates new insights about information systems in the student's area of interest. Alternatively, a student may conduct a small-scale empirical study and write the term paper to report the results and their implications.

A one-page proposal is prepared at the beginning of the term paper project. Each week, we discuss the progress of the term papers. Term papers will be presented orally in the last two weeks of class. Each paper should have no more than 8,000 words (everything included) and will be due in the last week of class.

Please refer to the schedule table at the end of this syllabus for due dates.

### **Course Policies**

By enrolling in this course, you agree to the following course policies.

### **Attendance/Participation Policy**

Learners are expected to participate in discussions and activities. This includes attendance at events. An exception to this will be made on a case by case basis with the Dean of the Business School.

### **Online Communication Expectations**

Communication expectations for this class can be found on the class Blackboard site Start Here > Netiquette.

### **Grading Policy**

### **Grading Scale**

 A is
 90 to 100%

 B is
 80 to <90%</td>

 C is
 70 to <80%</td>

 D is
 60 to <70%</td>

 F is
 <60%</td>

#### Late Work Policy

Late work will be reduced 10% per day late and not accepted after four (4) days. A grade of "Incomplete" is not an available option for a grade and these may only be granted per Marshall University policy after a review of extenuating circumstances by the Dean of Business School and or designee.

#### Anticipated Response Time for Grading and Feedback

Assignments will typically be graded within seven days of submission or date due.

#### **Evaluation Criteria**

Grading: Corresponding to the three components of the course, three requirements are evaluated and summed up to form each student's grade:

(1) Discussion of required readings (33% of course grade): Each student's reading score depends on:

- Quality of the written and oral summary by the discussant
- The discussant's effort to encourage others to participate in the discussion
- Quantity of contributions to the discussion board
- Quality of contributions to the discussion board

(2) Collection of information systems studies (33% of course grade): Each student's collection score depends on:

- Quality of selected studies
- Effort to offer insights that summarize or integrate various studies into broader patterns

(3) Term paper (34% of course grade): The paper's score depends on:

- Clarity in describing the subject of study and the rationale for choosing the subject
- Clarity in identifying the research questions worthy of study
- Effort to collect and analyze appropriate literature and/or data
- Validity of the analysis
- Significance of findings
- Effectiveness in communicating the study orally and in written form

#### **University Policies**

(QM Standard 1.4) By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to <u>MU Academic</u> <u>Affairs: University Policies</u> (URL: http://www.marshall.edu/academicaffairs/policies/).

Academic Dishonesty Policy Academic Dismissal Policy Academic Forgiveness Policy Academic Probation and Suspension Policy Affirmative Action Policy Dead Week Policy D/F Repeat Rule Excused Absence Policy for Undergraduates Inclement Weather Policy Sexual Harassment Policy Students with Disabilities (Policies and Procedures) University Computing Services Acceptable Use Policy

### Students with Disabilities

(QM Standard 7.2) For University policies and the procedures for obtaining services, please go to <u>MU Academic Affairs: University Policies</u> and read the section, Students with Disabilities. (URL: <u>http://www.marshall.edu/academic-affairs/policies/</u>).

#### Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit <u>Marshall IT: Office 365</u> (URL <u>https://www.marshall.edu/it/office365/</u>).

Course	Schedule
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Week	Topic/Reading Assignments	Due Date
Week 1	Face-to-Face Meeting         How to read an academic paper         http://www.youtube.com/watch?v=SKxm2HF -k0         Introduction	Each student signs up for discussant summary articles
	Hirschheim, R. and Klein, H. "A Glorious and Not-So-Short History of the Information Systems Field," <i>Journal of the</i> <i>Association for Information Systems</i> , 13:4, 2012, 188-235.	Discussion Due
	Grover, Varun (2012) "The Information Systems Field: Making a Case for Maturity and Contribution," <i>Journal of</i> <i>the Association for Information Systems</i> , 13:4, Article 2.	
×	Sidirova, Evangelopoulos, Valacich, and Ramakrishnan "Uncovering the Intellectual Core of the Information Systems Discipline," MIS Quarterly, September 2008, 467- 482.	
	Davis, G. B. "Information Systems: Conceptual Foundations: Looking Backward and Forward" in R. Baskerville, J. Stage, and J. I. DeGross, Organizational and Social Perspectives on Information Technology, Kluwer Academic Publishers, Boston, MA, 2000. (I will post this on blackboard)	2 M

Week	Topic/Reading Assignments	Due Date
Week 2	Rigor and Relevance	Discussant Summary
	BENBASAT, Izak; ZMUD, Robert W. Empirical research in information -systems: the practice of relevance. MIS	
	quarterly, p. 3-16, 1999.	Discussion Due
	Michael Rosemann and Iris Vessey Toward Improving The Relevance Of Information Systems Research To Practice: The Role Of Applicability Checks. MIS Quarterly Vol. 32 No. 1, pp. 1-22/March 2008.	
	Rai, A. Engaged Scholarship: Research with Practice for Impact. MIS Quarterly Vol. 43 No. 2 pp. iii-viii/June 2019	
	.Grover, A. Lyytinen, K. New State Of Play In Information Systems Research: The Push To The Edge. MIS Quarterly Vol. 39 No. 2, pp. 271-296/June 2015.	
	Jay F. Nunamaker, Robert O. Briggs, <u>Douglas C Derrick</u> , Gerhard Schwabe2015. The Last Research Mile: Achieving Both Rigor and Relevance in Information Systems Research. Journal of management Information Systems 32 (3) 10-47.	

Week	Topic/Reading Assignments	Due Date
Week 3	What is Theory?	Discussant
	Wanda Orlikowski and Suzi Iacono, Research Commentary:	Summary Due
	Desperately Seeking the "IT "in IT Research . A Call to Theorizing the IT Artifact, Information Systems Research, 12(2), 2001, 121-134.	Discussion Due
	Van de Ven, Andrew H. "Nothing is quite so practical as a good theory." Academy of management Review 14.4 (1989): 486-489.	
	Straub, D.W., Editors Comments: "Does MIS have a Native Theory?" MIS Quarterly, 32:2, 2012.	
	Gregor, S. "The Nature of Theory in Information Systems," MIS Quarterly, 30:3, 2006, 611-642.	
	Weber, R., "Evaluating and Developing Theories in the Information Systems Discipline," Journal of the Association for Information Systems Vol. 13 Issue 1 pp. 1-30 January 2012	
	Markus, M. L. and Rowe, F. Is It Changing The World? Conceptions Of Causality For Information Systems Theorizing. MIS Quarterly Vol. 42 No. 4, pp. 1255- 1280/December 2018.	

Week	Topic/Reading Assignments	Due Date
Week 4	Major Paradigms in the IS Field (Acceptance and Use of IT Part I)	Discussant Summary
	Davis F., "Perceived Usefulness, Perceived Ease of Use and User Acceptance of Information Technology," <i>MIS Quarterly</i> , 13:3 September 1989	Due Discussion Due
	Venkatesh, V., Morris, M., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. MIS Quarterly, 27(3), 425-478.	Two IS Study Summaries Due
	Venkatesh, V. and Thong, J. Y. L. 2012. Consumer Acceptance and Use of Information Technology: Extending the Unified Theory of Acceptance and Use of Technology. MIS Quarterly, Vol. 36, No. 1, pp. 157-178,	
	Andrew Burton Jones and Detmar Straub, Reconceptualizing System Usage, Information Systems Research, September 2006.	
	DeLone, W.H. & McLean, E.R. (2003) "The DeLone and McLean Model of Information Systems Success: A Ten-year Update," Journal of MIS, 19(4), Spring 2003, pp.9-30	

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Week	Topic/Reading Assignments	Due Date
Week 5	Major Paradigms in the IS Field (Acceptance and Use of IT Part II) Bhattacherjee, A., & Premkumar, G. (2004). Understanding changes in belief and attitude toward information technology usage: A theoretical model and longitudinal test. MIS Quarterly, 28(2), 229-254.	Discussant Summary Due Discussion Due
	<ul> <li>Polites, G.L., Karahanna, E., 2012. Shackled to the status quo: The inhibiting effects of incumbent system habit, switching costs, and inertia on new system acceptance. MIS Quarterly 36 (1), 21-42.</li> <li>Limayem, M., Hirt, S. G., Cheung, M. K., 2007 How Habit limits the predictive power of intention. The case of information systems continuance. MIS Quarterly 31(4), 705-737.</li> </ul>	
	<ul> <li>Wixom, B., and Todd, P. A. A Theoretical Integration of User Satisfaction and Technology Acceptance, Information Systems Research, 16 85-102.</li> <li>Goodhue, D.L, and Thompson, R.L (1995). Task- technology fit and individual performance. <u>MIS Quarterly</u>, Vol. 19, Iss. 2; pg. 213-237.</li> </ul>	

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Week	Topic/Reading Assignments	Due Date
Week 6	Major Paradigms in the IS Field (Organizations and IS)	Discussant Summary Due
	Orlikowski, W.J., The duality of technology: Rethinking the concept of technology in organizations, Organization Science, 3(3), 1992: 398-427.	
	G. DeSanctis and M. Scott Poole, Capturing the Complexity in Advanced Technology Use: Adaptive Structuration Theory, Organization Science, Volume 5, Number 2, 1994.	Study Summaries
	Orlikowski, W.J., Improvising organizational transformation over time: A situated change perspective, Information Systems Research, 7(1), March, 1996: 63-92.	Due
	Scott, S. V., and Orlikowsj, W, J. 2014. Entanglements In Practice: Performing Anonymity Through Social Media. 38(3), 873-893.	
	Leonardi, P. When Does Technology Use Enable Network Change In Organizations? A Comparative Study Of Feature Use And Shared Affordances. MIS Quarterly Vol. 37 No. 3, pp. 749-775/September 2013.	
	Lehrer, C., Wieneke, A. Brocke, J. V., Jung, R., and Seidel, S. 2018. How Big Data Analytics Enables Service Innovation: Materiality, Affordance, And The Individualization of Service. Journal of Management Information Systems Vol. 35, No. 2, pp. 424–460.	

Week	Topic/Reading Assignments	Due Date
Week 7	Major Paradigms in the IS Field (Economic Impacts of IS)	Discussant Summary Due
	Hitt, L.M. and Brynjolfsson, E., Productivity, business profitability, and consumer surplus: Three different measures of information technology value, MIS Quarterly, 20(2), June, 1996: 121-142.	Discussion Due
	Melville, Nigel; Kraemer, Kenneth; and Gurbaxani, Vijay. 2004. "Review: Information Technology and Organizational Performance: An Integrative Model of IT Business Value," <i>MIS Quarterly</i> , (28: 2).	
·	Garrison, G., Wakefild, R. L., Kim, S. 2015. The effects of IT capabilities and delivery model on cloud computing success and firm performance for cloud supported processes and operations. International Journal of Information Management. Volume 35, Issue 4, August 2015, Pages 377-393	
	A. Bharadwaj, S. Bharadwaj, and B. Konsynski, Information technology effects on firm performance as measured by Tobin's q, Management Science, July 1999.	
	Sabherwal, R., Sabherwal, S., HavaKhor, T., Steelman, Z. 2019. How Does Strategic Alignment Affect Firm Performance? The Roles of Information Technology Investment And Environmental Uncertainty, MIS Quarterly 43(2), 453-474.	
	VARUN GROVER, ROGER H.L. CHIANG, TING-PENG LIANG, AND DONGSONG ZHANG. Creating Strategic Business Value from Big Data Analytics: A Research Framework. Journal of Management Information Systems / 2018, Vol. 35, No. 2, pp. 388–423.	

Week	Topic/Reading Assignments	Due Date
Week 8	Major Paradigms in the IS Field (Strategic Impacts of IS)	Discussant Summary Due
	Piccoli, Gabriele, and Blake Ives. "IT-dependent strategic initiatives and sustained competitive advantage: A review and synthesis of the literature." Management Information Systems Quarterly 29.4 (2005): 17.	Discussion Due
	H. Tanriverdi, A. Rai, and N. Venkatraman, Reframing the Dominant Quests of Information Systems Strategy Research for Complex Adaptive Business Systems, Information Systems Research, 2010, December,	One-page Term Paper Proposal Due
	Y. Yoo, O. Henfridsson, K. Lyytinen, The New Organizing Logic of Digital Innovation: An Agenda for Information Systems Research, December 2010.	
	Benitez, J., Gautam, R., and Henseler, J. 2018. Impact Of Information Technology Infrastructure Flexibility On Mergers And Acquisitions. MIS Quarterly, Vol. 42 Issue 1, p25	
	Paul L. Drnevich and David C. Croson: "Information Technology and Business-Level Strategy: Toward an Integrated Theoretical Perspective," MIS Quarterly, (37:2), 2013, pp.483-509.	
	Bharadwaj, A., <u>Omar A. El Sawy</u> , Paul A. Pavlou, N. Venkatraman. Digital Business Strategy: Toward A Next Generation Of Insights, MIS Quarterly (2013), 37 (2), 471-482	

Week	Topic/Reading Assignments	Due Date
Week 9	Major Paradigms in the IS Field (Network Perspectives) Gerald C. Kane and Maryam Alavi, Casting the Net: A	Discussant Summary Due
	Multimodal Network Perspective on User-System Interactions, Information Systems Research 2008 19: 253- 272.	
	Magni, Massimo, Corey M. Angst, and Ritu Agarwal. "Everybody Needs Somebody: The Influence of Team Network Structure on Information Technology Use." Journal of Management Information Systems 29.3 (2012): 9-42.	
	S. Sasidharan, R. Santhanam, D. Brass, and V. Sambamurthy, The Effects of Social Network Structure on Enterprise Systems Success: A Longitudinal Multilevel Analysis, Information Systems Research, in press	
	Anjana Susarla, J. Oh, and Yong Tan, Social Networks and the Diffusion of User-generated Content: Evidence from YouTube, Information Systems Research, in press.	
	Shore, J., Baek, J., Dellarocas, C. 2018. Network Structure And Patterns Of Information Diversity On Twitter, MIS Quarterly 42(3), 849-872.	

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Week	Topic/Reading Assignments	Due Date
Week 10	Major Paradigms in the IS Field (Organizational Adoption of IS)	Discussant Summary Due
	Jon (Sean) Jasperson, Pamela E. Carter, and Robert W. Zmud, A Comprehensive Conceptualization of Post-Adoptive Behaviors Associated with Information Technology Enabled Work Systems, MIS Quarterly.	Discussion Due
	Robert G Fichman, Chris F Kemerer, The illusory diffusion of innovation: An examination of assimilation gaps, Information Systems Research, Sep 1999, 10, 3, 255-275.	
	Fichman, R.G., Going Beyond the Dominant Paradigm for Information Technology Innovation Research: Emerging Concepts and Methods, Journal of the Association of Information Systems, 2004, 5: 314-355.	
	C.M. Angst, R. Agarwal, V. Sambamurthy, and K. Kelley, Social Contagion and Information Technology Diffusion, Management Science, August 2010.	
	Karahanna, E., Chen, A., Liu, Q., B., and Serrano, C., 2019. Capitalizing On Health Information Technology To Enable Digital Advantage In U.S. Hospital. MIS Quarterly, 43(1), 113-140.	
	Retana, G. F., Forman, C., et al. 2018. Technology Support And Post-Adoption It Service Use: Evidence From The Cloud, MIS Quarterly, 42(3), 961-978.	

Week	Topic/Reading Assignments	Due Date
Week 11	Major Paradigms in the IS Field (Trust and Privacy)	Discussan Summary
	McKnight, D. H., Cummings, L. L., Chervany, N. L. (1998).	Due
	"Initial Trust Formation in New Organizational	Discussion
	Relationships." Academy of Management Review 23, 473- 490.	Due
	Wang, W., and Benbasat, I. (2005) Trust in and Adoption of Online Recommendation Agents. Journal of the Association for Information Systems 6(3), 72-101.	
	McKnight, D. H., Carter, M., Thatcher J. B., & Clay, P. F. (2011) Trust in a specific technology: An investigation of its components and measures. Transactions on Management Information Systems, 2(2), 1-15.	
	Smith, H. J., Dinev, T., & Xu H. 2011. Information privacy research: An interdisciplinary review. MIS Quarterly, (35:4), pp. 989-1015.	
	McKnight, D. H., Lankton, N. K., Nicolaou, A., and Price, J. (June, 2017). Distinguishing the Effects of B2B	
	Information Quality, System Quality, and Service	
	Outcome Quality on Trust and Distrust. <i>Journal of Strategic Information Systems</i> , 26(2), pp. 118-141.	

Week	Topic/Reading Assignments	Due Date
Week 12	<ul> <li>Major Paradigms in the IS Field (IS Security)</li> <li>Liang, H., Xue, Y., Pinsonneault, A., Wu, Y. (2019) What Users Do Besides Problem-Focused Coping When Facing It Security Threats: An Emotion focused Coping Perspective" MIS Quarterly, 43(2), 373-394.</li> <li>Anderson, C. L., and Agarwal, R. 2010. "Practicing Safe Computing: A Multimethod Empirical Examination of Home Computer User Security Behavioral Intentions," MIS Quarterly (34:3), pp. 613-643.</li> <li>Johnston, A. C., and Warkentin, M. 2010. "Fear Appeals and Information Security Behaviors: An Empirical Study," MIS Quarterly (34:3), pp. 549-566.</li> <li>D'Arcy, J., &amp; Herath, T. (2011). A review and analysis of deterrence theory in the IS security literature: Making sense of the disparate findings. European Journal of Information Systems, 20(6), 643-658.</li> </ul>	Discussant Summary Due Discussion Due

Week	Topic/Reading Assignments	Due Date
Week 13	Major Paradigms in the IS Field (Managing the Systems Development Process)	Discussant Summary Due
	Curtis, Bill, Herb Krasner, and Neil Iscoe, A Field Study of the Software Design Process for Large Systems, Communications of the ACM, 31(11), 1988, 1268-1287	Discussion Due
	S. Faraj and L. Sproull, Coordinating Expertise in Software Development Teams, Management Science, Volume 46, Number 12, December, 2000.	
	Laurie J. Kirsch, Portfolios of Control Modes and IS Project Management, Information Systems Research, Volume 8, Number 3, September, 1997.	
	Maruping, L. M., Venkatesh, V., & Agarwal, R. (2009). A control theory perspective on agile methodology use and changing user requirements. <i>Information Systems Research</i> , 20(3), 377-399.	
	Moeini, M., and Rivard, S. 2019. Responding—Or Not—To Information Technology Project Risks: An Integrative Model, MIS Quarterly, 43(2), 475-500.	
Week 15	Dead Week – Face to Face Session – Term Paper Prese	ntation
Week 16	Final Exam Week – Final Term Paper Due	

# Bibliography

Booth et al. The Craft of Research, 3rd, ed., 2008.

Dalal, N., Pauleen, D. J., (2019). The wisdom nexus: Guiding information systems research, practice, and education, 29(1), 224-244.

Davis et al. Writing the Doctoral Dissertation, 3rd Ed., 2012

Single, Peg Boyle, *Demystifying Dissertation Writing*, 2010

Venkatesh, Road to Success: A Guide for Doctoral Students and Junior Faculty Members in the Behavioral and Social Sciences, 2011. Davis, Murray S. "That's interesting." Philosophy of the Social Sciences 1.2 (1971): 309-344. Daft, R.L. (1995) Why I Recommended That Your Manuscript Be Rejected and What You Can Do About It. In L.L. Cummings and P.J. Frost (eds.) Publishing in the Organizational Sciences, (2nd edition). Sage Publications, Thousand Oaks, CA: 164-182.

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Polites, Greta L. and Watson, Richard T. (2009) "Using Social Network Analysis to Analyze Relationships Among IS Journals," Journal of the Association for Information Systems, 10:8.

# **Request for Graduate Course Addition**

Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
 E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
 The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: College of Business Dept/Division: NA Contact Person: Dr. Nancy Lankton Alpha Designator/Number: DBA 704 X Graded CR/NC Phone: 696-2656

NEW COURSE DATA:

New Course Title: Current Research Issues in Global and International Business			
Alpha Designator/Number: D	DBA 704		
Title Abbreviation: Res Global & Intl Bus (Limit of 25 characters and spaces)			
Course Catalog Description: (Limit of 30 words) Students are exposed to key topics in global and international business. They will investigate academic research on multinationalism, global competition and strategic management, and global marketing to develop research questions.			
Co-requisite(s): NoneFirst Term to be Offered: Fall 2021Prerequisite(s): Permission of the DBA Program DirectorCredit Hours: 3			
Course(s) being deleted in place of this addition (must submit course deletion form): NA			

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached

Dept. Chair/Division Head Norry & London	Date 71/13/19
Registrar Songe Hold	520,01 Date 17 14/19
College Curriculum Chair	Date 19 1019
Graduate Council Chair <u>Bawaul</u>	Date1-2020

# **Request for Graduate Course Addition - Page 2**

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 704

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dr. Boniface Yemba , Dr. Mohammad Karim, Dr. Uday Tate

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "Not Applicable" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another deparment(s), identify it/them by name. Enter "Not Applicable" if not applicable.

#### Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "Not Applicable" if not applicable.

#### Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "Not Applicable" if not applicable.

#### Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Upon successful completion of this course, the student will be able to:

- 1. Show an awareness of the ethical dimensions of business issues
  - Demonstrate ethical reasoning in business decision making
  - Understand the social forces shaping the environment of business;
- 2. Communicate effectively in written form;
- 3. Demonstrate analytical thinking skills
  - Demonstrate effective use of financial information in business problem solving
  - Demonstrate effective use of market information in business problem solving
  - Formulate warranted, non-fallacious conclusions;
- 4. Understand global issues in the functional areas of business
  - Demonstrate effective identification and analysis of opportunities and threats posed by forces in the global business environment;
  - Demonstrate effective selection and implementation of business strategies and tactics for firms operating in the global business environment.

#### 7. COURSE OUTLINE (May be submitted as a separate document)

Week 1: Face-to-Face Meeting, Introduction and Overview: Globalization
Week 2: National Differences in Politics, Economics, Legal Systems, Economic Development, and Cultures
Week 3: National Differences in Politics, Economics, Legal Systems, Economic Development, and Cultures
Week 4: Ethics, Corporate Social Responsibility, and Sustainability
Week 5: International Trade Theory
Week 6: The Foreign Exchange Market
Week 7: The International Monetary System
Week 8: The Strategy and Structure of International Business
Week 10: Global Market Entry Strategies
Week 11: Exporting, Importing, and Countertrade
Week 12: Global Marketing and R&D
Week 13: Global Marketing and R&D
Week 14: Face-to-Face Meeting, Research Paper Presentation
Week 15: Final Research Paper Due

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

No required texts will be used for this course. Instead the course will require students to read a series of journal articles each week. Some examples for week 1 include:

- Chi T. et al. (2019). Real theory options for international business. *Journal of International Business Studies*, 50(4), 523-553.
- Pisani N. et al. (2017). How global is international CSR research? Insights and recommendations from a systematic review. *Journal of World Business*, *52*, 591-614.
- Witt Michael A. (2019). De-globalization: Theories, predictions, and opportunities for international business research. *Journal of International Business Studies*, 50(7), 1053-1077.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Online lectures and discussions, with two face-to-face meetings

# **Request for Graduate Course Addition - Page 4**

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

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Reactions and Summaries Online Discussions Research Paper

#### 11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

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#### 12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See Syllabus – page 19

# **Request for Graduate Course Addition - Page 5**

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

**Department:** College of Business

Course Number and Title: DBA 704: Current Research Issues in Global and International Business

**Catalog Description:** Students are exposed to key topics in global and international business. They will investigate academic research on multinationalism, global competition and strategic management, and global marketing to develop research questions.

**Prerequisites:** Permission of the DBA Program Director **First Term Offered:** Fall 2021 **Credit Hours:** 3



Marshall University Syllabus Lewis College of Business Brad D. Smith Graduate School of Business Doctor of Business Administration

#### Course

DBA 704 Current Research Issues in Global and International Business

#### **Course Description**

Students are exposed to key topics in global and international business. They will investigate academic research on multinationalism, global competition and strategic management, and global marketing to develop research questions.

#### Credits

3 credit hours

#### Prerequisites

Permission of the DBA Program Director

### Term/Year

Fall 2021

# Format (and Meeting Days/Times/Location)

The course format is asynchronous online with two on-campus meetings. Please see schedule for dates/times of these meetings. To access the online course, please log in to the course site in Marshall University's Blackboard System <a href="https://www.marshall.edu/muonline/">https://www.marshall.edu/muonline/</a>.

This course should be completed in one term.

#### Academic Calendar

For beginning, ending, and add/drop dates, see the <u>Marshall University Academic</u> <u>Calendar</u> (URL: http://www.marshall.edu/academic-calendar/ ).

#### Instructor TBD

# **Contact Information**

Office: TBD Office Hours: TBD Office Phone: TBD Marshall Email: TBD

# **Preferred Communication Method and Expected Response Time**

The preferred method of communication is through Marshall email. The anticipated response time is 24 hours with a potential delay for holiday or weekends.

#### **About Me**

TBD

#### **Required and/or Recommended Texts and Materials**

#### **Required Texts and Materials**

See reading list on schedule.

#### **Recommended/Optional Texts and Materials**

See attached bibliography.

#### **Technology and Technical Skill Requirements**

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at <u>Student Resources: First Steps</u>. See also <u>IT: Recommended</u> <u>Hardware</u> (URLs: http://www.marshall.edu/muonline/student-resources/ and http://www.marshall.edu/it/recommendations/).
- To check your browsers, use the <u>Blackboard Browser Checker</u> and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting\_Started/Browser\_Suppo rt/Browser\_Checker)
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Virtual (VC) courses may require a webcam and microphone to use Blackboard Collaborate Ultra for synchronous meetings. For the best experience, Blackboard recommends Google Chrome browser or Mozilla Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.
- <u>Adobe Acrobat Reader</u> may be needed to read some files. This plug-in is available free (URL: https://get.adobe.com/reader/) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit <u>Marshall IT: Office 365</u> (URL: http://www.marshall.edu/it/office365/).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

# **Technology Assistance**

If you have technical problems, please contact one or more of the following:

- <u>Blackboard Support Center</u> (URL: http://marshall.edusupportcenter.com)
- Marshall <u>Information Technology (IT) Service Desk</u> (Help Desk) (URL: http://www.marshall.edu/it/departments/it-service-desk/)
- Huntington: (304) 696-3200
- South Charleston: (304) 746-1969
- <u>Email the IT Service Desk</u> (itservicedesk@marshall.edu)

# **Course Purpose**

This is a graduate level course in Global Business Environment. This class is supposed to provide the DBA student with an understanding of the concepts, tools, and current issues related to the strategic management of a modern business organization in the global environment. Students are exposed to characteristics of research on the international business environment in relation to core theories of international business. The skills needed by managers to make informed ethical business decisions in a diverse and complex global environment are stressed.

# **Course Objectives/Outcomes**

Upon successful completion of this course, the student will be able to:

- 1. Show an awareness of the ethical dimensions of business issues
  - Demonstrate ethical reasoning in business decision making
  - Understand the social forces shaping the environment of business;
- 2. Communicate effectively in written form
- 3. Demonstrate analytical thinking skills
  - Demonstrate effective use of financial information in business problem solving
  - Demonstrate effective use of market information in business problem solving
  - Formulate warranted, non-fallacious conclusions;

4. Understand global issues in the functional areas of business

- Demonstrate effective identification and analysis of opportunities and threats posed by forces in the global business environment
- Demonstrate effective selection and implementation of business strategies and tactics for firms operating in the global business environment.

# Learner Outcomes

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will show an awareness of the ethical dimensions of business issues.	Readings, online discussion board, reaction and summary of articles	Research paper
Students will communicate effectively in written form.	Readings, online discussion board, reaction and summary of articles	Research paper
Students will demonstrate analytical thinking skills.	Readings, reaction and summary of articles	Research paper
Students will understand global issues in the functional areas of business.	Readings, reaction and summary of articles	Research paper

# **Course Structure**

This course is organized in topics presented in folders in Blackboard.

# **Course Requirements/Due Dates**

The course requirements are as follows:

<u>Reaction and Summary Papers</u>: Students are required to prepare a 4 to 5-page reaction and summary paper for selected articles in the assigned readings each week. The paper should summarize the article and place it in context. In addition, it should include the strengths and weaknesses of the study with justification. The paper should include the following:

- Research question and its importance
- Research method (model, sample, statistical analysis)
- Results
- Reaction
- Incremental contribution (related to closely related papers)
- Possible extensions

<u>Online Discussions</u>: Students are also required to join in on the discussion boards each week. Each student will prepare a written question or comment on each assigned paper. The question or comment must fit on one typed page (double-spaced) and be distributed via the discussion board. Students are required to respond to at least two other student comments.

<u>Research Paper:</u> Each student will identify three research ideas related to three different session topics of her/his choice that could be developed into empirical papers and will submit a written proposal (one-page per idea). Students may choose to replicate an experiment, use an empirical database, or any other relevant project. The Instructor will pick one idea for the student to work on. The objective of the research project is to provide the participants with an experience in audit research. The final paper should be written as if it will be submitted to a top research journal. It should be approximately 15 pages in length, exclusive of references, tables, figures, and appendices. See schedule for the proposal due date. The suggested format follows:

#### Introduction and significance of the problem

A statement of research question which address a specific problem. (1 page)

#### Background and theory development

A brief review of the theory relevant to the proposed research, including appropriate cites to related work. A set of hypotheses based on the relevant background and theory should be presented. (5 pages)

#### Methodology

A description of the proposed research, including a description of the research methods, variables, sample, etc. (3 pages)

#### Data Analysis and Results

A presentation of the data analysis and results of hypotheses tests. (3 pages)

#### Discussion and limitations

An explanation of the result and limiting assumptions and potential validity threats. (3 pages)

Please refer to the schedule table at the end of this syllabus for due dates.

#### **Course Policies**

By enrolling in this course, you agree to the following course policies.

#### **Attendance/Participation Policy**

Learners are expected to participate in discussions and activities. This includes attendance at events. An exception to this will be made on a case by case basis with the Dean of the Business School.

#### **Online Communication Expectations**

Communication expectations for this class can be found on the class Blackboard site Start Here > Netiquette.

# **Grading Policy**

### **Grading Scale**

A is 90 to 100%, B is 80 to <90%, C is 70 to <80%, D is 60 to <70%, F is <60%

### Late Work Policy

Late work will be reduced 10% per day late and not accepted after four (4) days. A grade of "Incomplete" is not an available option for a grade and these may only be granted per Marshall University policy after a review of extenuating circumstances by the Dean of Business School and or designee.

# Anticipated Response Time for Grading and Feedback

Assignments will typically be graded within seven days of submission or date due.

# **Evaluation Criteria**

39% Reaction and Summary (13 x 3%)
26% Online Discussion (13 x 2%)
35% Research Paper (1 x 35%)

# **University Policies**

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to <u>MU Academic Affairs: University</u> <u>Policies</u> (URL: http://www.marshall.edu/academic-affairs/policies/).

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

# **Students with Disabilities**

(QM Standard 7.2) For University policies and the procedures for obtaining services, please go to <u>MU Academic Affairs: University Policies</u> and read the section, Students with Disabilities (URL: http://www.marshall.edu/academic-affairs/policies/).

# **Marshall University E-Mail Accounts**

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit <u>Marshall IT: Office 365</u> (URL https://www.marshall.edu/it/office365/).

# **Course Schedule**

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Week	Topic/Required Readings	Due Date
Week 1	Face-to-Face Meeting Introduction and Overview: Globalization	Reaction and Summary Due
	Chi, T., et al. (2019). Real theory options for international business. <i>Journal of International Business Studies</i> , <i>50</i> (4), 523-553.	Online Discussion Due
	Gasiorek, M., et al. (2019). Which manufacturing industries and sectors are most vulnerable to Brexit? <i>World Economy</i> , <i>42</i> , 21-56.	
	Karp, D. J. (2019). Fixing meanings in global governance? Respect and protect in the UN guiding principles on business and human rights. <i>Global governance: A review of</i> <i>multilateralism and international organizations</i> , 25(2019).	
	Pisani, N., et al. (2017). How global is international CSR research? Insights and recommendations from a systematic review. <i>Journal of World Business, 52</i> , 591-614.	
	Witt, M. A. (2019). De-globalization: Theories, predictions, and opportunities for international business research. <i>Journal of International Business Studies, 50</i> (7), 1053-1077.	

Week	Topic/Required Readings	Due Date
Week 2	National Differences in Politics, Economics, Legal Systems, Economic Development, and Cultures	Reaction and Summary Due
	Aguilera, R., & Grøgaard, B. (2019). The dubious role of institutions in international business: A road forward. <i>Journal International Business Studies</i> , <i>50</i> (1), 20-35.	Online Discussion
	Brandl, K., et al. (2019). Foreign actors and intellectual property protection regulation in developing countries. <i>Journal International Business Studies</i> , 50(5), 826-846.	Due
	Farooq, O., & Neveen, A., (2019). Dividend policy and political uncertainty: Evidence from the US presidential elections. <i>Research in International Business and Finance</i> , 48, 201–209.	
	Gao, W., et al. (2019). Political connections, corporate governance and M&A performance: Evidence from Chinese family firms. <i>Research in International Business and Finance</i> , <i>50</i> , 38-53.	
	Jebran, K., et al. (2019). Principal-principal conflicts and corporate cash holdings: Evidence from China. <i>Research in International Business and Finance</i> , 49, 55–70.	
	Jin, B., et al. (2019). Inward foreign direct investment and local firm innovation: The moderating role of technological capabilities. <i>Journal International Business Studies</i> , <i>50</i> (5), 847-855.	

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Week	Topic/Required Readings	Due Date
Week 3	<ul> <li>National Differences in Politics, Economics, Legal Systems, Economic Development, and Cultures</li> <li>Araujo, L., et al. (2016). Institutions and export dynamics. Journal of International Economics, 98(1), 2-20.</li> <li>Augier, P., et al. (2012). The business environment and Moroccan firm productivity. Economics of Transition, 20(2), 369-399.</li> <li>Kolk, A., &amp; Rivera-Santos, M. (2018). The state of research on Africa in business and management: Insights from a systematic review of key international journals. Business &amp; Society, 57(3), 415-436</li> <li>Muhammad, M., et al. (2010). Small and medium enterprises (SMEs) competing in the global business environment: A case of Malaysia. International Business Research, 3(1), 66-75.</li> <li>Nyuur, R., et al. (2018). Critical perspectives on international business in Africa: An overview and proposed new research agenda. Critical Perspectives on International Business, https://doi.org/10.1108/cpoib-01-2018-0005.</li> </ul>	Reaction and Summary Due Online Discussion Due

Week	Topic/Required Readings	Due Date
Week 4	Ethics, Corporate Social Responsibility, and Sustainability	Reaction and Summary Due
	Benlemlih, M. (2019). Corporate social responsibility and	
	dividend policy. <i>Research in International Business and Finance</i> , <i>47</i> , 114-138.	Online Discussion Due
	Braun, R. (2019). Corporate stakeholder democracy: Politicizing Corporate social responsibility. Book chapter: 51-82. Central European University Press, 360 pages.	
	Busscher, N., et al. (2019). Civil society challenges the global food system: Tthe International Monsanto Tribunal. <i>Globalizations</i> , DOI: 10.1080/14747731.2019.1592067.	
	Cheung, A., (2016). Corporate social responsibility and corporate cash holdings. <i>Journal of Corporate Finance, 37</i> , 412-430.	
	Lee, E., & Vivarelli, M. (2006). The social impact of globalization in the developing countries. <i>Working Paper of The Institute for the Study of Labor (IZA)</i> .	
	Han, Q., et al. (2019). Going home and helping out? Returnees as propagators of CSR in an emerging economy. Journal of International Business Studies, 50(6), 857–872.	

Week	Topic/Required Readings	Due Date
Week 5	International Trade Theory	Reaction and Summary
	Leonardo, L., et al. (2013). Trade as an engine of creative destruction: Mexican experience with Chinese	Due
	competition. <i>Journal of International Economics</i> , 89(2), 379-392.	Online Discussion Due
	Borchert, I., et al. (2014). Policy barriers to international trade in services: Evidence from a new database. <i>World Bank Economic Review</i> , 28(1), 162-188.	Research Project Ideas Due
	Borchert, I., & Yoto, Y. (2017). Distance, globalization, and international trade. <i>Economics Letters</i> , 153, 32-38.	
	Giordano, M. G. & Opromolla, L. D. (2014). Managers' mobility, trade performance, and wages. <i>Journal of International Economics</i> , 94(1), 85-101.	
	Kilincarslana, E., & Ozdemirb, O. (2019). Institutional investment horizon and dividend policy: An empirical study of UK firms. <i>Research Financial Letters</i> , <i>24</i> , 291-300.	
	Leonardo, L., et al. (2013). Trade as an engine of creative destruction: Mexican experience with Chinese competition. <i>Journal of International Economics</i> , 89(2), 379-392.	
	Pavcnik, N. (2018). The impact of trade on inequality in developing countries. Proceedings of Jackson Hole Economic Symposium. (also NBER Working paper 23878)	

Week	Topic/Required Readings	Due Date
Week 6	<ul> <li>The Foreign Exchange Market</li> <li>Duygun, M., et al. (2018). Dividend policy of Indonesian listed firms: The role of families and the state. <i>Economic Modelling</i>, <i>75</i>, 336–354.</li> <li>Gil-Alana, L. A., et al. (2019). Rational bubbles in the real housing stock market: empirical evidence from Santiago de Chile. <i>Research in International Business and Finance</i>, <i>49</i>, 269-281.</li> <li>Phillip, A., et al. (2018). A new look at Cryptocurrencies. <i>Economics Letters</i>, <i>163</i>, 6-9.</li> <li>Urquhart, A. (2016). The inefficiency of Bitcoin. <i>Economics Letters</i>, <i>14</i>, :80-82.</li> <li>Vukovic, D., et al. (2019). European Monetary Union Bond Market dynamics: Pre &amp; Post Crisis. <i>Research in International Business and Finance</i>, <i>50</i>, 369-380.</li> </ul>	Reaction and Summary Due Online Discussion Due

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Week	Topic/Required Readings	Due Date
Week 7	The International Monetary System	Reaction and Summary Due
	Bakera, H., & De Ridderb, A. (2019). Payout policy in industrial and financial firms. <i>Global Finance Journal</i> , 37, 138–151.	Online Discussion Due
	Caporale, G. M., et al. (2018). Persistence in cryptocurrency market. <i>Research in International Business and Finance</i> , <i>46</i> (2018), 141–148.	
	Diasa, R., et al. (2019). Financial markets of the LAC region: Does the crisis influence the financial integration? <i>International Review of Financial Analysis, 63</i> , 160–173.	
	Mohti, W., et al. (2019). Regional and global integration of Asian stock markets. <i>Research in International Business and Finance, 50</i> , 357–368.	
	Park, J. (2019). Financial constraints and the cash flow sensitivities of external financing: Evidence from Korea. <i>Research in International Business and Finance, 49</i> , 241–250.	

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Week	Topic/Required Readings	Due Date
Week 8	<ul> <li>The Strategy and Structure of International Business</li> <li>Azuayi, R. (2016). Internationalization Strategies for Global Companies: A Case Study of Arla Foods, Denmark. <i>Journal</i> <i>of Accounting &amp; Marketing</i>, 5(4), 1-9.</li> <li>Banalieva, E., &amp; Dhanaraj, C. (2019). Internalization theory for the digital economy. <i>Journal of International Business</i> <i>Studies</i>, <i>50</i>(5), 1-16.</li> <li>Barlett, C. A., &amp; Ghoshal, S. (1991). Global strategic management: Impact on the new frontiers of strategy research. <i>Strategic Management Journal</i>, <i>12</i>, 5-16.</li> <li>Chang, S. J. (2019). When to go it alone: Examining post- conversion performance of international joint ventures. <i>Journal of International Business Studies</i>, <i>50</i>(6), 998-1020.</li> <li>Cordero, A. M., &amp; Miller, S. R. (2019). Political party tenure and MNE location choices. <i>Journal of International Business Studies</i>, <i>50</i>(6), 973–997.</li> </ul>	Reaction and Summary Due Online Discussion Due
Week 9	<ul> <li>Joint Ventures and Alliances</li> <li>Geringer, J.M., &amp; Hebert, L. (1989). Control and performance of international joint ventures. <i>Journal of International Business Studies</i>, <i>20</i>(2), 235-254.</li> <li>Grant, R.M., &amp; Baden – Fuller C. H. (2004). A knowledge accessing theory of strategic alliances. <i>Journal of Management Studies</i>, <i>41</i>, 0022-2380.</li> <li>Jagersma, P.K. (2005). Cross-border alliances: advice from the executive suite. <i>Journal of Business Strategy</i>, 2(1), 41-50.</li> <li>Kale, P., &amp; Singh, H. (2009). Managing strategic alliances: What do we know now, and where do we go from here? <i>Perspectives, Academy of Management. 23</i>(3)</li> <li>Killing, J.P. (1982). How to make a global joint venture work. <i>Harvard Business Review</i>, No. 82310.</li> </ul>	Reaction and Summary Due Online Discussion Due

Week	Topic/Required Readings	Due Date
Week 10	<ul> <li>Global Market Entry Strategies</li> <li>Brown, J. R., et al. (2003). Broadening the foreign market entry mode decision: Separating ownership and control. <i>Journal of International Business Studies</i>, <i>34</i>(5), 473-488.</li> <li>Danchi, &amp; Tan, (2009). Foreign market entry strategies and post-entry growth: Acquisitions vs greenfield investments. <i>Journal of International Business Studies</i>, <i>40</i>(6), 1046-1063.</li> <li>Erramilli, M. K., &amp; Rao, C. P. (1993). Service firms' international entry-mode choice: A modified transaction-cost analysis approach. <i>Journal of Marketing</i>, <i>57</i>, 19-38.</li> <li>Globerman, S., &amp; Nielsen, B. (2007), Equity versus non-equity international strategic alliances involving Danish firms: An empirical investigation of the relative importance of partner and host country. <i>Journal of International Management</i>, <i>13</i>(4), 449-471.</li> <li>Lu, Y. (2001). Determinants of entry in an emerging economy: A multilevel approach. <i>Journal of Management Studies</i>, 38(3), 443-472.</li> <li>Pan, Y., &amp; Tse, D. K. (2000). The hierarchical model of market entry modes. <i>Journal of International Business Studies</i>, <i>31</i>, 535-554.</li> </ul>	Reaction and Summary Due Online Discussion Due

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Week	Topic/Required Readings	Due Date
Week 11	<ul> <li>Exporting, Importing, and Countertrade</li> <li>Gibson, C. B., et al. (2019). Managing formalization to increase global team effectiveness and meaningfulness of work in multinational organizations. <i>Journal Of International Business Studies, 50</i>(6), 1021–1052.</li> <li>Girma, S., et al. (2019). Which boats are lifted by a foreign tide? Direct and indirect wage effects of foreign ownership. <i>Journal of International Business Studies, 50</i>(6), 923–947.</li> <li>Huang, Q., &amp; Kim, R. (2019). Capital structure decisions along the supply chain: Evidence from import competition. <i>Journal of International Business Studies, 50</i>(6), 873–894.</li> <li>Maggioni, D., et al. (2019). MNEs' location strategies and labor standards: The role of operating and reputational considerations across industries. <i>Journal of International Business Studies, 50</i>(6), 948–972.</li> <li>Ugur, L. (2019). The role of foreign institutional investors in restraining earnings management activities across countries. <i>Journal of International Business Studies, 50</i>(6), 895–922.</li> </ul>	Reaction and Summary Due Online Discussion Due

Week	Topic/Required Readings	Due Date
Week 12	<ul> <li>Topic/Required Readings</li> <li>Global Marketing and R&amp;D</li> <li>Chen, W., &amp; Kamal, F. (2016). The impact of information and communication technology adoption on multinational firm boundary decisions. <i>Journal of International Business Studies</i>, <i>47</i>(5), 563-576.</li> <li>Javalgi, R., &amp; White, D. S. (2002). Strategic challenges for the marketing of services internationally. <i>International Marketing Review</i>, <i>19</i>(6), 563-581.</li> <li>Laplume, A., et al. (2016). Global value chains from a 3D printing perspective. <i>Journal of International Business Studies</i>, <i>47</i>(5), 595-609.</li> <li>Rangan, S., &amp; Sengul, M. (2009). Information technology and transnational integration: Theory and evidence on the evolution of the modern multinational enterprise. <i>Journal of International Business Studies</i>, <i>47</i>(5), 595-609.</li> </ul>	Due Date Reaction Reaction and Summary Due Online Discussion Due
	40(9), 1496-1514. Young, R. B., & Javalgi, R. (2007). International marketing research: A global project management perspective. <i>Business Horizon</i> , (50), 113-122.	

Week	Topic/Required Readings	Due Date
Week 13	<ul> <li>Global Marketing and R&amp;D</li> <li>Alcácer, J., et al. (2016). Internationalization in the information age: A new era for places, firms, and international business networks? <i>Journal of International Business Studies</i>, <i>47</i>(5), 499-512.</li> <li>Brouthers, K.D., et al. (2016). Explaining the internationalization of business firms. <i>Journal of International Business Studies</i>, <i>47</i>(5), 513-534.</li> <li>Buckley, P. J., &amp; Casson, M. C. (1998). Analyzing foreign market entry strategies: Extending the internalization approach. <i>Journal of International Business Studies</i>, <i>29</i>(3), 539-561.</li> <li>de la Torre, J., &amp; Moxon, R. (2001). E-commerce: The impact of the information and communication technology revolution on the conduct of international business. <i>Journal of International Business Studies</i>, <i>32</i>(4), 617-639.</li> <li>Slywotzky, A., Hoban, C. (2007). Stop competing yourself to death: Strategic collaboration among rivals, <i>Journal of Business Strategy</i>, <i>28</i>(3), 45-55.</li> <li>Vrontis, D., &amp; Kitchen, P. J. (2005). Entry methods and international marketing decision making: An empirical investigation. <i>Journal of International Business Studies</i>, <i>13</i>(1), 87-110.</li> <li>Zou, G., &amp; Cavusgil, S.T. (2002). The GMS: a broad conceptualization of global marketing strategy and its effect on firm performance. <i>Journal of Marketing</i>, <i>66</i>, 40-57.</li> </ul>	Reaction and Summary Due Online Discussion Due
Week 14	Face-to-Face Meeting Research Paper Presentation	
Week 15	Final Research Paper Due	

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# **Request for Graduate Course Addition**

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
 The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: College of Business Dept/Division: NA Contact Person: Dr. Nancy Lankton Alpha Designator/Number: DBA 705 X Graded CR/NC Phone: 696-2656

NEW COURSE DATA:

New Course Title: Pedagogy in Business Schools			
Alpha Designator/Number: DBA 705			
Title Abbreviation: Ped in Bus Schools (Limit of 25 characters and spaces)			
Course Catalog Description: (Limit of 30 words)	This course focuses on pedagogical practices in business schools including both traditional and innovative teaching methods. Students will understand effective teaching and learning practices in business schools.		
Co-requisite(s): NoneFirst Term to be Offered: Spring 2022Prerequisite(s): Permission of the DBA Program DirectorCredit Hours: 3			
Course(s) being deleted in place of this addition (must submit course deletion form): NA			

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached

Dept. Chair/Division Head <u>Nany li Aman</u>	_Date
Registrar Songerta 520161	_ Date/1 <del>/ / / / / / / / / / / / / / / / / / </del>
College Curriculum Chair	_Date <u>19 Nov 19</u>
Graduate Council Chair Jan Blances	_Date

# **Request for Graduate Course Addition - Page 2**

College: College of Business

Dept/Division: NA

Alpha Designator/Number: HCM 722

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dr. Marc Sollosy

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "Not Applicable" if not applicable.

#### Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "Not Applicable" if not applicable.

#### Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "Not Applicable" if not applicable.

#### Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "Not Applicable" if not applicable.

#### Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Upon successful completion of this course, the student will be able to:

- 1. Understand the field of Business Education and Pedagogical Methods;
- 2. Understand, analyze and critique research articles in the field;
- 3. Develop an integrative understanding of the major theoretical propositions and assumptions underlying subfields in the Business Education and Pedagogical Methods fields;
- 4. Identify limitations and gaps in the literature as the basis for conceiving and formulating research ideas of their own;
- 5. Develop the skills and capabilities foundational to developing their own approach to teaching;
- 6. Form the building blocks for understanding and participating in the contemporary debates surrounding the future of business education; and
- 7. Communicate all of the above in oral and written form in keeping with the norms of academic discourse and writing.

7. COURSE OUTLINE (May be submitted as a separate document)

Week 1: Face-to-Face Meeting, Introduction to Business Pedagogy Week 2: Introduction to Business Pedagogy (continued) Weeks 3-5: Business Pedagogy Approaches Week 6: Teaching Philosophies Weeks 7-8: Course Design Week 7-8: Course Design Week 9: Course Management Week 10-11: Course Delivery Week 10-11: Course Delivery Week 12: Higher Education Job Preparation Week 13: The Future of Business Education Week 14: Face-to-Face Meeting, Wrap-Up Week 15: Final Work Due

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

No required texts will be used for this course. Instead the course will require students to read a series of journal articles each week. Some examples include:

- AACSB International. (2013) the promise of business doctorial education. Retrieved from <a href="https://www.aacsb.edu/publications/researchreports/doctoraleducation">https://www.aacsb.edu/publications/researchreports/doctoraleducation</a>
- Adams, K. A. (2002). What colleges and universities want in new faculty: Preparing future faculty Occasional Paper Series. Association of American Colleges & Universities, 1818 R Street, NW, Washington, DC 20009.
- Bass, R. (1993). Higher education's amateur hour: Underpreparing the future professoriate. *Liberal Education*, 79(2), 26-31.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Online lectures and discussions, with two face-to-face meetings

# **Request for Graduate Course Addition - Page 4**

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Reflective Paper – Teaching Philosophy Teaching Video Course Design Project, First Day Presentation & Practice Case Day Discipline Conceptualization and Teaching Philosophy

# 11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See Syllabus – page 20

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department: College of Business Course Number and Title: DBA 705: Pedagogy in Business Schools Catalog Description: This course focuses on pedagogical practices in business schools including both traditional and innovative teaching methods. Students will understand effective teaching and learning practices in business schools. Prerequisites: Permission of the DBA Program Director First Term Offered: Spring 2022 Credit Hours: 3



Marshall University Syllabus Lewis College of Business Brad D. Smith Graduate School of Business Doctor of Business Administration

# Course

DBA 705: Pedagogy in Business Schools

### **Course Description**

This course focuses on pedagogical practices in business schools including both traditional and innovative teaching methods. Students will understand effective teaching and learning practices in business schools.

### Credits

3 credit hours

#### Prerequisites

Permission of the DBA Program Director

# Term/Year

Spring 2022

#### Format

This course format is online with two on campus meetings. Please see schedule for dates/times of these meetings. To access the online course, please log in to the course site in Marshall University's Blackboard System <a href="https://www.marshall.edu/muonline/">https://www.marshall.edu/muonline/</a>.

This course should be completed in one summer term.

#### Academic Calendar

For beginning, ending, and add/drop dates, see the <u>Marshall University Academic</u> <u>Calendar</u> (URL: http://www.marshall.edu/academic-calendar/).

# Instructor

IBD

# **Contact Information**

Office: TBD Office Hours: TBD Office Phone: TBD Marshall Email: TBD

# **Preferred Communication Method and Expected Response Time**

The preferred method of communication is through Marshall email. The anticipated response time is 24 hours with a potential delay for holiday or weekends.

# About Me

TBD 1

# **Required and/or Recommended Texts and Materials**

# **Required Texts and Materials**

See reading list on schedule.

# **Recommended/Optional Texts and Materials**

See attached bibliography.

# **Technology and Technical Skill Requirements**

Please note the following requirements:

- You must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at <u>Student Resources: First Steps</u>. See also <u>IT: Recommended</u> <u>Hardware</u> (URLs: http://www.marshall.edu/muonline/student-resources/ and http://www.marshall.edu/it/recommendations/).
- To check your browsers, use the <u>Blackboard Browser Checker</u> and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting\_Started/Browser\_Suppo rt/Browser\_Checker).
- You must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard. For the best experience, Blackboard recommends Google Chrome browser or Mozilla Firefox browser.
- <u>Adobe Acrobat Reader</u> may be needed to read some files. This plug-in is available free. (URL: https://get.adobe.com/reader/) See the Tech Support tab in Blackboard for additional information and links.
- You may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit <u>Marshall</u> <u>IT: Office 365</u> (URL: http://www.marshall.edu/it/office365/).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

# **Technology Assistance**

If you have technical problems, please contact one or more of the following:

- <u>Blackboard Support Center</u> (URL: http://marshall.edusupportcenter.com)
- Marshall <u>Information Technology (IT) Service Desk</u> (Help Desk) (URL: http://www.marshall.edu/it/departments/it-service-desk/)

- Huntington: (304) 696-3200
- South Charleston: (304) 746-1969
- Email the IT Service Desk (itservicedesk@marshall.edu)

## **Course Purpose**

This course is designed to help you gain and understanding of the theory and research in the fields of business school pedagogy. There have been significant advances, both in the theory and practice within this discipline. A number of new approaches have and continue to emerge in both the traditional and non-traditional teaching modalities.

Increasingly there is tension between academic relevance and real-world relevance in business education. Business schools seems to be walking a tightrope between the academic and practitioner sides of business. In addition to acquiring an understanding of effective teaching and learning practices, based upon case studies and educational research, the student will examine these tensions and future trends in business education.

The course will help students to begin to develop the foundation of their individual teaching and training approach and skills. These skills will serve as the basis for future academic, and non-academic careers. Where appropriate, students will be provided the opportunity to assist faculty in the design and delivery of courses, both traditional and online.

The articles selected for this course, while nowhere near being all inclusive, provide a representative sample from the discipline business pedagogy. Many of these articles are considered seminal pieces relating to specific aspects of the topic. As mentioned, this readings in this course are not exhaustive. They are representative of larger bodies of work in each discipline area. There are other empirical and theoretical pieces that you may wish to access should you be interested in delving deeper into the topic area. Keep in mind that we are limited in the number of topic and subfield areas we can cover during the semester. There are a number of additional areas within these disciplines that are worthy of additional study, and can be pursued, in case you have an interest in examining them.

## **Course Objectives/Outcomes**

Upon successful completion of this course, the student will be able to:

- 1. Understand the field of Business Education and Pedagogical Methods;
- 2. Understand, analyze and critique research articles in the field;
- 3. Develop an integrative understanding of the major theoretical propositions and assumptions underlying sub-fields in the Business Education and Pedagogical Methods fields;
- 4. Identify limitations and gaps in the literature as the basis for conceiving and formulating research ideas of their own;
- 5. Develop the skills and capabilities foundational to developing their own approach to teaching;
- 6. Form the building blocks for understanding and participating in the contemporary debates surrounding the future of business education; and

7. Communicate all of the above in oral and written form in keeping with the norms of academic discourse and writing.

# Learner Outcomes

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will be able to understand the field of Business Education and Pedagogical Methods.	Readings, discussion boards	Teaching video, teaching philosophy, course design project, discipline conceptualization
Students will be able to understand, analyze and critique research articles in the field.	Readings, discussion boards	Teaching video, teaching philosophy, course design project, discipline conceptualization
Students will be able to develop an integrative understanding of the major theoretical propositions and assumptions underlying sub- fields in the Business Education and Pedagogical Methods fields.	Readings, discussion boards	Teaching video, teaching philosophy, course design project, discipline conceptualization

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will be able to identify limitations and gaps in the literature as the basis for conceiving and formulating research ideas of their own.	Readings, discussion boards	Teaching video, teaching philosophy, course design project, discipline conceptualization
Students will be able to develop their own approach to teaching.	Readings, discussion boards	Teaching video, teaching philosophy, course design project, discipline conceptualization
Students will be able to understand and participate in the contemporary debates surrounding the future of business education.	Readings, discussion boards	Teaching video, teaching philosophy, course design project, discipline conceptualization
Students will be able to communicate all of the above in oral and written form in keeping with the norms of academic discourse and writing.	Readings, discussion boards	Teaching video, teaching philosophy, course design project, discipline conceptualization

## **Course Structure**

This course is organized in topic areas presented in folders in Blackboard.

# **Course Requirements/Due Dates**

The course requirements are as follows:

<u>Reflective Paper - Teaching Philosophy:</u> A formal teaching philosophy is usually required for most faculty job applications. It serves to espouse an individual's conceptualization and identity as an educator. An individual teaching philosophy is a vital set of guiding principles embodying idiosyncratic beliefs and approaches to teaching. It serves to answer the questions "what type of professor do I want to be". Additionally, they serve as guiding principles, over time, to promote authenticity by the instructor.

<u>Course Design Project, First Day Presentation & Practice Case Day:</u> In designing a course, it is important to distinguish between the basic activities in which all faculty engage to some degree and the specific design skills that differentiate the course from the basic format. The basic course activities, e.g., construct a syllabus, choose a textbook, identify assessment tools) are referred to as lower order are the bare minimum requirements in designing a college course. These skills serve as the baseline expectation of a student. They are universal, in that faculty across all courses engage in them at some level and serve as the core requirement for the course.

The more advanced or higher-order skills are ways to keep students attentive, engaged, and motivated. These skills enhance class knowledge from simple memorization to application, critical thinking, and in some instances inspire students to pursue the field of study beyond the parameters of the course. Students need to be exposed to a variety of evidence-based and best practices that utilize strategies beyond the lecture method. As such, higher-order skills should be deliberately woven into the course through instructional design.

<u>Teaching Video</u>: Lecturing is not always the most effective, nor appropriate in nontraditional settings, delivery mode. There is the need for the student to become facile in more active learning endeavors, such as: collaborative techniques, cooperative learning, group work, in-class exercises, problem-based learning, and discussion. Students learn that integrating other teaching styles into one's presentation breaks up the lecture and helps regain the undergraduate's short attention span. Increasingly, students need to become familiar with the various emerging technologies and other techniques applicable in the non-traditional learning environment. All of these aspects promote active learning and accommodate different learning styles.

Discipline Conceptualization and Teaching Philosophy: When writing a philosophy of discipline statement remember that it's not based only on control, but the underlying topics that coincide with it including morals, ethics, values, and personal responsibility. In your philosophy of discipline statement, you may wish to include that you believe the classroom should be fair, consistent, and with immediate consequences of acting up. Students must know the rules and procedures right from day one and understand the resulting consequences for obeying and breaking the rules.

# **Course Policies**

By enrolling in this course, you agree to the following course policies.

## **Attendance/Participation Policy**

Learners are expected to participate in discussions and activities. This includes attendance at events. An exception to this will be made on a case by case basis with the Dean of the Business School.

## **Online Communication Expectations**

Communication expectations for this class can be found on the class Blackboard site Start Here > Netiquette.

## **Grading Policy**

## **Grading Scale**

A is 90 to 100%, B is 80 to <90%, C is 70 to <80%, D is 60 to <70%, F is <60%

## Late Work Policy

Late work will be reduced 10% per day late and not accepted after four days. A grade of "Incomplete" is not an available option for a grade and these may only be granted per Marshall University policy after a review of extenuating circumstances by the Dean of Business School and or designee.

## Anticipated Response Time for Grading and Feedback

Assignments will typically be graded within seven days of submission or date due.

## **Evaluation Criteria**

20% Reflective Paper – Teaching Philosophy
30% Teaching Video
30% Course Design Project, First Day Presentation & Practice Case Day
20% Discipline Conceptualization and Teaching Philosophy

## **University Policies**

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to <u>MU Academic Affairs: University</u> <u>Policies</u> (URL: <u>http://www.marshall.edu/academic-affairs/policies/</u>).

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

## Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit <u>Marshall IT: Office 365</u> (URL <u>https://www.marshall.edu/it/office365/</u>).

## **Course Schedule**

Week	Topic/Required Readings	Assignments Due
1	Face-to-Face Meeting, Introduction to Business Pedagogy	
	AACSB International. (2013) The promise of business doctorial education. Retrieved from https://www.aacsb.edu/publications/researchreports/docto raleducation	
	Adams, K. A. (2002). What colleges and universities want in new faculty: Preparing future faculty occasional paper series. Association of American Colleges & Universities, 1818 R Street, NW, Washington, DC 20009.	
	Bass, R. (1993). Higher education's amateur Hour: Underpreparing the future professoriate. <i>Liberal Education</i> , 79(2), 26-31.	
	Currie, G., & Knights, D. (2003). Reflecting on a critical pedagogy in MBA education. <i>Management Learning</i> , 34(1), 27-49.	
	Grey, C. (2002). What are business schools for? On silence and voice in management education. <i>Journal of Management Education</i> , <i>26</i> (5), 496-511.	

Week	Topic/Required Readings	Assignments Due
2	Introduction to Business Pedagogy (continued)	
	Bennis, W. G., & O'Toole, J. (2005). How business schools lost their way. <i>Harvard Business Review</i> , <i>83</i> (5), 96-104.	
	Bonner, R., Phillips, W. P., Neely, A. R., & Utecht, R. L. (2015). Teaching gap: Ought we preach to teach? In <i>Academy of Management Proceedings</i> (Vol. 2015, No. 1, p. 13756). Briarcliff Manor, NY 10510: Academy of Management.	
	Brightman, H. J. (2009). The need for teaching doctoral students how to teach. <i>International Journal of Doctoral Studies</i> , 4(1), 11.	
	Le, D. (2016). On the call for action: Rejoinder to "isn't it time we did something about the lack of teaching preparation in business doctoral programs?". <i>Journal of Management Education</i> , 40(5), 528-532.	
	Marx, R. D., Garcia, J. E., Butterfield, D. A., Kappen, J. A., & Baldwin, T. T. (2016). Isn't it time we did something about the lack of teaching preparation in business doctoral programs? <i>Journal of Management Education</i> , 40(5), 489-515.	
	Rousseau, D. M. (2016). Yes! Rejoinder to "Isn't it time we did something about the lack of teaching preparation in business doctoral programs?". <i>Journal of Management Education</i> , 40(5), 524-527.	

Week	Topic/Required Readings	Assignments Due
3	Business Pedagogy Approaches	
	Anderson, P. H., & Lawton, L. (2009). Business simulations and cognitive learning: Developments, desires, and future directions. <i>Simulation &amp; Gaming</i> , 40(2), 193-216.	
	Auster, E. R., & Wylie, K. K. (2006). Creating active learning in the classroom: A systematic approach. <i>Journal of Management Education</i> , <i>30</i> (2), 333-353.	
	Certo, S. C. (1976). The experiential exercise situation: A comment on instructional role and pedagogy evaluation. <i>Academy of Management Review</i> , 1(3), 113-116.	
	Currie, G., & Knights, D. (2003). Reflecting on a critical pedagogy in MBA education. <i>Management Learning</i> , <i>34</i> (1), 27-49.	
	Ferris, W. P. (2002). Students as junior partners, professors as senior partners, the B-school as the firm: A new model for collegiate business education. <i>Academy of Management Learning &amp; Education</i> , 1(2), 185-193.	
	Godfrey, P. C., Illes, L. M., & Berry, G. R. (2005). Creating breadth in business education through service-learning. <i>Academy of Management Learning &amp; Education</i> , 4(3), 309-323.	

Week	Topic/Required Readings	Assignments Due
4	Business Pedagogy – Approaches (Continued)	
	Harper, K. C., Chen, K., & Yen, D. C. (2004). Distance learning, virtual classrooms, and teaching pedagogy in the Internet environment. <i>Technology in Society</i> , <i>26</i> (4), 585-598.	
	Hochberg, J., Mark (2006). Online distance education pedagogy: Emulating the practice of global business. <i>Distance Education, 27</i> (1),129-133	
	Hrivnak, G. A. (2019). The increasing importance of curriculum design and its implications for management educators. <i>Journal of Management Education</i> , <i>43</i> (3), 271-280.	
	Lundberg, C. C., & Winn, J. (2005). The great case- teaching-notes debate. <i>Journal of Management Education</i> , 29(2), 268-283.	
	Melé, D., Sanchez-Runde, C. J., Weber, J. W., & Englehart, S. W. (2011). Enhancing business education through integrated curriculum delivery. <i>Journal of Management Development, 32</i> (8), 801-822.	
	Rippin, A., Booth, C., Bowie, S., & Jordan, J. (2002). A complex case: Using the case study method to explore uncertainty and ambiguity in undergraduate business education. <i>Teaching in Higher Education</i> , 7(4), 429-441.	

Week	Topic/Required Readings	Assignments Due
5	Business Pedagogy – Approaches (Continued)	
	Rynes, S. L., Bartunek, J. M., & Daft, R. L. (2001). Across the great divide: Knowledge creation and transfer between practitioners and academics. <i>Academy of management Journal</i> , 44(2), 340-355.	
	Smith, G. F. (2003). Beyond critical thinking and decision making: Teaching business students how to think. <i>Journal of Management Education</i> , 27(1), 24-51	
	Vroom, V. H. (2007). On the synergy between research and teaching. <i>Journal of Management Education</i> , <i>31</i> (3), 365-375.	
	Wren, D. A., Buckley, M. R., & Michaelsen, L. K. (1994). The theory/applications balance in management pedagogy: where do we stand? <i>Journal of Management</i> , <i>20</i> (1), 141- 157.	
	Whetten, D. A. (2007). Principles of effective course design: What I wish I had known about learning-centered teaching 30 years ago. <i>Journal of management education</i> , <i>31</i> (3), 339-357.	
	Wrigley, C., & Straker, K. (2017). Design thinking pedagogy: The educational design ladder. <i>Innovations in Education and Teaching International</i> , 54(4), 374-385.	

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Week	Topic/Required Readings	Assignmen Due
6	Teaching Philosophies	
	Beatty, J. E., Leigh, J. S., & Dean, K. L. (2009). Philosophy rediscovered: Exploring the connections between teaching philosophies, educational philosophies, and philosophy. <i>Journal of Management Education</i> , <i>33</i> (1), 99-114.	
	Kanuka, H., Smith, E. E., & Kelland, J. H. (2013). An inquiry into educational technologists' conceptions of their philosophies of teaching and technology. <i>Canadian Journal of Learning and Technology</i> , <i>39</i> (2), n2.	
	Schönwetter, D. J., Sokal, L., Friesen, M., & Taylor, K. L. (2002). Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching philosophy statements. <i>International Journal for Academic Development</i> , 7(1), 83-97.	
	Reber, J. (2011). The under-examined life: A proposal for critically evaluating teachers' and students' philosophies of teaching. <i>College Teaching</i> , <i>59</i> (3), 102-110.	
	Stacey, E. (2007). A study of face-to-face and online teaching philosophies in Canada and Australia. <i>Journal of Distance Education</i> , 22(1), 19-40.	
	Wiesenberg, F., & Stacey, E. (2009). Blended learning and teaching philosophies: Implications for practice. In <i>Effective blended learning practices: evidence-based perspectives in ICT-facilitated education</i> (pp. 204-221). IGI Global.	

Week	Topic/Required Readings	Assignments Due
7	Course Design	Reflective
	Bovill, C., Cook-Sather, A., & Felten, P. (2011). Students as co-creators of teaching approaches, course design, and curricula: implications for academic developers. <i>International Journal for Academic Development</i> , <i>16</i> (2), 133-145.	Paper - Teaching Philosophy
	Cornelius, S., Gordon, C., & Ackland, A. (2011). Towards flexible learning for adult learners in professional contexts: An activity-focused course design. <i>Interactive Learning Environments</i> , 19(4), 381-393.	
	Koehler, M. J., Mishra, P., Hershey, K., & Peruski, L. (2004). With a little help from your students: A new model for faculty development and online course design. <i>Journal of Technology and Teacher Education</i> , <i>12</i> (1), 25-55.	
	Lea*, M. R. (2004). Academic literacies: A pedagogy for course design. <i>Studies in higher education</i> , <i>29</i> (6), 739-756.	
	Moallem, M. (2003). An interactive online course: A collaborative design model. <i>Educational Technology Research and Development</i> , <i>51</i> (4), 85.	
	Vrasidas, C. (2000). Constructivism versus objectivism: Implications for interaction, course design, and evaluation in distance education. <i>International journal of educational</i> <i>telecommunications</i> , 6(4), 339-362.	

Week	Topic/Required Readings	Assignments Due
8	Course Design (Continued)	
	Boyce, S., & Pahl, C. (2007). Developing domain ontologies for course content. <i>Journal of Educational Technology &amp; Society</i> , 10(3), 275-288.	
	Howe, C. W., Coleman, K., Hamshaw, K., & Westdijk, K. (2014). Student development and service-learning: A three-phased model for course design. <i>The International Journal of Research on Service-Learning and Community Engagement</i> , 2(1).	
	Moallem, M. (2001). Applying constructivist and objectivist learning theories in the design of a web-based course: Implications for practice. <i>Educational Technology</i> & <i>Society</i> , <i>4</i> (3), 113-125.	
	Oblinger, D. G., & Hawkins, B. L. (2006). The myth about online course development:" A faculty member can individually develop and deliver an effective online course". <i>Educause review</i> , 41(1), 14-15.	
	Vai, M., & Sosulski, K. (2015). <i>Essentials of online course design: A standards-based guide</i> . Routledge.	
	Ziegenfuss, D. H., & Lawler, P. A. (2008). Collaborative course design: changing the process, acknowledging the context, and implications for academic development. <i>International Journal for Academic Development</i> , <i>13</i> (3), 151-160.	

Week	Topic/Required Readings	Assignmen Due
9	Course Management	
	Bainbridge, J., Melitski, J., Zahradnik, A., Lauría, E. J., Jayaprakash, S., & Baron, J. (2015). Using learning analytics to predict at-risk students in online graduate public affairs and administration education. <i>Journal of</i> <i>Public Affairs Education</i> , 21(2), 247-262.	
	Bolliger, D. U. (2004). Key factors for determining student satisfaction in online courses. <i>International Journal on E-learning</i> , <i>3</i> (1), 61-67.	
	Escobar-Rodriguez, T., & Monge-Lozano, P. (2012). The acceptance of Moodle technology by business administration students. <i>Computers &amp; Education</i> , <i>58</i> (4), 1085-1093	
	Harrington, C. F., Gordon, S. A., & Schibik, T. J. (2004). Course management system utilization and implications for practice: A national survey of department chairpersons. <i>Online Journal of Distance Learning Administration</i> , 7(4).	
	Shelton, K. (2011). A review of paradigms for evaluating the quality of online education programs. <i>Online Journal of Distance Learning Administration</i> , 4(1), 1-11.	
	Zhen, Y., Garthwait, A., & Pratt, P. (2008). Factors affecting faculty members' decision to teach or not to teach online in higher education. <i>Online Journal of Distance</i> <i>Learning Administration</i> , <i>11</i> (3), 18.	

Week	Topic/Required Readings	Assignments Due
10	Course Delivery Armstrong, D. (2011, October). Students' perceptions of online learning and instructional tools: A qualitative study of undergraduate students use of online tools. In <i>E-Learn:</i> <i>World Conference on E-Learning in Corporate,</i> <i>Government, Healthcare, and Higher Education</i> (pp. 1034- 1039). Association for the Advancement of Computing in	Course Design Project, First Day Presentation & Practice Case Day
	Education (AACE). Cajiao, J., & Burke, M. J. (2016). How instructional methods influence skill development in management education. <i>Academy of Management Learning &amp; Education</i> , <i>15</i> (3), 508-524.	
	Castle, S. R., & McGuire, C. J. (2010). An analysis of student self-assessment of online, blended, and face-to-face learning environments: Implications for sustainable education delivery. <i>International Education Studies</i> , <i>3</i> (3), 36-40.	
	Lim, D. H., Morris, M. L., & Kupritz, V. W. (2007). Online vs. blended learning: Differences in instructional outcomes and learner satisfaction. <i>Journal of Asynchronous Learning Networks</i> , 11(2), 27-42.	
	Lim, D. H., & Morris, M. L. (2009). Learner and instructional factors influencing learning outcomes within a blended learning environment. <i>Journal of Educational</i> <i>Technology &amp; Society</i> , <i>12</i> (4), 282-293.	
	Toth, M. I., Amrein-Beardsley, A., & Foulger, T. S. (2010). Changing delivery methods, changing practices: Exploring instructional practices in face-to-face and hybrid courses. <i>Journal of Online Learning and Teaching</i> , 6(3), 617.	

Week	Topic/Required Readings	Assignments Due
11	Course Delivery (Continued)	
	Bernard, R. M., Abrami, P. C., Lou, Y., Borokhovski, E., Wade, A., Wozney, L., & Huang, B. (2004). How does distance education compare with classroom instruction? A meta-analysis of the empirical literature. <i>Review of</i> <i>educational research</i> , <i>74</i> (3), 379-439.	
	Gaytan, J. (2009). Analyzing online education through the lens of institutional theory and practice: The need for research-based and-validated frameworks for planning, designing, delivering, and assessing online instruction. <i>Delta Pi Epsilon Journal</i> , <i>51</i> (2).	
	Peterson, C. L., & Bond, N. (2004). Online compared to face-to-face teacher preparation for learning standards-based planning skills. <i>Journal of Research on Technology in Education</i> , <i>36</i> (4), 345-360.	
	Su, B., Bonk, C. J., Magjuka, R. J., Liu, X., & Lee, S. H. (2005). The importance of interaction in web-based education: A program-level case study of online MBA courses. <i>Journal of Interactive Online Learning</i> , 4(1), 1-19.	
	Waples, E. P., Antes, A. L., Murphy, S. T., Connelly, S., & Mumford, M. D. (2009). A meta-analytic investigation of business ethics instruction. <i>Journal of Business Ethics</i> , <i>87</i> (1), 133-151.	
	Wilson, S. M., Floden, R. E., & Ferrini-Mundy, J. (2002). Teacher preparation research: An insider's view from the outside. <i>Journal of teacher education</i> , <i>53</i> (3), 190-204.	

Week	Topic/Required Readings	Assignments Due
12	Higher Education Job Preparation	
	Clinebell, S. K., & Clinebell, J. M. (2008). The tension in business education between academic rigor and real-world relevance: The role of executive professors. <i>Academy of Management Learning &amp; Education</i> , 7(1), 99-107.	
	Emery, C. R., & Tian, R. G. (2002). Schoolwork as products, professors as customers: A practical teaching approach in business education. <i>Journal of education for business</i> , <i>78</i> (2), 97-102.	
	Daniels, J. P., Shane, H. M., & Wall, J. L. (1984). Faculty turnover within academics: The case of business professors. <i>Business Horizons</i> , <i>27</i> (4), 70-74.	
	Grogan, M., & Andrews, R. (2002). Defining preparation and professional development for the future. <i>Educational administration quarterly</i> , <i>38</i> (2), 233-256.	
	Markides, C. (2007). In search of ambidextrous professors. <i>Academy of Management Journal</i> , <i>50</i> (4), 762-768.	
	Sebastian, R. J., & Bristow, D. (2008). Formal or informal? The impact of style of dress and forms of address on business students' perceptions of professors. <i>Journal of</i> <i>education for business</i> , <i>83</i> (4), 196-201.	

13	<ul> <li>The Future of Business Education</li> <li>Azevedo, A., Apfelthaler, G., &amp; Hurst, D. (2012).</li> <li>Competency development in business graduates: An industry-driven approach for examining the alignment of undergraduate business education with industry requirements. <i>The International Journal of Management Education</i>, <i>10</i>(1), 12-28.</li> <li>Friga, P. N., Bettis, R. A., &amp; Sullivan, R. S. (2003).</li> <li>Changes in graduate management education and new business school strategies for the 21st century. <i>Academy of Management Learning &amp; Education</i>, <i>2</i>(3), 233-249.</li> <li>Giacalone, R. A. (2004). A transcendent business education for the 21st century. <i>Academy of Management Learning &amp; Education</i>, <i>2</i>(3), 233-249.</li> </ul>	Teaching Video
	<ul> <li>Competency development in business graduates: An industry-driven approach for examining the alignment of undergraduate business education with industry requirements. <i>The International Journal of Management Education</i>, <i>10</i>(1), 12-28.</li> <li>Friga, P. N., Bettis, R. A., &amp; Sullivan, R. S. (2003). Changes in graduate management education and new business school strategies for the 21st century. <i>Academy of Management Learning &amp; Education</i>, <i>2</i>(3), 233-249.</li> <li>Giacalone, R. A. (2004). A transcendent business education</li> </ul>	
	Changes in graduate management education and new business school strategies for the 21st century. <i>Academy</i> <i>of Management Learning &amp; Education</i> , 2(3), 233-249. Giacalone, R. A. (2004). A transcendent business education	
	Education, 3(4), 415-420.	
	Hawawini, G. (2005). The future of business schools. Journal of Management Development, 24(9), 770-782.	
	Pfeffer, J., & Fong, C. T. (2002). The end of business schools? Less success than meets the eye. <i>Academy of management learning &amp; education</i> , 1(1), 78-95.	
	Starkey, K., Hatchuel, A., & Tempest, S. (2004). Rethinking the business school. <i>Journal of Management Studies</i> , <i>41</i> (8), 1521-1531.	
	Thomas, H., & Cornuel, E. (2007). Challenges facing business schools in the future. <i>Journal of Management development</i> .	
14	Face-to-Face Meeting, Wrap-Up	
15	Final Work Due	Discipline Conceptualiz ation and Teaching Philosophy

## **Bibliography**

AACSB International. (2013) The Promise of Business Doctorial Education. Retrieved from <u>https://www.aacsb.edu/publications/researchreports/doctoraleducation</u> Adams, K. A. (2002). *What Colleges and Universities Want in New Faculty, Preparing Future Faculty Occasional Paper Series*. Association of American Colleges & Universities, 1818 R Street, NW, Washington, DC 20009.

Anderson, P. H., & Lawton, L. (2009). Business simulations and cognitive learning: Developments, desires, and future directions. *Simulation & Gaming*, *40*(2), 193-216.

Armstrong, D. (2011, October). Students' perceptions of online learning and instructional tools: A qualitative study of undergraduate students use of online tools. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 1034-1039). Association for the Advancement of Computing in Education (AACE).

Auster, E. R., & Wylie, K. K. (2006). Creating active learning in the classroom: A systematic approach. *Journal of Management Education*, *30*(2), 333-353.

Austin, A. E. (2002). Preparing the next generation of faculty: Graduate school as socialization to the academic career. *The journal of higher education*, *73*(1), 94-122.

Azevedo, A., Apfelthaler, G., & Hurst, D. (2012). Competency development in business graduates: An industry-driven approach for examining the alignment of undergraduate business education with industry requirements. *The International Journal of Management Education*, *10*(1), 12-28.

Bainbridge, J., Melitski, J., Zahradnik, A., Lauría, E. J., Jayaprakash, S., & Baron, J. (2015). Using learning analytics to predict at-risk students in online graduate public affairs and administration education. *Journal of Public Affairs Education*, 21(2), 247-262.

Bass, R. (1993). Higher Education's Amateur Hour: Underpreparing the Future Professoriate. *Liberal Education*, *79*(2), 26-31.

Ben-Zvi, T. (2010). The efficacy of business simulation games in creating Decision Support Systems: An experimental investigation. *Decision Support Systems*, 49(1), 61-69.

Bennis, W. G., & O'Toole, J. (2005). How business schools lost their way. *Harvard business review*, *83*(5), 96-104.

Beatty, J. E., Leigh, J. S., & Dean, K. L. (2009). Philosophy rediscovered: Exploring the connections between teaching philosophies, educational philosophies, and philosophy. *Journal of Management Education*, *33*(1), 99-114.

Bernard, R. M., Abrami, P. C., Lou, Y., Borokhovski, E., Wade, A., Wozney, L., ... & Huang, B. (2004). How does distance education compare with classroom instruction? A meta-analysis of the empirical literature. *Review of educational research*, *74*(3), 379-439.

Bonner, R., Phillips, W. P., Neely, A. R., & Utecht, R. L. (2015). Teaching Gap: Ought We Preach to Teach? In *Academy of Management Proceedings* (Vol. 2015, No. 1, p. 13756). Briarcliff Manor, NY 10510: Academy of Management.

Bovill, C., Cook-Sather, A., & Felten, P. (2011). Students as co-creators of teaching approaches, course design, and curricula: implications for academic developers. *International Journal for Academic Development*, *16*(2), 133-145.

Boyce, S., & Pahl, C. (2007). Developing domain ontologies for course content. *Journal of Educational Technology & Society*, 10(3), 275-288.

Bolliger, D. U. (2004). Key factors for determining student satisfaction in online courses. *International Journal on E-learning*, *3*(1), 61-67.

Brightman, H. J. (2009). The need for teaching doctoral students how to teach. *International Journal of Doctoral Studies*, 4(1), 11.

Buch, K., & Bartley, S. (2002). Learning style and training delivery mode preference. *Journal of workplace learning*, *14*(1), 5-10.

Cajiao, J., & Burke, M. J. (2016). How instructional methods influence skill development in management education. *Academy of Management Learning & Education*, *15*(3), 508-524.

Castle, S. R., & McGuire, C. J. (2010). An analysis of student self-assessment of online, blended, and face-to-face learning environments: Implications for sustainable education delivery. *International Education Studies*, *3*(3), 36-40.

Cornuel, E., & Lorange, P. (2005). Strategy means choice: also for today's business school! *Journal of management development*.

Certo, S. C. (1976). The experiential exercise situation: A comment on instructional role and pedagogy evaluation. *Academy of Management Review*, 1(3), 113-116.

Clarke, T., Bajada, C., & Trayler, R. (2013). Interdisciplinary business education: curriculum through collaboration. *Education*+ *Training*.

Clinebell, S. K., & Clinebell, J. M. (2008). The tension in business education between academic rigor and real-world relevance: The role of executive professors. *Academy of Management Learning & Education*, 7(1), 99-107.

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Clarke, T., & Clarke, E. (2009). Learning outcomes from business simulation exercises. *Education*+ *Training*.

Cornelius, S., Gordon, C., & Ackland, A. (2011). Towards flexible learning for adult learners in professional contexts: An activity-focused course design. *Interactive Learning Environments*, *19*(4), 381-393.

Currie, G., Knights, D., & Starkey, K. (2010). Introduction: a post-crisis critical reflection on business schools. *British Journal of Management*, *21*, s1-s5.

Currie, G., & Knights, D. (2003). Reflecting on a critical pedagogy in MBA education. *Management Learning*, *34*(1), 27-49.

Dallimore, E. J., Hertenstein, J. H., & Platt, M. B. (2008). Using discussion pedagogy to enhance oral and written communication skills. *College Teaching*, *56*(3), 163-172.

Daniels, J. P., Shane, H. M., & Wall, J. L. (1984). Faculty turnover within academics: The case of business professors. *Business Horizons*, *27*(4), 70-74.

Dehler, G. E., Welsh, M. A., & Lewis, M. W. (2001). Critical pedagogy in the new paradigm'. *Management Learning*, *32*(4), 493-511

DeLacey, B. J., & Leonard, D. A. (2002). Case study on technology and distance in education at the Harvard Business School. *Journal of Educational Technology & Society*, *5*(2), 13-28.

Dyck, B., & Kleysen, R. (2001). Aristotle's virtues and management thought: An empirical exploration of an integrative pedagogy. *Business Ethics Quarterly*, *11*(4), 561-574.

Emery, C. R., & Tian, R. G. (2002). Schoolwork as products, professors as customers: a practical teaching approach in business education. *Journal of education for business*, *78*(2), 97-102.

Escobar-Rodriguez, T., & Monge-Lozano, P. (2012). The acceptance of Moodle technology by business administration students. *Computers & Education*, *58*(4), 1085-1093.

Evans, J. R., & Haase, I. M. (2001). Online business education in the twenty-first century: An analysis of potential target markets. *Internet Research*, *11*(3), 246-260.

Ferris, W. P. (2002). Students as junior partners, professors as senior partners, the B-school as the firm: A new model for collegiate business education. *Academy of Management Learning & Education*, 1(2), 185-193.

Friga, P. N., Bettis, R. A., & Sullivan, R. S. (2003). Changes in graduate management education and new business school strategies for the 21st century. *Academy of Management Learning & Education*, *2*(3), 233-249.

Gaytan, J. (2009). Analyzing online education through the lens of institutional theory and practice: The need for research-based and-validated frameworks for planning, designing, delivering, and assessing online instruction. *Delta Pi Epsilon Journal*, *51*(2).

Giacalone, R. A. (2004). A transcendent business education for the 21st century. *Academy of Management Learning & Education*, *3*(4), 415-420.

Godfrey, P. C., Illes, L. M., & Berry, G. R. (2005). Creating breadth in business education through service-learning. Academy of Management Learning & Education, 4(3), 309-323.

Grey, C. (2004). Reinventing business schools: The contribution of critical management education. *Academy of Management Learning & Education*, *3*(2), 178-186.

Grey, C. (2002). What are business schools for? On silence and voice in management education. *Journal of management education*, 26(5), 496-511.

Grogan, M., & Andrews, R. (2002). Defining preparation and professional development for the future. *Educational administration quarterly*, *38*(2), 233-256.

Harper, K. C., Chen, K., & Yen, D. C. (2004). Distance learning, virtual classrooms, and teaching pedagogy in the Internet environment. *Technology in Society*, *26*(4), 585-598.

Harrington, C. F., Gordon, S. A., & Schibik, T. J. (2004). Course management system utilization and implications for practice: A national survey of department chairpersons. *Online Journal of Distance Learning Administration*, 7(4).

Hawawini, G. (2005). The future of business schools. *Journal of Management Development*, 24(9), 770-782.

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# **Request for Graduate Course Addition**

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
 The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: College of Business Dept/Division: NA Contact Person: Dr. Nancy Lankton Alpha Designator/Number: DBA 710 X Graded CR/NC Phone: 696-2656

NEW COURSE DATA:

New Course Title: Business Research Design and Methods								
Alpha Designator/Number: DBA 710								
Title Abbreviation: Bus Res Des Method (Limit of 25 characters and spaces)								
Course Catalog Description: (Limit of 30 words)	Students will be introduced to business research designs including exploratory, descriptive, causal, experimental, case study, cross- sectional, and longitudinal research designs. Students will be exposed to both quantitative and qualitative methods.							
Co-requisite(s): NoneFirst Term to be Offered: Fall 2020Prerequisite(s): Permission of the DBA Program DirectorCredit Hours: 3								
Course(s) being deleted in place of this addition (must submit course deletion form): NA								

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached

Dept. Chair/Division Head <u>Nany IC Janto</u>	_ Date _	11/13/19
Registrar Songe SZDIDI	Date _	11/11/19
College Curriculum Chair	_ Date _	19 NOV 19
Graduate Council Chair Juni Manaul	_ Date _	2-1-2020

# **Request for Graduate Course Addition - Page 2**

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 710

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dr. Yi Duan, Dr. Richard Agesa, Dr. Nancy Lankton, Dr. Ivan Muslin

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "Not Applicable" if not applicable.

See attached letter from Dr. Alfred Akinsete, Chair of Mathematics

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "Not Applicable" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "Not Applicable" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "Not Applicable" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Upon successful completion of this course, the student will be able to:

- 1. Explain and apply the basic concepts and terms of business research design;
- 2. Analyze real-world business cases;
- 3. Conduct individual business research projects; and
- 4. Evaluate business research projects.

#### 7. COURSE OUTLINE (May be submitted as a separate document)

- Week 1: Face-to-Face Meeting, Introduction to Research Design Week 2: Ethics in Business Research Week 3: Qualitative and Quantitative Research Week 4: Data Collection and Visualization Weeks 5 and 6: Data Analysis and Interpretation Week 7: Research Methods: Literature Review and Synthesis Week 8: Research Methods: Case Studies Week 9: Research Methods: Surveys Weeks 10 and 11: Research Methods: Quasi-Experimental Designs Week 12: Research Methods: Experimental Designs Week 13: Report Writing and Presentation Week 14: Face-to-Face Meeting, Wrap-Up and Research Project Submission
- Week 15: Research Project Peer Review

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Texts and journal articles will be required for this class. Some examples for week 1 include:

- Bailyn, L. (1997), Research as a cognitive process. *Quality and Quantity*, 11, 97-117.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches.* Sage publications.
- Sreejesh, S., Mohapatra, S., & Anusree, M. R. (2014). Business research design: Exploratory, descriptive and causal designs. In *Business Research Methods* (pp. 25-103). Springer, Cham.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Online lectures and discussions, with two face-to-face meetings

# **Request for Graduate Course Addition - Page 4**

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Quizzes Research Project Proposal Research Project Research Project Peer Review

#### 11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See Syllabus – page 12

# **Request for Graduate Course Addition - Page 5**

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department: College of Business Course Number and Title: DBA 710: Business Research Design and Methods Catalog Description: Students will be introduced to business research designs including exploratory, descriptive, causal, experimental, case study, cross-sectional, and longitudinal research designs. Students will be exposed to both quantitative and qualitative methods. Prerequisites: Permission of DBA Program Director First Term Offered: Fall 2020 Credit Hours: 3

# **Non-Duplication**

(email from Dr. Alfred Akinsete)

Hello Nancy,

We have gone through the proposed five statistics courses that are listed in the Intent to Plan of the Doctor of Business Administrate (DBA) program in the College of Business.

The department of mathematics has statistics as area of emphasis (AoE) in its MA Mathematics program. There are many statistics courses in the AoE. The topics that are highlighted in the proposed stats courses in DBA program, may be found, here and there, in many of the graduate courses in our Stats-AoE. While the courses in the AoE are both theoretical, and applied when necessary, the proposed DBA stats courses are intended to be taught in a specifically business related manner. There are no particular stats course in the DBA program that may be said to completely overlap with any the stats courses in our MA/(AoE) Stats program.

While the proposed DBA stats courses will be taught in a discipline-specific manner, math department does not have 700 level courses. I therefore wish to let you know that the proposed stats courses in the DBA program do not duplicate any courses in our degree programs.

Congratulations on your intent to plan the DBA program in the College of Business.

Cheers.



Alfred Aanu Akinsete, Ph.D Professor & Chair of Department Department of Mathematics | **Marshall University** One John Marshall Blvd | Huntington, WV 25755 Email: **akinsete@marshall.edu** | Phone: +1.304.696.6010 |Fax: +1.304.696.4646

From: Lankton, Nancy
Sent: Saturday, September 7, 2019 11:45 AM
To: Akinsete, Alfred <<u>akinsete@marshall.edu</u>>
Cc: Mukherjee, Avinandan <<u>mukherjeea@marshall.edu</u>>
Subject: DBA Non-Duplication of Courses

Dear Professor Alfred Akinsete:

We are in the process of adding a new Doctor of Business Administrate (DBA) program in the College of Business . The Intent to Plan for this program was passed by the Board of Governors last April. Right now we are completing the paperwork for the program addition and course additions. In the program, we have 5 statistics courses including:

DBA 710 Business Research Design and Methods DBA 711 Quantitative Methods I: Applied Business Statistics I DBA 712 Quantitative Methods II: Applied Business Statistics II DBA 713 Quantitative Methods III: Advanced Business Statistics DBA 714 Qualitative Methods in Business Research

We feel these courses will not duplicate any courses in your degree programs because they will be taught in a discipline-specific manner. Lori Howard, Chairperson of Graduate Council suggested that you might write us a note to confirm this. We can then include your note in our packet that will go to Graduate Council for approval.

Here are the course descriptions from the Intent to Plan, and I am including a copy of the Intent to Plan in this email:

DBA 710: Business Research Design and Methods (3 credit hours) Students will be introduced to research designs such as exploratory, descriptive, and causal research designs. The course explores basic concepts of experimental **designs**, case study, cross-sectional, and longitudinal research designs. Students will be exposed to quantitative and qualitative research methods.

DBA 711: Quantitative Methods I: Applied Business Statistics I (3 credit hours) This course covers techniques and applications of regression analysis, including inference and model diagnostics. The focus is on multiple linear regression and ANOVA models using statistical software. Students will learn how to apply the methods to real world problems and make valid statistical conclusions.

DBA 712: Quantitative Methods II: Applied Business Statistics II (3 credit hours) This course focuses on the applications of various multivariate statistical methods including factor analysis, discriminant analysis, cluster analysis, conjoint analysis, and structural equations modeling.

DBA 713: Quantitative Methods III: Advanced Business Statistics (3 credit hours) This course extends the basic linear model framework to non-linear regressions and non-parametric statistical tools and data driven techniques. This course takes a modern, data-analytic approach to regression emphasizing graphical tools for interpreting and presenting results. This course covers topics like data selection, missing data, and multiple imputation.

DBA 714: Qualitative Methods in Business Research (3 credit hours) Major qualitative approaches in business research including case study research, ethnography, narrative inquiry, discourse analysis, grounded theory, text analysis, and action research will be introduced in this course. Within these methods, students will learn how to frame the research, generate research questions, get access, collect empirical materials, report the results and evaluate the research. Business research will be used to demonstrate the practical applications of the methods discussed.

We appreciate your attention to this matter, Nancy Lankton



Marshall University Syllabus Lewis College of Business Brad D. Smith Graduate School of Business Doctor of Business Administration

#### Course

DBA 710: Business Research Design and Methods

#### **Course Description**

Students will be introduced to business research designs including exploratory, descriptive, causal, experimental, case study, cross-sectional, and longitudinal research designs. Students will be exposed to both quantitative and qualitative methods.

#### Credits

3 credit hours

#### Prerequisites

Permission of the DBA Program Director

#### Term/Year

Fall 2020

#### Format (and Meeting Days/Times/Location)

The course format is asynchronous online with two on-campus meetings. Please see schedule for dates/times of these meetings. To access the online course, please log in to the course site in Marshall University's Blackboard System <a href="https://www.marshall.edu/muonline/">https://www.marshall.edu/muonline/</a>.

This course should be completed in one term.

#### Academic Calendar

For beginning, ending, and add/drop dates, see the <u>Marshall University Academic</u> <u>Calendar</u> (URL: http://www.marshall.edu/academic-calendar/).

## Instructor

TBD

#### **Contact Information**

Office: TBD Office Hours: TBD Office Phone: TBD Marshall Email: TBD

# **Preferred Communication Method and Expected Response Time**

The preferred method of communication is through Marshall email. The anticipated response time is 24 hours with a potential delay for holiday or weekends.

## About Me

TBD

# **Required and/or Recommended Texts and Materials**

## **Required Texts and Materials**

See reading list on schedule.

## **Recommended/Optional Texts and Materials**

See attached bibliography.

## **Technology and Technical Skill Requirements**

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at <u>Student Resources: First Steps</u>. See also <u>IT: Recommended</u> <u>Hardware</u> (URLs: http://www.marshall.edu/muonline/student-resources/ and http://www.marshall.edu/it/recommendations/).
- To check your browsers, use the <u>Blackboard Browser Checker</u> and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting\_Started/Browser\_Suppo rt/Browser\_Checker).
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- <u>Adobe Acrobat Reader</u> may be needed to read some files. This plug-in is available free (URL: https://get.adobe.com/reader/). See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit <u>Marshall IT: Office 365</u> (URL: http://www.marshall.edu/it/office365/).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

## **Technology Assistance**

If you have technical problems, please contact one or more of the following:

- <u>Blackboard Support Center</u> (URL: http://marshall.edusupportcenter.com)
- Marshall <u>Information Technology (IT) Service Desk</u> (Help Desk) (URL: http://www.marshall.edu/it/departments/it-service-desk/)
- Huntington: (304) 696-3200

- South Charleston: (304) 746-1969
- Email the IT Service Desk (itservicedesk@marshall.edu)

## **Course Purpose**

This course is designed to impart education in the foundational methods and techniques of business research, which will cover major components of a research framework i.e., problem definition, research design, data collection, ethical issues in research, research methods, report writing, and presentation. Once equipped with this knowledge, students would be well-placed to conduct disciplined research under supervision in an area of their choosing. In addition, students would also be expected to evaluate research projects from their peers.

# **Course Objectives/Outcomes**

Upon successful completion of this course, the student will be able to:

- 1. Explain and apply the basic concepts and terms of business research design;
- 2. Analyze real-world business cases;
- 3. Conduct individual business research projects; and
- 4. Evaluate business research projects.

## **Learner Outcomes**

The table below shows the following relationships: How each student learning <u>outcome will be practiced and assessed in the course.</u>

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will be able to explain and apply the basic concepts and terms of business research design.	Readings, quizzes	Quizzes
Students will be able to analyze real-world business cases.	Readings, quizzes, research project proposal	Research project
Students will be able to conduct individual business research projects.	Readings, research project proposal	Research project
Students will be able to evaluate business research projects.	Readings, research project peer review	Research project peer review

# **Course Structure**

There will be topics that cover a specific field of business research design. Details of the topics are available in the "Course Schedule and Topics" session.

### **Course Requirements/Due Dates**

Each student will be expected to finish several quizzes, one research project, and three research project peer reviews.

<u>Quizzes:</u> Quizzes include questions covered by the readings. A variety of questions are possible, such as multiple-choice questions, fill-in-the-blank questions, and short answer questions. There will be 6 quizzes, which are due by the end of week 2, 4, 6, 8, 10, and 12, respectively. The lowest quiz score will be dropped from the final grade. (The remaining 5 each counts 10% of the final grade.)

<u>Research Project</u>: Students will conduct an individual research project. A research proposal is due by the end of week 10. Final research project is due by the end of week 14.

<u>Research Project Peer Reviews</u>: Students will actively, and dutifully, review each other's research projects. A research project peer review is due by the end of week 15.

#### **Course Policies**

All the problem sets will be posted on Blackboard. All assignments should be submitted by the due dates.

Students can use textbook, notes, and other materials for assignments. Students are encouraged to discuss hints of quizzes questions, but they should not share answers with each other.

#### **Grading Policy**

#### **Grading Scale**

A is 85 to 100%, B is 75 to <85%, C is 65 to <75%, D is 55 to <65%, F is <55%

#### Late Work Policy

Late work will be reduced 10% per day late and not accepted after four (4) days. A grade of "Incomplete" is not an available option for a grade and these may only be granted per Marshall University policy after a review of extenuating circumstances by the Dean of Business School and or designee.

#### Anticipated Response Time for Grading and Feedback

Assignments will typically be graded within seven days of submission or date due.

### **Evaluation Criteria**

50% Quizzes 10% Research Project Proposal 30% Research Project 10% Research Project Peer Review

## **University Policies**

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to <u>MU Academic Affairs: University</u> <u>Policies.</u> (URL: http://www.marshall.edu/academic-affairs/policies/)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

### **Students with Disabilities**

For University policies and the procedures for obtaining services, please go to <u>MU</u> <u>Academic Affairs: University Policies</u> and read the section, Students with Disabilities (URL: http://www.marshall.edu/academic-affairs/policies/).

### **Marshall University E-Mail Accounts**

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit <u>Marshall IT: Office 365</u> (URL <u>https://www.marshall.edu/it/office365/)</u>.

# **Course Schedule**

Week	Topics/Readings	Assignments Due
1	Face-to-Face Meeting, Introduction	
	Bailyn, L. (1977). Research as a cognitive process. <i>Quality and Quantity, 11</i> , 97-117.	
	Cooper, D. R., Schindler, P. S., & Sun, J. (2013). <i>Business research methods.</i> New York: McGraw-Hill Irwin. Chapters 4 & 6.	
	Eriksson, P., & Kovalainen, A. (2015). <i>Qualitative methods in business research: A practical guide to social research.</i> Sage Publications Ltd. Chapter 3.	
	Roberts, A., Wallace, W., & O'Farrell, P. (2003). Introduction to business research 1: The research proposal. Pearson Education. Chapter 5.	
2	Ethics in Business Research	Quiz 1
	Appelbaum, P. S., Lidz, C. W., & Meisel, A. (1987). Informed consent: Legal theory and clinical practice. Fair Lawn, NJ: Oxford University Press.	
	Bankert, E. A., & Amdur, R. J. (2006). <i>Institutional review board: Management and function.</i> Sudbury, MA: Jones & Bartlett Publishers.	
	Cooper, D. R., Schindler, P. S., & Sun, J. (2013). <i>Business research methods</i> . New York: McGraw-Hill Irwin. Chapter 2.	
	Creswell, J. W., & Creswell, J. D. (2018). <i>Research design:</i> <i>Qualitative, quantitative, and mixed methods approaches.</i> Sage Publications Ltd. Chapter 4.	
	Eriksson, P., & Kovalainen, A. (2015). <i>Qualitative methods in business research: A practical guide to social research.</i> Sage Publications Ltd. Chapter 6.	
	Hair Jr, J. F., Wolfinbarger, M., Money, A. H., Samouel, P., & Page, M. J. (2015). <i>Essentials of business research</i> <i>methods.</i> New York: Routledge. Chapter 3.	

Week	Topics/Readings	Assignments Due
3	Qualitative and Quantitative Research	
	Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches. Sage Publications Ltd. Chapter 3.	
	Doz, Y. (2011). Qualitative research for international business. <i>Journal of International Business Studies, 42</i> (5), 582-590.	
	Roberts, A., Wallace, W., & Pfab, F. (2003). Introduction to Business Research 3: Research Methodology, Data Collection and Analysis, Results and Conclusions. Pearson Education. Chapter 2.	
	Shah, S. K., & Corley, K. G. (2006). Building better theory by bridging the quantitative-qualitative divide. <i>Journal of Management Studies, 43</i> (8), 1821-1835.	
	Williams, C. (2007). Research methods. <i>Journal of Business</i> & <i>Economics Research, 5</i> (3), 65-72.	
4	Data Collection and Visualization	Quiz 2
	Cooper, D. R., Schindler, P. S., & Sun, J. (2013). <i>Business research methods.</i> New York: McGraw-Hill Irwin. Chapters 5, 11-13, and 16.	
	Few, S. (2006). <i>Information dashboard design: The effective visual communication of data.</i> Sebastopol: O'Reilly.	
	Hair Jr, J. F., Wolfinbarger, M., Money, A. H., Samouel, P., & Page, M. J. (2015). <i>Essentials of business research</i> <i>methods</i> . Routledge. Chapters 7-10.	
	Roberts, A., Wallace, W., & Pfab, F. (2003). Introduction to Business Research 3: Research Methodology, Data Collection and Analysis, Results and Conclusions. Pearson Education. Chapter 3.	
	Rowley, J. (2012). Conducting research interviews. <i>Management research review, 35</i> (3/4), 260-271.	

Week	Topics/Readings	Assignments Due
	Wong, D. M. (2010). <i>The Wall Street Journal guide to information graphics: The dos and don'ts of presenting data, facts, and figures.</i> WW Norton.	
	Yau, N. (2011). <i>Visualize this: The Flowing Data guide to design, visualization, and statistics.</i> John Wiley & Sons. Chapters 3-6.	
5 and 6	Data Analysis and Interpretation	Quiz 3
	Cooper, D. R., Schindler, P. S., & Sun, J. (2013). <i>Business research methods.</i> New York: McGraw-Hill Irwin. Chapters 15.	
	Creswell, J. W., & Creswell, J. D. (2018). <i>Research design:</i> <i>Qualitative, quantitative, and mixed methods approaches.</i> Sage Publications. Chapters 7-9.	
	Hair Jr, J. F., Wolfinbarger, M., Money, A. H., Samouel, P., & Page, M. J. (2015). <i>Essentials of business research</i> <i>methods.</i> Routledge. Chapters 12-14.	
	Hopkins, L., & Ferguson, K. E. (2014). Looking forward: The role of multiple regression in family business research. <i>Journal of Family Business Strategy</i> , <i>5</i> (1), 52-62.	
	Loh, L., & Venkatraman, N. (1992). Determinants of information technology outsourcing: A cross-sectional analysis. <i>Journal of Management Information Systems</i> , 9(1), 7-24.	
	Nigh, D. (1985). The effect of political events on United States direct foreign investment: A pooled time-series cross-sectional analysis. <i>Journal of International Business Studies, 16</i> (1), 1-17.	
	Rindfleisch, A., Malter, A. J., Ganesan, S., & Moorman, C. (2008). Cross-sectional versus longitudinal survey research: Concepts, findings, and guidelines. <i>Journal of marketing research</i> , 45(3), 261-279.	
	Roberts, A., Wallace, W., & Pfab, F. (2003). Introduction to Business Research 3: Research Methodology, Data Collection and Analysis, Results and Conclusions. Pearson Education. Chapters 4-5.	

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Week	Topics/Readings	Assignments Due
7	Research Methods: Literature Review and Synthesis	
	Roberts, A., Wallace, W., & Pfab, F. (2003). <i>Introduction to Business Research 2: The Literature Review.</i> Pearson Education. Chapter 2.	
	Eriksson, P., & Kovalainen, A. (2015). <i>Qualitative methods in business research: A practical guide to social research</i> . Sage Publications. Chapter 4.	
	Hair Jr, J. F., Wolfinbarger, M., Money, A. H., Samouel, P., & Page, M. J. (2015). <i>Essentials of business research</i> <i>methods.</i> Routledge. Chapter 4.	
	Webster, J., & Watson, R. T. (2002). Analyzing the past to prepare for the future: Writing a literature review. <i>MIS quarterly</i> , xiii-xxiii.	
	Callahan, J. (2014). Writing Literature Reviews. Human Resource Development Review, 13(3), 271-275.	
	Zorn, T., & Campbell, N. (2006). Improving the writing of literature reviews through a literature integration exercise. <i>Business Communication Quarterly</i> , 69(2), 172-	
8	Research Methods: Case Studies	Quiz 4
	Cooper, D. R., Schindler, P. S., & Sun, J. (2013). <i>Business research methods.</i> New York: McGraw-Hill Irwin. Chapter 8.	
	Dubois, A., & Gadde, L. E. (2002). Systematic combining: An abductive approach to case research. <i>Journal of</i> <i>Business Research, 55</i> (7), 553-560.	
	Eriksson, P., & Kovalainen, A. (2015). <i>Qualitative methods</i> <i>in business research: A practical guide to social research.</i> Sage Publications. Chapter 9.	
	Ghauri, P. (2004). Designing and conducting case studies in international business research. <i>Handbook of Qualitative</i> <i>Research Methods for International Business, 1</i> (1), 109- 124.	
	Tellis, W. M. (1997). Introduction to case study. <i>The Qualitative Report, 3</i> (2), 1-14.	

Week	Topics/Readings	Assignments Due
9	Research Methods: Surveys	
	Cooper, D. R., Schindler, P. S., & Sun, J. (2013). <i>Business research methods.</i> New York: McGraw-Hill Irwin. Chapter 10.	
	Forza, C. (2002). Survey research in operations management: a process-based perspective. <i>International</i> <i>Journal of Operations &amp; Production Management, 22</i> (2), 152-194.	
	Gable, G. G. (1994). Integrating case study and survey research methods: An example in information systems. <i>European Journal of Information Systems, 3</i> (2), 112-126.	
	Hair Jr, J. F., Wolfinbarger, M., Money, A. H., Samouel, P., & Page, M. J. (2015). <i>Essentials of business research</i> <i>methods</i> . Routledge. Chapter 10.	
	Yu, J., & Cooper, H. (1983). A quantitative review of research design effects on response rates to questionnaires. <i>Journal of Marketing Research, 20</i> (1), 36-44.	
10 and	Research Methods: Quasi-Experimental Designs	Quiz 5
11	Angrist, J. D., & Jörn-Steffen, P. (2014). <i>Mastering metrics:</i> <i>The path from cause to effect.</i> Princeton University Press. Chapter 1.	Research Project Proposal
	Angrist, J, D., and Jörn-Steffen, P. (2008). <i>Mostly harmless econometrics: An empiricist's companion</i> . Princeton University Press. Chapters 1-2.	
	Imbens, G. W., & Rubin, D. B. (2015). <i>Causal inference in statistics, social, and biomedical sciences.</i> Cambridge University Press. Chapter 1.	
	Gertler, P. J., Martinez, S., Premand, P., Rawlings, L. B., & Vermeersch, C. M. (2016). <i>Impact evaluation in practice</i> . The World Bank. Chapter 3.	
	Hahn, J., Todd, P., & Van der Klaauw, W. (2001). Identification and estimation of treatment effects with a regression-discontinuity design. <i>Econometrica</i> , 69(1), 201- 209.	

Week	Topics/Readings	Assignment Due
12	Research Methods: Experimental Designs	Quiz 6
	Angrist, J. D., & Jörn-Steffen P. (2008). <i>Mostly harmless econometrics: An empiricist's companion.</i> Princeton University Press. Chapters 1-2.	
	Cooper, D. R., Schindler, P. S., & Sun, J. (2013). <i>Business research methods.</i> New York: McGraw-Hill Irwin. Chapter 9.	
	Creswell, J. W., & Creswell, J. D. (2018). <i>Research design:</i> <i>Qualitative, quantitative, and mixed methods approaches.</i> Sage Publications. Chapter 8.	
	Gerber, A. S., & Green, D. P. (2012). <i>Field experiments: Design, analysis, and interpretation.</i> WW Norton.	
	Rosenbaum, R. (2017). <i>Observation and experiment: An Introduction to causal inference.</i> Harvard University Press. Chapter 1.	
13	Report Writing and Presentation	
	Cooper, D. R., Schindler, P. S., & Sun, J. (2013). <i>Business research methods.</i> New York: McGraw-Hill Irwin. Chapters 19-20.	
	Creswell, J. W., & Creswell, J. D. (2018). <i>Research design:</i> <i>Qualitative, quantitative, and mixed methods approaches.</i> Sage Publications. Chapter 6.	
	Eriksson, P., & Kovalainen, A. (2015). <i>Qualitative methods in business research: A practical guide to social research.</i> Sage. Chapter 18.	
	Hair Jr, J. F., Wolfinbarger, M., Money, A. H., Samouel, P., & Page, M. J. (2015). <i>Essentials of business research</i> <i>methods</i> . Routledge. Chapter 16.	
	Roberts, A., Wallace, W., & O'Farrell, P. (2003). Introduction to business research 1: The research proposal. Pearson Education. Chapters 2-4, 6.	
14	Face-to-Face Meeting, Wrap-Up and Research Project Submission	Research Project
15	Research Project Peer Review	Project Peer

# Bibliography

# Introduction

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Sreejesh, S., Mohapatra, S., & Anusree, M. R. (2014). Business research design: Exploratory, descriptive and causal designs. In *Business Research Methods* (pp. 25-103). Springer, Cham.

## **Ethics in Business Research**

Bell, E., & Bryman, A. (2007). The ethics of management research: An exploratory content analysis. *British Journal of Management*, *18*(1), 63-77.

Barnett, T., Bass, K., & Brown, G. (1994). Ethical ideology and ethical judgment regarding ethical issues in business. *Journal of Business Ethics*, *13*(6), 469-480.

Randall, D. M., & Gibson, A. M. (1990). Methodology in business ethics research: A review and critical assessment. *Journal of business ethics*, 9(6), 457-471.

Sin, C. H. (2005). Seeking informed consent: Reflections on research practice. *Sociology*, *39*(2), 277-294.

# **Qualitative and Quantitative Research**

Bluhm, D. J., Harman, W., Lee, T. W., & Mitchell, T. R. (2011). Qualitative research in management: A decade of progress. *Journal of Management Studies, 48*(8), 1866-1891.

Cochran, D. S., & Dolan, J. A. (1984). Qualitative research: An alternative to quantitative research in communication. *The Journal of Business Communication* (1973), 21(4), 25-32.

Hohenthal, J. (2006). Integrating qualitative and quantitative methods in research on international entrepreneurship. *Journal of International Entrepreneurship*, *4*(4), 175.

# **Data Collection**

Aborisade, O. P. (2013). Data collection and new technology. *International Journal of Emerging Technologies in Learning*, 8(2), 48-52.

Alam, I. (2005). Fieldwork and data collection in qualitative marketing research. Qualitative Market Research: *An International Journal, 8*(1), 97-112.

Eriksson, P., & Kovalainen, A. (2015). Qualitative methods in business research: A

practical guide to social research. Sage Publications. Chapter 7.

Few, S. (2012). *Show me the numbers: Designing tables and graphs to enlighten.* Burlingame, CA: Analytics Press.

Schwabish, J. A. (2014). An economist's guide to visualizing data. *Journal of Economic Perspectives, 28*(1), 209-34.

Tufte, E. R. (2001). The visual display of quantitative information (Vol. 2). Cheshire, CT: Graphics Press. Chapters 1-6.

### **Hypothesis Testing**

Anderson, D., Shoesmith, E., Sweeney, D., Anderson, D., & Williams, T. A. (2016). *Statistics for Business and Economics*. Cengage Textbooks. Chapter 9.

Cho, H. C., & Abe, S. (2013). Is two-tailed testing for directional research hypotheses tests legitimate?. *Journal of Business Research, 66*(9), 1261-1266.

Cooper, D. R., Schindler, P. S., & Sun, J. (2013). *Business research methods*. New York: McGraw-Hill Irwin. Chapters 17-18.

Koufteros, X. A. (1999). Testing a model of pull production: a paradigm for manufacturing research using structural equation modeling. *Journal of Operations Management*, *17*(4), 467-488.

Newbold, P., Carlson, W. L., & Thorne, B. (2013). *Statistics for business and economics.* Boston, MA: Pearson. Chapters 9-10.

#### Linear Regression

Anderson, D., Shoesmith, E., Sweeney, D., Anderson, D., & Williams, T. A. (2016). Statistics for Business and Economics. Cengage Textbooks. Chapter 14.

Angrist, J. D., & Jörn-Steffen P. (2008). *Mostly harmless econometrics: An empiricist's companion*. Princeton University Press. Chapter 3.

Eriksson, P., & Kovalainen, A. (2015). *Qualitative methods in business research: A practical guide to social research.* Sage Publications. Chapter 7.

Newbold, P., Carlson, W. L., & Thorne, B. (2013). *Statistics for business and economics.* Boston, MA: Pearson. Chapters 11-12.

Pao, H. T. (2008). A comparison of neural network and multiple regression analysis in modeling capital structure. *Expert Systems with Applications, 35*(3), 720-727.

#### **Cross-Sectional and Longitudinal Research Designs**

Baker, M., & Wurgler, J. (2006). Investor sentiment and the cross-section of stock returns. *The journal of Finance, 61*(4), 1645-1680.

Bernhardt, K. L., Donthu, N., & Kennett, P. A. (2000). A longitudinal analysis of satisfaction and profitability. *Journal of Business Research*, *47*(2), 161-171.

Blazejewski, S. (2011). When truth is the daughter of time: Longitudinal case studies in international business research. *Rethinking the Case Study in International Business and Management Research*, 251.

Diether, K. B., Malloy, C. J., & Scherbina, A. (2002). Differences of opinion and the cross section of stock returns. *The Journal of Finance*, *57*(5), 2113-2141.

Fredland, J. E., & Morris, C. E. (1976). A cross section analysis of small business failure. *American Journal of Small Business*, 1(1), 7-18.

Majocchi, A., Bacchiocchi, E., & Mayrhofer, U. (2005). Firm size, business experience and export intensity in SMEs: A longitudinal approach to complex relationships. *International Business Review*, *14*(6), 719-738.

McMahon, R. G. (2001). Deriving an empirical development taxonomy for manufacturing SMEs using data from Australia's business longitudinal survey. *Small Business Economics*, *17*(3), 197-212.

Nigh, D. (1985). The effect of political events on United States direct foreign investment: A pooled time-series cross-sectional analysis. *Journal of International Business Studies*, 16(1), 1-17.

Sexton, D. L., & Van Auken, P. (1985). A longitudinal study of small business strategic planning. *Journal of Small Business Management (pre-1986), 23*(1), 7.

# **Case Studies**

Chetty, S. (1996). The case study method for research in small-and medium-sized firms. *International Small Business Journal*, 15(1), 73-85.

Riege, A. M. (2003). Validity and reliability tests in case study research: a literature review with "hands-on" applications for each research phase. *Qualitative Market Research: An International Journal, 6*(2), 75-86.

Rowley, J. (2002). Using case studies in research. *Management Research News*, 25(1), 16-27.

Vissak, T. (2010). Recommendations for using the case study method in international business research. *The Qualitative Report, 15*(2), 370-388.

## **Survey Research**

Cobanoglu, C., Moreo, P. J., & Warde, B. (2001). A comparison of mail, fax and web-based survey methods. *International Journal of Market Research*, 43(4), 1-15.

Greer, T. V., Chuchinprakarn, N., & Seshadri, S. (2000). Likelihood of participating in mail survey research: Business respondents' perspectives. *Industrial Marketing Management*, *29*(2), 97-109.

Rowley, J. (2012). Conducting research interviews. *Management Research Review*, *35*(3/4), 260-271.

# **Quasi-Experimental Designs**

May, D. R., Luth, M. T., & Schwoerer, C. E. (2014). The influence of business ethics education on moral efficacy, moral meaningfulness, and moral courage: A quasi-experimental study. *Journal of Business Ethics*, *124*(1), 67-80.

Venkatraman, N., & Zaheer, A. (1990). Electronic integration and strategic advantage: a quasi-experimental study in the insurance industry. *Information Systems Research*, 1(4), 377-393.

# Experiments

Alatas, V., Banerjee, A., Hanna, R., Olken, B. A., Purnamasari, R., & Wai-Poi, M. (2019, May). Does elite capture matter? Local elites and targeted welfare programs in Indonesia. In *AEA Papers and Proceedings* (Vol. 109, pp. 334-39).

Angrist, J. D., & Jörn-Steffen Pischke. *Mastering'metrics: The path from cause to effect.* Princeton University Press, 2014. Chapter 1.

Baird, S., Hicks, J. H., Kremer, M., & Miguel, E. (2016). Worms at work: Long-run impacts of a child health investment. *The Quarterly Journal of Economics*, 131(4), 1637-1680.

Card, D., Kluve, J., & Weber, A. (2010). Active labor market policy evaluations: A meta-analysis. *The Economic Journal*, *120*(548), F452-F477.

Gertler, P. J., Martinez, S., Premand, P., Rawlings, L. B., & Vermeersch, C. M. (2016). *Impact evaluation in practice.* The World Bank. Chapters 1-2, 4.

Glennerster, R., & Kudzai T. (2013), *Running randomized evaluations: A practical guide.* Princeton University Press. Chapters 1-2.

Imbens, G. W., & Rubin, D. B. (2015). *Causal inference in statistics, social, and biomedical sciences.* Cambridge University Press. Chapters 3, 9-11.

Schneider, S., & Spieth, P. (2014). Business model innovation and strategic flexibility: insights from an experimental research design. *International Journal of Innovation Management*, 18(06).

# **Report Writing and Presentation**

Roberts, A., Wallace, W., & Pfab, F. (2003). *Introduction to Business Research 3: Research Methodology, Data Collection and Analysis, Results and Conclusions.* Pearson Education. Chapter 7.

# **Request for Graduate Course Addition**

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair. 2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included please merge into a single file

E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
 The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: College of Business Dept/Division: NA Contact Person: Dr. Nancy Lankton

Alpha Designator/Number: DBA 711 X Graded CR/NC Phone: 696-2656

NEW COURSE DATA:

New Course Title: Quantitative Methods I: Applied Business Statistics			
Alpha Designator/Number: DBA 711			
Title Abbreviation: Bus Quant Method I (Limit of 25 characters and spaces)			
Course Catalog Description: (Limit of 30 words)	This course covers techniques and applications of regression analysis and ANOVA models using statistical software. Students will apply the methods to real world problems and making valid statistical conclusions.		
Co-requisite(s): NoneFirst Term to be Offered: Fall 2020Prerequisite(s): Permission of the DBA Program DirectorCredit Hours: 3			
Course(s) being deleted in place of this addition (must submit course deletion form): NA			

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached

Dept. Chair/Division Head Wang & Randon	_Date
Registrar Songer 520101	_ Date _ 11 / 14 / 9
College Curriculum Chair	_Date_19ે ((૯૫ ( ૧
Graduate Council Chair Law	_Date2-1-2020

# **Request for Graduate Course Addition - Page 2**

College: College of Business Dept/Division: NA

Alpha Designator/Number: DBA 711

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dr. Dennis Emmett, Dr. Nabeneeta Biswas

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "Not Applicable" if not applicable.

See attached letter from Dr. Alfred Akinsete, Chair of Mathematics regarding non-duplication of statistic courses.

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "Not Applicable" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "Not Applicable" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "Not Applicable" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Upon successful completion of this course, the student will be able to:

- 1. Choose the appropriate regression tool from a range of available methods to perform quantitative data analysis;
- 2. Apply regression analysis to data and draw inferences from statistical measures;
- 3. Perform the statistical analysis using computer-based software; and
- 4. Assess existing empirical work and execute independent research projects.

7. COURSE OUTLINE (May be submitted as a separate document)

Week 1: Face-To-Face Meeting, Introduction Week 2: Probability, Expectations, and Moments Week 3: Sampling Distributions, Random Variable Week 4: Confidence Intervals and Hypothesis Testing Week 5: ANOVA and Simple Regression Models Week 6: Inference from a Simple Regression Model Week 7: Heteroskedasticity Week 8: Autocorrelation Week 9: Multiple Regression Model Week 10: Categorical Variables and Collinearity Week 11: Selection Problem and Random Assignment Week 12: Causality and Instrumental Variables Week 13: Difference-In-Difference Week 14: Face-To-Face Meeting, Wrap-Up Week 15: Research Paper

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

- Casella, G., &.Berger, R. L. (2001). Statistical Inference (Second edition), Wadsworth.
- Ramsey, F., & Schafer, D. (2012). The statistical sleuth: a course in methods of data analysis. Cengage Learning.

In addition to textbook readings, there will be journal article and working paper readings required for this course. A detailed reading list by topic is included at the end of this syllabus.

#### 9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Online lectures, sample problems, discussions, and two face-to-face meetings

# **Request for Graduate Course Addition - Page 4**

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

.

Module assignments Proposal and Research paper

## 11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

## 12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See Syllabus – page 8

# **Request for Graduate Course Addition - Page 5**

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

**Department:** College of Business

Course Number and Title: DBA 711: Quantitative Methods I: Applied Business Statistics Catalog Description: This course covers techniques and applications of regression analysis and ANOVA models using statistical software. Students will apply the methods to real world problems and making valid statistical conclusions. Prerequisites: Permission of the DBA Program Director First Term Offered: Fall 2020 Credit Hours: 3

# **Non-Duplication**

(email from Dr. Alfred Akinsete)

Hello Nancy,

We have gone through the proposed five statistics courses that are listed in the Intent to Plan of the Doctor of Business Administrate (DBA) program in the College of Business.

The department of mathematics has statistics as area of emphasis (AoE) in its MA Mathematics program. There are many statistics courses in the AoE. The topics that are highlighted in the proposed stats courses in DBA program, may be found, here and there, in many of the graduate courses in our Stats-AoE. While the courses in the AoE are both theoretical, and applied when necessary, the proposed DBA stats courses are intended to be taught in a specifically business related manner. There are no particular stats course in the DBA program that may be said to completely overlap with any the stats courses in our MA/(AoE) Stats program.

While the proposed DBA stats courses will be taught in a discipline-specific manner, math department does not have 700 level courses. I therefore wish to let you know that the proposed stats courses in the DBA program do not duplicate any courses in our degree programs.

Congratulations on your intent to plan the DBA program in the College of Business.

Cheers.



Alfred Aanu Akinsete, Ph.D Professor & Chair of Department Department of Mathematics | **Marshall University** One John Marshall Blvd | Huntington, WV 25755 Email: <u>akinsete@marshall.edu</u> | Phone: +1.304.696.6010 |Fax: +1.304.696.4646

From: Lankton, Nancy
Sent: Saturday, September 7, 2019 11:45 AM
To: Akinsete, Alfred <<u>akinsete@marshall.edu</u>>
Cc: Mukherjee, Avinandan <<u>mukherjeea@marshall.edu</u>>
Subject: DBA Non-Duplication of Courses

Dear Professor Alfred Akinsete:

We are in the process of adding a new Doctor of Business Administrate (DBA) program in the College of Business . The Intent to Plan for this program was passed by the Board of Governors last April. Right now we are completing the paperwork for the program addition and course additions. In the program, we have 5 statistics courses including:

DBA 710 Business Research Design and Methods DBA 711 Quantitative Methods I: Applied Business Statistics I DBA 712 Quantitative Methods II: Applied Business Statistics II DBA 713 Quantitative Methods III: Advanced Business Statistics DBA 714 Qualitative Methods in Business Research

We feel these courses will not duplicate any courses in your degree programs because they will be taught in a discipline-specific manner. Lori Howard, Chairperson of Graduate Council suggested that you might write us a note to confirm this. We can then include your note in our packet that will go to Graduate Council for approval.

Here are the course descriptions from the Intent to Plan, and I am including a copy of the Intent to Plan in this email:

DBA 710: Business Research Design and Methods (3 credit hours) Students will be introduced to research designs such as exploratory, descriptive, and causal research designs. The course explores basic concepts of experimental **designs**, case study, cross-sectional, and longitudinal research designs. Students will be exposed to quantitative and qualitative research methods.

DBA 711: Quantitative Methods I: Applied Business Statistics I (3 credit hours) This course covers techniques and applications of regression analysis, including inference and model diagnostics. The focus is on multiple linear regression and ANOVA models using statistical software. Students will learn how to apply the methods to real world problems and make valid statistical conclusions.

DBA 712: Quantitative Methods II: Applied Business Statistics II (3 credit hours) This course focuses on the applications of various multivariate statistical methods including factor analysis, discriminant analysis, cluster analysis, conjoint analysis, and structural equations modeling.

DBA 713: Quantitative Methods III: Advanced Business Statistics (3 credit hours) This course extends the basic linear model framework to non-linear regressions and non-parametric statistical tools and data driven techniques. This course takes a modern, data-analytic approach to regression emphasizing graphical tools for interpreting and presenting results. This course covers topics like data selection, missing data, and multiple imputation.

DBA 714: Qualitative Methods in Business Research (3 credit hours) Major qualitative approaches in business research including case study research, ethnography, narrative inquiry, discourse analysis, grounded theory, text analysis, and action research will be introduced in this course. Within these methods, students will learn how to frame the research, generate research questions, get access, collect empirical materials, report the results and evaluate the research. Business research will be used to demonstrate the practical applications of the methods discussed.

We appreciate your attention to this matter, Nancy Lankton



## Marshall University Syllabus Lewis College of Business Brad D. Smith Graduate School of Business Doctor of Business Administration

### Course

DBA 711: Quantitative Methods I: Applied Business Statistics

### **Course Description**

This course covers techniques and applications of regression analysis and ANOVA models using statistical software. Students will apply the methods to real world problems and making valid statistical conclusions.

### Credits

3 credit hours

### Prerequisites

Permission of the DBA Program Director

### Term/Year

Fall 2020

## Format (and Meeting Days/Times/Location)

The course format is asynchronous online with two on-campus meetings. Please see schedule for dates/times of these meetings. To access the online course, please log in to the course site in Marshall University's Blackboard System <a href="https://www.marshall.edu/muonline/">https://www.marshall.edu/muonline/</a>.

This course should be completed in one term.

## Academic Calendar

For beginning, ending, and add/drop dates, see the <u>Marshall University Academic</u> <u>Calendar</u> (URL: http://www.marshall.edu/academic-calendar/ ).

Instructor TBD

## **Contact Information**

Office: TBD Office Hours: TBD Office Phone: TBD Marshall Email: TBD

## **Preferred Communication Method and Expected Response Time**

The preferred method of communication is through Marshall email. The anticipated response time is 24 hours with a potential delay for holiday or weekends.

1

# About Me

TBD

# **Required and/or Recommended Texts and Materials**

## **Required Texts and Materials**

- Ramsey, Fred, and Daniel Schafer, *The statistical sleuth: a course in methods of data analysis*. Cengage Learning, 2012.
- Casella George and Roger L. Berger, *Statistical Inference*, Wadsworth, 2001 (Second Edition).

In addition to textbook readings, there will be journal article and working paper readings required for this course. A detailed reading list by topic is included at the end of this syllabus.

# **Recommended/Optional Texts and Materials**

The fundamental materials for the class are the lectures and readings. The prescribed topics will be discussed and elaborated in the class lectures as posted online. The required textbook will elaborate on most (not all) of the topics in the lectures. You may find in-depth treatment of these topics in one of the optional texts listed below.

- Angrist, J. D., & Pischke, J.-S. (2009). *Mostly harmless econometrics: An empiricist's companion*, Princeton University Press.
- Ellenberg, J. (2015). *How not to be wrong: The power of mathematical thinking*. Penguin,
- Keller, G. (2015). Statistics for management and economics, abbreviated. Cengage Learning.

## **Online Resources**

- Econometrics Academy resources: <u>https://sites.google.com/site/econometricsacademy/</u>
- Keynes Academy videos: <u>https://larspsyll.wordpress.com/2013/10/26/keynes-academy-an-introduction-to-econometrics/</u>

Khan Academy videos: <u>https://www.youtube.com/playlist?list=PLhOOJjAU1EZyRfWgIYeP8RynHBkQ</u> <u>mtC5A</u>

• MRU resources: <u>https://mru.org/teacher-resources/courses/mastering-</u> econometrics

# **Technology and Technical Skill Requirements**

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at <u>Student Resources: First Steps</u>. See also <u>IT: Recommended</u> <u>Hardware</u> (URLs: http://www.marshall.edu/muonline/student-resources/ and http://www.marshall.edu/it/recommendations/).
- To check your browsers, use the <u>Blackboard Browser Checker</u> and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting\_Started/Browser\_Suppo rt/Browser\_Checker).
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- <u>Adobe Acrobat Reader</u> may be needed to read some files. This plug-in is available free (URL: https://get.adobe.com/reader/). See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit <u>Marshall IT: Office 365</u> (URL: http://www.marshall.edu/it/office365/).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

# **Technology Assistance**

If you have technical problems, please contact one or more of the following:

- <u>Blackboard Support Center</u> (URL: http://marshall.edusupportcenter.com)
- Marshall <u>Information Technology (IT) Service Desk</u> (Help Desk) (URL: http://www.marshall.edu/it/departments/it-service-desk/)
- Huntington: (304) 696-3200
- South Charleston: (304) 746-1969
- <u>Email the IT Service Desk</u> (itservicedesk@marshall.edu)

# **Course Purpose**

The purpose of this course is to introduce students to techniques and applications of regression analysis and ANOVA models using statistical software. Students will apply the methods to real world problems and making valid statistical conclusions. The course features reading of empirical research papers and the applications of methods to actual data sets.

# **Course Objectives/Outcomes**

Upon successful completion of this course, the student will be able to:

- 1. Choose the appropriate regression tool from a range of available methods to perform quantitative data analysis;
- 2. Apply regression analysis to data and draw inferences from statistical measures;

- 3. Perform the statistical analysis using computer-based software; and
- 4. Assess existing empirical work and execute independent research projects.

## **Learner Outcomes**

The table below maps each learning outcome to its practice and assessment elements in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Student will choose the appropriate regression tool from a range of available methods.	Lectures, readings, practice problems	Take-home assignments, projects and exams
Students will apply regression analysis to data and draw inferences from statistical measures.	Readings, practice examples from the textbook	Take-home assignments and/or projects
Students will perform the statistical analysis using computer-based software.	Replication of the results of journal articles using publicly available data	Assignments and paper
Students will critically assess existing empirical work, and also execute independent research projects.	Literature review, data mining and short empirical exercises	Independent research paper

## **Course Structure**

This course will be presented topics delivered through Blackboard. You will find a week-by-week break down of the tasks associated with each module.

The material for each topic will be posted weekly, and you should keep pace with the rest of the class. There will be about two lectures per week. These will be presented in the form of power point presentations or videos and will be followed by short quizzes (ungraded) and graded assignments. The minimum commitment will be approximately 12-14 hours per week for watching/reading the lectures, book chapters and journal articles. You will also need to spend time on attempting the assignments.

# **Course Requirements/Due Dates**

The course requirements are as follows:

<u>Module Assignments</u>: The module assignments will test your understanding of the concepts and your reading skills. Some of the module assignments will include

paper replication exercises. You will use publicly available data to reproduce the results of one of the assigned journal articles for the module. For this you will need access to a statistical software. I will recommend STATA so that I can help you in the most efficient manner in debugging your code. However, you are free to use alternative statistical packages such as R, SPSS or SAS.

<u>Proposal and Research Paper:</u> There are no exams in the course. Instead, you are required to submit a short empirical paper on a topic of your choice. There are no restrictions on the choice of topic and it would be ideal if it is related to your desired concentration within the program. In this course your paper will be assessed for quantitative data analysis. You are expected to find or collect your own data and use one or more of the techniques introduced in the course to answer the empirical questions of your interest.

A proposal outlining the details of the research paper will be due in week 7 or roughly halfway through the course. I will give feedback on the proposal before you begin your empirical analysis. Detailed instructions for the paper will be posted at the beginning of the course.

Please refer to the schedule table at the end of this syllabus for due dates.

### **Course Policies**

By enrolling in this course, you agree to the following course policies.

## **Attendance/Participation Policy**

Learners are expected to participate in discussions and activities. This includes attendance at events. An exception to this will be made on a case by case basis with the Dean of the Business School.

#### **Online Communication Expectations**

Communication expectations for this class can be found on the class Blackboard site Start Here > Netiquette.

## **Grading Policy**

#### **Grading Scale**

A is 90 to 100%, B is 80 to <90%, C is 70 to <80%, D is 60 to <70%, F is <60%

## Late Work Policy

The course due dates will be announced well in advance to allow you to finish your work. It is solely your responsibility to meet the deadlines. There is penalty for late submission for all graded elements of the course. All late submissions will get a 50% deduction from the original points.

## Anticipated Response Time for Grading and Feedback

Assignments will typically be graded within seven days of submission or date due.

# **Evaluation Criteria**

70% Module Assignments 30% Proposal and Research Paper

Any rubric that is used for assessing your proposal and paper will be provided to you in advance.

## **University Policies**

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to <u>MU Academic Affairs: University</u> <u>Policies</u>. (URL: http://www.marshall.edu/academic-affairs/policies/ )

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

# **Students with Disabilities**

For University policies and the procedures for obtaining services, please go to <u>MU</u> <u>Academic Affairs: University Policies</u> and read the section, Students with Disabilities. (URL: http://www.marshall.edu/academic-affairs/policies/).

## Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit <u>Marshall IT: Office 365</u> (URL https://www.marshall.edu/it/office365/).

Week	Topics	Assignments Due
1	<ul><li>Face-to-Face Meeting, Introduction</li><li>Lecture</li></ul>	
2	<ul><li>Expectations and Moments</li><li>Lecture</li></ul>	Assignment 1
3	Sampling Distributions, Random Variable <ul> <li>Lecture</li> <li>Readings</li> </ul>	

## **Course Schedule**

Week	Topics	Assignments Due
4	Confidence Intervals and Hypothesis Testing	Assignment 2
	Lecture	
	Readings	
5	ANOVA and Simple Regression Models	
	• Lecture	
	Readings	
6	Inference from a Simple Regression Model	Assignment 3
	Lecture	
	Readings	
7	Heteroskedasticity	Research
	Lecture	Proposal
	Readings	
8	Autocorrelation	Assignment 4
	Lecture	5
	Readings	
9	Multiple Regression Model	
	Lecture	
	Readings	· · · · ·
10	Categorical Variables and Collinearity	Assignment 5
	Lecture	
	Readings	
11	Selection Problem and Random Assignment	
	Lecture	
	Readings	
12	Causality and Instrumental Variables	Assignment 6
	Lecture	
	Readings	
13	Difference-in-Difference	Assignment 7
	Lecture	<b>_</b>
	Readings	
14	Face-to-Face Meeting, Wrap-Up	
15	Research Paper	Research
		Paper

# Bibliography

## **Basic Probability and Distributions**

Burtless, G. (1985). Are targeted wage subsidies harmful? Evidence from a wage voucher experiment. *Industrial and Labor Relations Review, 39*, 105-111.

Efron, B., & Tibshirani, R. (1986). Bootstrap methods for standard errors, confidence intervals, and other measures of statistical accuracy. *Statistical Science*, *1*(1), 54-75.

Gardner, M. J., & Altman, D. G. (1986). Confidence intervals rather than p values: Estimation rather than hypothesis testing. *British Medical Journal (Clinical Research Edition), 292*(6522), 746-750.

Woodbury, S. A., & Spiegelman, R. (1987). Bonuses to workers and employers to reduce unemployment: Randomized trials in Illinois. *American Economic Review*, 77(4), 513-530

## ANOVA

Ballantine, J. A., Duff, A., & McCourt, L. P. (2008). Accounting and business students' approaches to learning: A longitudinal study. *Journal of Accounting Education*, *26*(4), 188-201.

Coccia, M. (2012). Political economy of R&D to support the modern competitiveness of nations and determinants of economic optimization and inertia. *Technovation*, *32*(6), 370-379.

Hinson, R., & Sorensen, O. (2006). E-business and small Ghanaian exporters: Preliminary micro firm explorations in the light of a digital divide. *Online information review*, *30*(2), 116-138.

Sow, M. T. (2014). Using ANOVA to examine the relationship between safety & security and human development. *Journal of International Business and Economics*, *2*(4), 101-106.

## **Regression Analysis**

Angrist, J. D. (1998). Estimating the labor market impact of voluntary military service using social security data on military applicants, *Econometrica* 66(2):249-288.

Binder, J. J. (1985). On the use of the multivariate regression model in event studies. *Journal of Accounting Research, 23*(1), 370-383.

Dehejia, R. H. & Sadek, W. (1999). Causal effects in nonexperimental studies: Reevaluating the evaluation of training programs, *Journal of the American*  Statistical Association, 94(448), 1053-1062.

DiNardo, J., & Pischke, J. S. (1997). The Returns to computer use revisited: Have pencils changed the wage structure too? *The Quarterly Journal of Economics*, *112*(1), 291-303.

Imbens, G. W. (2015). Matching methods in practice: Three examples. *Journal of Human Resources*, *50*(2), 373-419.

Krueger, A. (1993). How computers have changed the wage structure: Evidence from Micro Data. *Quarterly Journal of Economics*, 108(1), 33-60.

Krueger, A., & Dale S. B. (2002). Estimating the payoff to attending a more selective college: An application of selection on observables and unobservables. *The Quarterly Journal of Economics*, *117*, 1491-1529.

Mostafa, M. M. (2006). Antecedents of Egyptian consumers' green purchase intentions: A hierarchical multivariate regression model. *Journal of International Consumer Marketing*, 19(2), 97-126.

Rosenbaum, P. R., and Donald B. Rubin (1983). The central role of the propensity score in observational studies for causal effects, *Biometrika*, *70*(1), 41-55.

#### Selection Problem and Causality

Anderson, M. (2008). Multiple inference and gender differences in the effects of early intervention: A reevaluation of the Abecedarian, Perry preschool, and early training projects. *Journal of the American Statistical Association*, *103*(484), 1481-1495.

Athey, S., & Imbens, G. W. (2017). The state of applied econometrics: Causality and policy evaluation. *Journal of Economic Perspectives*, *31*(2), 3-32.

Chattopadhyay, R., & Duflo E. (2004). Women as policymakers: evidence from a randomized policy experiment in India. *Econometrica* 72(5), 1409-1443.

Chetty, R., Friedman, J., Hilger, N., Saez, E., Schanzenbach, D., & Yagan, D. (2011). How does your kindergarten classroom affect your earnings? Evidence from project star. *Quarterly Journal of Economics*, *126*(4), 1593-1660.

Coffman, L. C., & Niederle, M. (2015). Pre-analysis plans have limited upside, especially where replications are feasible. *Journal of Economic Perspectives, 29*(3), 81-98.

de Mel, S., McKenzie, D., & Woodruff, C. (2008). Returns to capital in microenterprises: Evidence from a field experiment. *Quarterly Journal of Economics*, *123*(4), 1329-1372.

Finkelstein, A., Taubman, S., Wright, B., Bernstein, M., Gruber, J., Newhouse, J. P., Allen, H., Baicker, K., & the Oregon Health Study Group. (2012). The Oregon healthInsurance experiment: Evidence from the first year. *Quarterly Journal of Economics*, 127(3), 1057-1106.

Imbens, G. W. & Rubin, D. B. (2015). *Causal inference for statistics, social and biomedical sciences: An introduction*. New York: Cambridge University Press.

Kling, J. R., Liebman, J. B., & Katz, L. F. (2007). Experimental analysis of neighborhood effects. *Econometrica*, 75(1), 83-119.

Krueger, A. B. (1999). Experimental estimates of educational production functions. *Quarterly Journal of Economics*, 114(2), 497-532.

Lalonde, R. J. (1986). Evaluating the econometric evaluations of training programs using experimental data. *American Economic Review*, *76*(4), 604-620.

Olken, B. A. (2015). Promises and perils of pre-analysis plans. *Journal of Economic Perspectives*, 29(3), 61-80.

Sacerdote, B. (2001). Peer effects with random assignment: Results for Dartmouth roommates. *Quarterly Journal of Economics*, *116*(2), 681-704.

### Instrumental Variables

Acemoglu, D., Autor, D., & Lyle, D. (2004). Women, war and wages: The effect of female labor supply on the wage structure at midcentury. *Journal of Political Economy*, *112*(3), 497-551.

Angrist, J. D. (1990). Lifetime earnings and the Vietnam era draft lottery: Evidence from Social Security Administrative records. *American Economic Review*, *80*, 313-336.

Angrist, J., & Evans, W. E. (1998). Children and their parents' labor supply: Evidence from exogenous variation in family size. *American Economic Review, 88*, 450-477.

Angrist, J. D., Imbens, G. W., & Rubin, D. B. (1996). Identification of causal effects using instrumental variables. *Journal of the American Statistical Association*, 91(434), 444-455.

Angrist, J. D., & Krueger, A. B. (2001). Instrumental variables and the search for identification: From supply and demand to natural experiments. *Journal of Economic Perspectives*, 13(2), 69-85.

Bleakley, H. C., & Chin, A. (2004). Language skills and earnings: Evidence from childhood immigrants. *Review of Economics and Statistics*, *86*(2), 481-496.

Imbens, G. W., & Angrist, J. D. (1994). Identification and estimation of local average treatment effects. *Econometrica*, 62(2), 467-475.

### Difference-in-Difference

Abadie, A., & Gardeazabal, J. (2003). The economic costs of conflict: a case study of the Basque country. *American Economic Review*, 93(1), 112-132.

Abouk, R., & Adams, S. (2013). Texting bans and fatal accidents on roadways: Do they work? Or do drivers just react to announcements of bans? *American Economic Journal: Applied Microeconomics*, *5*(1), 179-199.

Bailey, M., & Goodman-Bacon, A. (2015). The war on poverty's experiment in public medicine: Community health centers and the mortality of older Americans. *American Economic Review*, *105*(3), 1067-1104.

Bertrand, M., Duflo, E., & Mullainathan, S. (2004). How much should we trust difference-in-differences estimates. *Quarterly Journal of Economics*, *119*(1), 249-275.

Bleakley, H. (2007). Disease and development: Evidence from the hookworm eradication in the American south. *Quarterly Journal of Economics*, 122(1), 73-117.

Cameron, C. & Miller, D. (2015). A practitioner's guide to cluster-robust inference. *Journal of Human Resources*, *50*(2), 317-372.

Chin, A. (2005). Long-run labor market effects of Japanese-American internment during World War II on working-age male internees. *Journal of Labor Economics*, 23(3), 491-525.

Currie, J., & Thomas, D. (1995). Does head start make a difference? *American Economic Review*, *85*(3), 341-364.

Duflo, E. (2001). Schooling and labor market consequences of school construction in Indonesia: Evidence from an unusual policy experiment. *American Economic Review*, *91*, 795-813.

Dynarski, S. M. (2003). Does aid matter? Measuring the effect of student aid on college attendance and completion. *American Economic Review*, 93(1), 279-288.

Friedberg, L. (1998). Did unilateral divorce raise divorce rates? Evidence from panel data. *American Economic Review*, *88*(3), 608-627.

Gruber, J. (1994). The incidence of mandated maternity benefits. *American Economic Review*, *84*(3), 622-641.

Hoynes, H., & Schanzenbach, D. W. (2009). Consumption responses to in-kind transfers: Evidence from the introduction of the food stamp program. *American* 

## Economic Journal: Applied Microeconomics, 1(4), 109-139.

Krueger, A., & Ashenfelter, O. (1994). Estimates of the economic return to schooling from a new sample of twins. *American Economic Review*, 84(5), 1157-1173.

Meyer, B. D., Viscusi, W. K., & Durbin, D. L. (1995). Worker's compensation and injury duration: Evidence from a natural experiment. *American Economic Review*, 85(3), 322-340.

Mirko, D., Machin, S., & Witt, R. (2011). Panic on the streets of London: Police, crime, and the July 2005 terror attacks. *American Economic Review*, *101*(5), 2157-81.

### **Regression Discontinuity Design**

Angrist, J. D., & Lavy, V. (1999). Using Maimonides' Rule to estimate the effects of class size on scholastic achievement. *Quarterly Journal of Economics*, *114*, 533-575.

Carpenter, C., & Dobkin, C. (2011). The minimum legal drinking age and public health. *Journal of Economic Perspectives*, *25*(2), 133-156.

Hoekstra, M. (2009). The effect of attending the flagship state university on earnings: A discontinuity-based approach. *Review of Economics and Statistics*, *91*(4), 717-724.

Imbens, G., & Lemieux, T. (2008). Regression discontinuity designs: A guide to practice. *Journal of Econometrics*, *142*(2), 615 - 635.

Lee, D. S., & Lemieux, T. (2010). Regression discontinuity designs in economics. *Journal of Economic Literature, 48*(2), 281-355.

Prashant, B., Loken, K. V., & Neilson, C. (2013). Early life health interventions and academic achievement. *American Economic Review*, 103(5), 1862-1891.

Urqiola, M., & Verhoogen, E. (2009). Class-size caps, sorting and the regressiondiscontinuity design. *American Economic Review*, 99(1). 179-215.

Zimmerman, S. D. (2014). The returns to college admission for academically marginal students. *Journal of Labor Economics*, *32*(4), 711-754.

#### **STATA resources**

German Rodriguez's free STATA tutorial- https://data.princeton.edu/stata/

STATA graphs- https://www.stata.com/support/faqs/graphics/gph/stata-graphs/

#### UCLA guide to STATA- https://stats.idre.ucla.edu/stata/

### **Other Readings**

Baltagi, B. (2008). Econometric analysis of panel data. John Wiley & Sons.

Cleff, T. (2014). *Exploratory data analysis in business and economics*. Cham: Springer International Publishing.

DeGroot, M. H., & Schervish, M. J. (2001). *Probability and statistics*. Boston, MA: Addison-Wesley.

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Draper, N. R., & Smith, H. (1998). *Applied regression analysis*. Vol. 326. John Wiley & Sons.

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Hsiao, C. (2014). Analysis of panel data. No. 54. Cambridge University Press.

Mertler, C. A., & Reinhart, R. V. (2016). Advanced and multivariate statistical methods: Practical application and interpretation. Routledge.

Siegel, A. (2016). *Practical business statistics*. Academic Press.

Wegner, T. (2010). *Applied business statistics: Methods and Excel-based applications*. Juta and Company Ltd.

# **Request for Graduate Course Addition**

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.

E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
 The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: College of Business Dept/Division: NA Contact Person: Dr. Nancy Lankton

Alpha Designator/Number: DBA 712 X Graded CR/NC Phone: 696-2656

NEW COURSE DATA:

New Course Title: Quantitative Methods II: Applied Business Statistics II				
Alpha Designator/Number: DBA 712				
Title Abbreviation: Bus Quant Method II				
(Limit of 25 characters and spaces)				
	The purpose of this course is to familiarize students with conceptual bases of SEM as well as applications necessary to undertake doctoral-			
Course Catalog Description:				
(Limit of 30 words)	level research and to answer questions of causal interest			
N		·		
Co-requisite(s): None First		First Term to be Offered: Spring 2021		
Prerequisite(s): Permission of DBA Program Director		Credit Hours: 3		
creat rours. 5				
Course(s) being deleted in place of this addition (must submit course deletion form): NA				

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached

Dept. Chair/Division Head	Date1[/13 /19
Registrar Songe Heg	52010) Date 11/14/19
College Curriculum Chair	Date 19 NOV19
Graduate Council Chair Sau Raward	Date7-1-2020

# **Request for Graduate Course Addition - Page 2**

College: College of Business Dept

Dept/Division: NA

Alpha Designator/Number: DBA 711

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dr. Nancy Lankton, Dr. Ivan Muslin

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "Not Applicable" if not applicable.

See attached letter from Dr. Alfred Akinsete, Chair of Mathematics

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "Not Applicable" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "Not Applicable" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "Not Applicable" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Upon successful completion of this course, the student will be able to:

- 1. Understand endogeneity and causality;
- 2. Understand and apply advanced regression topics, including interpreting and testing interaction models, errorsin-variables models, instrumental variable estimators, fixed- and random effects models, polynomial regression and response surface methodology, and simultaneous equation models;
- 3. Run SEM models including confirmatory factor analysis, latent variable models, higher order models, multi sample models, growth curve models, and model implied instrumental variables;
- 4. Critique data analysis in published research articles; and
- 5. Perform a Monte Carlo analysis.

#### 7. COURSE OUTLINE (May be submitted as a separate document)

Week 1: Face-to-Face Meeting, Introduction Week 2: Endogeneity Week 3: Regression Models in Stata Week 4: Two-Stage Equation Models in Stata Week 5: Path and SEM Models Week 6: Confirmatory Factor Analysis and Advanced Topics Weeks 7-8: Advanced Path and SEM Models with Latent Variables Weeks 7-8: Advanced Path and SEM Models with Latent Variables Week 9: Panel Data, SEM Style Weeks 10-11: Monte Carlo Simulations Week 12: Article Critiques Week 13: Online Discussions for Monte Carlo Simulations Week 14: Face-to-Face Meeting, Wrap-Up Week 15: Final Exam

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

- Antonakis, J., Bendahan, S., Jacquart, P., & Lalive, R. (2014). Causality and endogeneity: Problems and solutions. In D.V. Day (Ed.). *The Oxford Handbook of Leadership and Organizations*.
- Jacquart, P., Cole, M. S., Gabriel, A. S., Koopman, J., & Rosen, C. C. (2017). Studying leadership: Research design and methods. In J. Antonakis & D. V. Day (Eds.). *The Nature of Leadership, Third Edition*.
- Schwarz, N. (1999). Self-reports: How the questions shape the answers. American Psychologist, 54(2), 93-105.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Online lectures, sample problems, discussions, and two face-to-face meetings

## **Request for Graduate Course Addition - Page 4**

#### 10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Homework Exercises Final Exam Article Critiques Monte Carlo Project

#### 11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

#### 12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See Syllabus – page 11

## **Request for Graduate Course Addition - Page 5**

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department: College of Business Course Number and Title: DBA 712: Quantitative Methods II: Applied Business Statistics Catalog Description: The purpose of this course is to familiarize students with conceptual bases of SEM as well as applications necessary to undertake doctoral-level research and to answer questions of causal interest. Prerequisites: Permission of DBA Program Director First Term Offered: Spring 2021 Credit Hours: 3

## **Non-Duplication**

(email from Dr. Alfred Akinsete)

Hello Nancy,

We have gone through the proposed five statistics courses that are listed in the Intent to Plan of the Doctor of Business Administrate (DBA) program in the College of Business.

The department of mathematics has statistics as area of emphasis (AoE) in its MA Mathematics program. There are many statistics courses in the AoE. The topics that are highlighted in the proposed stats courses in DBA program, may be found, here and there, in many of the graduate courses in our Stats-AoE. While the courses in the AoE are both theoretical, and applied when necessary, the proposed DBA stats courses are intended to be taught in a specifically business related manner. There are no particular stats course in the DBA program that may be said to completely overlap with any the stats courses in our MA/(AoE) Stats program.

While the proposed DBA stats courses will be taught in a discipline-specific manner, math department does not have 700 level courses. I therefore wish to let you know that the proposed stats courses in the DBA program do not duplicate any courses in our degree programs.

Congratulations on your intent to plan the DBA program in the College of Business.

Cheers.



Alfred Aanu Akinsete, Ph.D Professor & Chair of Department Department of Mathematics | **Marshall University** One John Marshall Blvd | Huntington, WV 25755 Email: <u>akinsete@marshall.edu</u> | Phone: +1.304.696.6010 |Fax: +1.304.696.4646

From: Lankton, Nancy
Sent: Saturday, September 7, 2019 11:45 AM
To: Akinsete, Alfred <<u>akinsete@marshall.edu</u>>
Cc: Mukherjee, Avinandan <<u>mukherjeea@marshall.edu</u>>
Subject: DBA Non-Duplication of Courses

Dear Professor Alfred Akinsete:

We are in the process of adding a new Doctor of Business Administrate (DBA) program in the College of Business . The Intent to Plan for this program was passed by the Board of Governors last April. Right now we are completing the paperwork for the program addition and course additions. In the program, we have 5 statistics courses including:

DBA 710 Business Research Design and Methods DBA 711 Quantitative Methods I: Applied Business Statistics I DBA 712 Quantitative Methods II: Applied Business Statistics II DBA 713 Quantitative Methods III: Advanced Business Statistics DBA 714 Qualitative Methods in Business Research

We feel these courses will not duplicate any courses in your degree programs because they will be taught in a discipline-specific manner. Lori Howard, Chairperson of Graduate Council suggested that you might write us a note to confirm this. We can then include your note in our packet that will go to Graduate Council for approval.

Here are the course descriptions from the Intent to Plan, and I am including a copy of the Intent to Plan in this email:

DBA 710: Business Research Design and Methods (3 credit hours) Students will be introduced to research designs such as exploratory, descriptive, and causal research designs. The course explores basic concepts of experimental **designs**, case study, cross-sectional, and longitudinal research designs. Students will be exposed to quantitative and qualitative research methods.

DBA 711: Quantitative Methods I: Applied Business Statistics I (3 credit hours) This course covers techniques and applications of regression analysis, including inference and model diagnostics. The focus is on multiple linear regression and ANOVA models using statistical software. Students will learn how to apply the methods to real world problems and make valid statistical conclusions.

DBA 712: Quantitative Methods II: Applied Business Statistics II (3 credit hours) This course focuses on the applications of various multivariate statistical methods including factor analysis, discriminant analysis, cluster analysis, conjoint analysis, and structural equations modeling.

DBA 713: Quantitative Methods III: Advanced Business Statistics (3 credit hours) This course extends the basic linear model framework to non-linear regressions and non-parametric statistical tools and data driven techniques. This course takes a modern, data-analytic approach to regression emphasizing graphical tools for interpreting and presenting results. This course covers topics like data selection, missing data, and multiple imputation.

DBA 714: Qualitative Methods in Business Research (3 credit hours) Major qualitative approaches in business research including case study research, ethnography, narrative inquiry, discourse analysis, grounded theory, text analysis, and action research will be introduced in this course. Within these methods, students will learn how to frame the research, generate research questions, get access, collect empirical materials, report the results and evaluate the research. Business research will be used to demonstrate the practical applications of the methods discussed.

We appreciate your attention to this matter, Nancy Lankton



## Marshall University Syllabus Lewis College of Business Brad D. Smith Graduate School of Business Doctor of Business Administration

Course

DBA 712: Quantitative Methods II: Applied Business Statistics

## **Course Description**

The purpose of this course is to familiarize students with conceptual bases of SEM as well as applications necessary to undertake doctoral-level research and to answer questions of causal interest

## Credits

3 credit hours

## **Prerequisites**

Permission of DBA Program Director

## Term/Year

Spring 2021

## Format (and Meeting Days/Times/Location)

The course format is asynchronous online with two on-campus meetings. Please see schedule for dates/times of these meetings. To access the online course, please log in to the course site in Marshall University's Blackboard System <a href="https://www.marshall.edu/muonline/">https://www.marshall.edu/muonline/</a>.

This course should be completed in one term.

### **Academic Calendar**

For beginning, ending, and add/drop dates, see the <u>Marshall University Academic</u> <u>Calendar</u> (URL: http://www.marshall.edu/academic-calendar/ ).

# Instructor

TBD

### **Contact Information**

Office: TBD Office Hours: TBD Office Phone: TBD Marshall Email: TBD

## **Preferred Communication Method and Expected Response Time**

The preferred method of communication is through Marshall email. The anticipated response time is 24 hours with a potential delay for holiday or weekends.

## About Me

TBD

## **Required and/or Recommended Texts and Materials**

## **Required Texts and Materials**

See schedule on syllabus.

## **Recommended/Optional Texts and Materials**

See bibliography on syllabus.

## **Technology and Technical Skill Requirements**

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at <u>Student Resources: First Steps</u>. See also <u>IT: Recommended</u> <u>Hardware</u> (URLs: http://www.marshall.edu/muonline/student-resources/ and http://www.marshall.edu/it/recommendations/).
- To check your browsers, use the <u>Blackboard Browser Checker</u> and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting\_Started/Browser\_Suppo rt/Browser\_Checker).
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- <u>Adobe Acrobat Reader</u> may be needed to read some files. This plug-in is available free (URL: https://get.adobe.com/reader/). See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: http://www.marshall.edu/it/office365/).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

## **Technology Assistance**

If you have technical problems, please contact one or more of the following:

- <u>Blackboard Support Center</u> (URL: http://marshall.edusupportcenter.com)
- Marshall <u>Information Technology (IT) Service Desk</u> (Help Desk) (URL: http://www.marshall.edu/it/departments/it-service-desk/)
- Huntington: (304) 696-3200
- South Charleston: (304) 746-1969
- <u>Email the IT Service Desk</u> (itservicedesk@marshall.edu)

## **Course Purpose**

The use of structural equation modeling (SEM) and advanced regression methods have mushroomed in the past couple of decades. Today they are widely recognized as one of the most powerful and most comprehensive methods for testing causal hypotheses. Knowledge of causality is essential for informing policy and practice.

The purpose of this course is to familiarize students with conceptual bases of SEM and regression as well as applications necessary to undertake doctoral-level research and to answer questions of causal interest. Students will learn to critically think about causal relations, particularly in the design of studies, measurement of variables, and testing of theories. There will also be many demonstrations and hands-on exercises using Stata so that students have the necessary tools to analyze causal hypotheses correctly. Students will also learn basic programming commands in Stata as well as some fundamentals of Monte Carlo simulation.

## **Course Objectives/Outcomes**

Upon successful completion of this course, the student will be able to:

- 1. Understand endogeneity and causality;
- 2. Understand and apply advanced regression topics, including interpreting and testing interaction models, errors-in-variables models, instrumental variable estimators, fixed- and random effects models, polynomial regression and response surface methodology, and simultaneous equation models;
- 3. Run SEM models including confirmatory factor analysis, latent variable models, higher order models, multi sample models, growth curve models, and model implied instrumental variables; and
- 4. Critique data analysis in published research articles;
- 5. Perform a Monte Carlo analysis.

### **Learner Outcomes**

The table below maps each learning outcome to its practice and assessment elements in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Student will understand endogeneity and causality and explain their differences.	Lectures, readings, practice problems	Homework assignments, final exam, Monte Carlo simulation

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will Understand and apply advanced regression topics, including interpreting and testing interaction models, errors-in- variables models, instrumental variable estimators, fixed- and random effects models, polynomial regression and response surface methodology, and simultaneous equation models.	Lectures, readings, practice problems	Homework assignments, final exam, Monte Carlo simulation
Students will be able to run SEM models including confirmatory factor analysis, latent variable models, higher order models, multi sample models, growth curve models, and model implied instrumental variables.	Lectures, readings, practice problems	Homework assignments, final exam, Monte Carlo simulation
Students will critique data analysis in published research articles.	Lectures, readings, practice problems	Article critiques
Students will be able to perform a Monte Carlo analysis.	Lectures, readings, practice problems	Homework assignments, Monte Carlo simulation

## **Course Structure**

This course will be presented topics that will be presented in different folders through Blackboard.

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#### **Course Requirements/Due Dates**

The course requirements are as follows:

<u>Homework Exercises:</u> Homework exercises allow you to practice the techniques from the readings.

<u>Final Exam</u>: The final exam will test your knowledge of the skills and concepts learned during the semester. It will be an open book, timed exam.

<u>Article Critiques:</u> This project will consist of applying the concept acquired in the class to critiquing 3 papers across various management disciplines. You will be required to read the assigned papers and be prepared to discuss each of the papers on the discussion board. You are also required to write max. 2 pages of critique per paper

<u>Monte Carlo Project:</u> The project consists of undertaking a Monte Carlo analysis to answer a specific question about an apparently widely accepted rule of thumb or particular practice. Please email me with your topic area. The goal of the project is thus to identify some rule of thumb or suggested practice about regression or SEM, reported in a textbook, methods piece, or applied piece, and then to either debunk or to find support for it (at the least you must show something new; if you will find support for the practice or rule of thumb then do so with manipulating a dimension that has not been manipulated previously). Keep the model as simple as possible and vary sample size across a few increments and then manipulate at least two other parameters (or more) of interest. I will, of course, give you a few examples of how to do this.

The project should be between 8-10 pages long excluding cover page and excluding the Appendix); please give a title to the project. Please include the code you used for the Monte Carlo as an Appendix in the project (not counted in the page length) and not as a separate attachment. The project should be submitted in ONE file.

You will present the project in class I will confirm a few weeks before how long the presentation will be (it depends on how many students will take the class but count on a presentation of about 30-45 minutes or so, including Q&A).

Please refer to the schedule table at the end of this syllabus for due dates.

#### **Course Policies**

By enrolling in this course, you agree to the following course policies.

#### **Attendance/Participation Policy**

Learners are expected to participate in discussions and activities. This includes attendance at events. An exception to this will be made on a case by case basis with the Dean of the Business School.

## **Online Communication Expectations**

Communication expectations for this class can be found on the class Blackboard site Start Here > Netiquette.

## **Grading Policy**

## Grading Scale

## **Grading Scale**

A is 90 to 100%, B is 80 to <90%, C is 70 to <80%, D is 60 to <70%, F is <60%

## **Late Work Policy**

The course due dates will be announced well in advance to allow you to finish your work. It is solely your responsibility to meet the deadlines. There is penalty for late submission for all graded elements of the course. All late submissions will get a 50% deduction from the original points.

## Anticipated Response Time for Grading and Feedback

Assignments will typically be graded within seven (7) days of submission or date due.

## **Evaluation Criteria**

10% Homework Exercises55% Final Exam10% Article Critiques25% Monte Carlo Project

## **University Policies**

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to <u>MU Academic Affairs: University</u> <u>Policies</u> (URL: http://www.marshall.edu/academic-affairs/policies/).

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

### **Students with Disabilities**

For University policies and the procedures for obtaining services, please go to <u>MU</u> <u>Academic Affairs: University Policies</u> and read the section, Students with Disabilities. (URL: http://www.marshall.edu/academic-affairs/policies/).

## **Marshall University E-Mail Accounts**

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit <u>Marshall IT: Office 365</u> (URL https://www.marshall.edu/it/office365/).

## **Course Schedule**

Face-to-Face Meeting, Introduction Jacquart, P., Cole, M. S., Gabriel, A. S., Koopman, J., &	
Jacquart P. Cole M.S. Cabriel A.S. Koopman 1. &	1
Rosen, C. C. (2017). Studying leadership: Research design and methods. In J. Antonakis & D. V. Day (Eds.). <i>The</i> <i>nature of leadership, Third edition</i> (pp. 411-437). Thousand Oaks: Sage Publications.	
Endogeneity	Homework Exercises
Antonakis, J., Bendahan, S., Jacquart, P., & Lalive, R. (2014). Causality and endogeneity: Problems and solutions. In D.V. Day (Ed.), <i>The oxford handbook of leadership and organizations</i> . Read page 129 only.	
Jacquart, P., Cole, M. S., Gabriel, A. S., Koopman, J., & Rosen, C. C. (2017). Studying leadership: Research design and methods. In J. Antonakis & D. V. Day (Eds.). <i>The</i> <i>nature of leadership, Third edition</i> (pp. 411-437). Thousand Oaks: Sage Publications.	
Schwarz, N. (1999). Self-reports: How the questions shape the answers. <i>American Psychologist</i> , 54(2), 93-105.	
Regression Models in Stata	Homework Exercises
Aguinis, H., Gottfredson, R. K., & Wright, T. A. (2011). Best-practice recommendations for estimating interaction effects using meta-analysis. <i>Journal of Organizational</i> <i>Behavior, 32</i> (8), 1033-1043.	
	<ul> <li>and methods. In J. Antonakis &amp; D. V. Day (Eds.). <i>The</i> <i>nature of leadership, Third edition</i> (pp. 411-437). Thousand Oaks: Sage Publications.</li> <li><b>Endogeneity</b></li> <li>Antonakis, J., Bendahan, S., Jacquart, P., &amp; Lalive, R. (2014). Causality and endogeneity: Problems and solutions. In D.V. Day (Ed.), <i>The oxford handbook of</i> <i>leadership and organizations</i>. Read page 129 only.</li> <li>Jacquart, P., Cole, M. S., Gabriel, A. S., Koopman, J., &amp; Rosen, C. C. (2017). Studying leadership: Research design and methods. In J. Antonakis &amp; D. V. Day (Eds.). <i>The</i> <i>nature of leadership, Third edition</i> (pp. 411-437). Thousand Oaks: Sage Publications.</li> <li>Schwarz, N. (1999). Self-reports: How the questions shape the answers. <i>American Psychologist, 54</i>(2), 93-105.</li> <li><b>Regression Models in Stata</b></li> <li>Aguinis, H., Gottfredson, R. K., &amp; Wright, T. A. (2011). Best-practice recommendations for estimating interaction effects using meta-analysis. <i>Journal of Organizational</i></li> </ul>

Week	Topics/Readings	Assignments Due
4	Two-Stage Equation Models in Stata	Homework Exercises
	Antonakis, J., Bendahan, S., Jacquart, P., & Lalive, R. (2014). Causality and endogeneity: Problems and solutions. In D.V. Day (Ed.). <i>The oxford handbook of leadership and organizations.</i> Read pages 29-end of Chapter 2.	
	Antonakis, J., Bendahan, S., Jacquart, P., & Lalive, R. (2010). On making causal claims: A review and recommendations. <i>The Leadership Quarterly, 21</i> (6), 1086-1120. Read 4.2.1, 4.2.1.4 (Example 1 only).	
5	Path and SEM Models	Homework Exercises
	Bollen, K. A. (1998). <i>Structural equation models</i> . John Wiley & Sons, Ltd. Read Chapter 2, pp. 10-39.	Exercises
	MacCallum, R. C., & Austin, J. T. (2000). Applications of structural equation modeling in psychological research. <i>Annual Review of Psychology, 51</i> (1), 201-226.	
6	Confirmatory Factor Analysis and Advanced Topics	Homework Exercises
	Antonakis, J., Bendahan, S., Jacquart, P., & Lalive, R. (2010). On making causal claims: A review and recommendations. The Leadership Quarterly, 21(6). 1086-1120. Read 4.2.1.4 (Example 2 only).	Exercises
	Tomarken, A. J., & Waller, N. G. (2005). Structural equation modeling: Strengths, limitations, and misconceptions. <i>Annual Review of Clinical Psychology</i> , 1(1), 31-65.	

Week	Topics/Readings	Assignments Due
7 and 8	Advanced Path and SEM Models with Latent Variables	Homework Exercises
	Antonakis, J. (2009). "Emotional intelligence": What does it measure and does it matter for leadership? In G. B. Graen (Ed.). <i>LMX leadershipgame-changing designs: Research-based tools</i> (Vol. VII, pp. 163-192). Greenwich, CT: Information Age Publishing.	
	Antonakis, J., Bendahan, S., Jacquart, P., & Lalive, R. (2010). On making causal claims: A review and recommendations. <i>The Leadership Quarterly, 21</i> (6). 1086-1120. Read only sections 3.1.2 and 3.1.3.	
	Bollen, K. A., & Brand, J. E. (2010). A general panel model with random and fixed effects: A structural equations approach. <i>Social Forces, 89</i> (1), 1-34.	
	Bou, J. C., & Satorra, A. (2018). Univariate versus multivariate modeling of panel data: Model specification and goodness-of-fit testing. <i>Organizational Research Methods</i> , 21(1), 150-196.	
	McNeish, D., Stapleton, L. M., & Silverman, R. D. 2016. On the unnecessary ubiquity of hierarchical linear modeling. <i>Psychological Methods, 22</i> (1), 114-140.	
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Week	Topics/Readings	Assignments Due
9	Panel Data, SEM Style	Homework Exercises
	Antonakis, J., Bendahan, S., Jacquart, P., & Lalive, R. (2010). On making causal claims: A review and recommendations. <i>The Leadership Quarterly, 21</i> (6), 1086-1120. Read only sections 3.1.2 and 3.1.3.	
	Bollen, K. A., & Brand, J. E. (2010). A general panel model with random and fixed effects: A structural equations approach. <i>Social Forces, 89</i> (1), 1-34.	
	Bou, J. C., & Satorra, A. (2018). Univariate versus multivariate modeling of panel data: Model specification and goodness-of-fit testing. <i>Organizational Research Methods</i> , 21(1), 150-196.	
	McNeish, D., Stapleton, L. M., & Silverman, R. D. 2016. On the unnecessary ubiquity of hierarchical linear modeling. <i>Psychological Methods</i> , 22(1), 114-140.	
10 and 11	Monte Carlo Simulations	Homework Exercises
	Paxton, P., Curran, P. J., Bollen, K. A., Kirby, J., & Chen, F. N. (2001). Monte Carlo experiments: Design and implementation. <i>Structural Equation Modeling-a Multidisciplinary Journal, 8</i> (2), 287-312.	Exercises
·	Muthen, L. K., & Muthen, B. O. (2002). How to use a Monte Carlo study to decide on sample size and determine power. <i>Structural Equation Modeling</i> , 9(4), 599-620.	
12	Article Critiques	Article Critiques
13	Online Discussions for Monte Carlo Simulations	
14	Face-to-Face Meeting, Wrap-Up	Monte Carlo Simulations
15	Final Exam	Final Exam

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#### Bibliography

Becker, T. E. (2005). Potential problems in the statistical control of variables in organizational research: A qualitative analysis with recommendations. *Organizational Research Methods*, 8(3), 274-289.

Evans, M. G. (1985). A Monte Carlo study of the effects of correlated method variance in moderated multiple regression analysis. *Organizational Behavior and Human Decision Processes*, *36*, 305-323.

Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, *6*(1), 155.

Kline, R. B. (2010). *Principles and practice of structural equation modeling (Fourth edition)*. New York: Guilford Press.

Loehlin, J. C. (1992). *Latent variable models: An introduction to factor, path, and structural analysis (Second edition)*. Hillsdale, N.: Lawrence Erlbaum Associates.

Olatunji, B. O., Williams, N. L., Tolin, D. F., Abramowitz, J. S., Sawchuk, C. N., Lohr, J. M., et al. (2007). The disgust scale: Item analysis, factor structure, and suggestions for refinement. *Psychological Assessment*, *19*(3), 281-297.

#### Stata and Regression

Acock, A. C. (2016). *A gentle introduction to Stata (Fifth edition)*. College Station, TX: Stata Press.

Baum, C. F. (2006). *An introduction to modern econometrics using Stata*. College Station, TX: Stata Press.

Cameron, A. C., & Trivedi, P. K. (2009). *Micro-econometrics using Stat*a. College Station, TX: Stata Press.

Long, J. S., & Freese, J. (2006). *Regression models for categorical dependent variables using Stata (Second edition)*. College Station, TX: StataCorp LP.

#### **SEM and Mplus**

Angrist, J. D., & Pischke, J.-S. (2008). *Mostly harmless econometrics: An empiricist's companion*. Princeton: Princeton University Press.

Angrist, J. D., & Pischke, J.-S. (2014). *Mastering 'metrics: The path from cause to effect*. Princeton: Princeton University Press. Bollen, K. A. (1989). *Structural equations with latent variables*. New York: John Wiley & Sons. Brown, T. A. (2006). *Confirmatory factor analysis for applied research*. New York: Guilford Press.

Byrne, B. M. (2012). *Structural equation modelling with Mplus*. New York: Routledge.

Duncan, T. E., Duncan, S. C., Stryker, L. A., Li, F., & Alpert, A. (1999). *An introduction to latent variable growth curve modeling: Concepts, issues, and applications*. Mahwah, NJ: Lawrence Erlbaum Associates.

Heck, R. H., & Thomas, S. L. (2000). *An introduction of multilevel modeling techniques*. Mahwah, NJ: Lawrence Erlbaum Associates.

Kline, R. B. (2015). *Principles and practice of structural equation modeling (Fourth edition)*. New York: Guilford Press.

Loehlin, J. C. (1992). *Latent variable models: An introduction to factor, path, and structural analysis*. Hillsdale, NJ: Lawrence Erlbaum.

Maruyama, G. M. (1998). *Basics of structural equation modeling*. Thousand Oaks, CA: Sage Publications.

Muthén, L. K., & Muthén, B. O. (2010). *Mplus user's guide (Sixth edition)*. Los Angeles, CA: Muthén & Muthén.

Muthén, B., Muthén, L. K., & Asparouhov, T. 2016. *Regression and mediation analysis using Mplus*. Los Angeles, CA: Muthén & Muthén.

Stock, J. H., & Watson, M. W. (2007). *Introduction to econometrics (Second edition)*. Boston: Pearson Addison Wesley.

Wooldridge, J. M. (2013). *Introductory econometrics: A modern approach (Fifth edition)*. Mason, OH: South-Western Cengage Learning.

### Endogeneity

Antonakis, J., Bendahan, S., Jacquart, P., & Lalive, R. (2010). On making causal claims: A review and recommendations. *The Leadership Quarterly, 21*(6). 1086-1120. Read pages 1086-1092 (up to section 3.1.1); Section 3.3, 3.4.

### **Regression Models in Stata**

Lee, Y. T., & Antonakis, J. (2014). When preference is not satisfied but the individual is: How power distance affects person-job fit. Journal of Management, 40(3), 641-675. (Scan this to see what can easily be done with Stata with respect to testing pretty much anything; see supplementary notes for more information if you need to test response surfaces).

Shanock, L. R., Baran, B. E., Gentry, W. A., Pattison, S. C., & Heggestad, E. D. (2010). Polynomial regression with response surface analysis: A powerful approach for examining moderation and overcoming limitations of difference scores. *Journal of Business and Psychology*, 25(4), 543-554.

## Two-Stage Equation Models in Stata

Bascle, G. (2008). Controlling for endogeneity with instrumental variables in strategic management research. *Strategic Organization*, 6(3), 285-327.

Duncan, G. J., Magnusson, K. A., & Ludwig, J. (2004). The Endogeneity Problem in Developmental Studies. *Research in Human Development*, 1(1&2), 59-80.

Gennetian, L. A., Magnuson, K., & Morris, P. A. (2008). From statistical associations to causation: What developmentalists can learn from instrumental variables techniques coupled with experimental data. *Developmental Psychology*, 44(2), 381-394.

Hamilton, B. H., & Nickerson, J. A. (2003). Correcting for endogeneity in strategic management research. *Strategic Organization*, 1(1), 51-78.

Larcker, D. F., & Rusticus, T. O. (2010). On the use of instrumental variables in accounting research. *Journal of Accounting and Economics*, 49(3), 186-205.

## **Confirmatory Factor Analysis and Advanced Topics**

Fiori, M., & Antonakis, J. (2011). The ability model of emotional intelligence: Searching for valid measures. Personality and *Individual Differences*, *50*(3), 329-334.

Lee, Y. T., Stettler, A., & Antonakis, J. (2011). Incremental validity and indirect effect of ethical development on work performance. *Personality and Individual Differences*, *50*(7), 1110-1115.

## Advanced Path and SEM Models with Latent Variables

Bollen, K. A. (1995). Structural equation models that are nonlinear in latent variables: A least-squares estimator. *Sociological Methodology*, *25*, 223-252.

Vandenberg, R. J., & Lance, C. E. (2000). A review and synthesis of the measurement invariance literature: Suggestions, practices, and recommendations for organizational research. *Organizational Research Methods*, *3*(1), 4-70.

## Panel Data, SEM Style

Enders, C. K. & Tofighi, D. (2007). Centering predictor variables in cross-sectional multilevel models: A new look at an old issue. *Psychological Methods*, *12*(2): 121-138.

Hofmann, D. A. (1997). An overview of the logic and rationale of hierarchical linear models. *Journal of Management, 23*(6), 723-744. (this article will give you an idea of how the terminology is used in management research. However, there are some important limitations in this article with respect to not discussing distinctions between fixed- and random-effects models and how to examine the assumptions of the estimators).

Practical example: Bendahan, S., Zehnder, C., Pralong, F. P., & Antonakis, J. (2015). Leader corruption depends on power and testosterone. *The Leadership Quarterly*, *26*, 101-122. (See Study 2 regarding how a SEM growth curve analysis was used in the context of an experiment)

### Monte Carlo Simulations

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