

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.
3. 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

Alpha Designator/Number: DBA 713 ☒ Graded ☐ CR/NC

Contact Person: Dr. Nancy Lankton

Phone: 696-2656

NEW COURSE DATA:

New Course Title: Quantitative Methods III: Advanced Business Statistics

Alpha Designator/Number: DBA 713

Title Abbreviation: Bus Quant III

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course extends the basic linear model frameworks learned in DBA 711 and 712 to non-linear regressions and non-parametric statistical tools and data-driven techniques.

Co-requisite(s): None

First Term to be Offered: Fall 2021

Prerequisite(s): Permission of the DBA Program Director

Credit 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 Nancy Lankton Date 7/13/19

Registrar Song D. C. G. 520101 Date 10/14/19

College Curriculum Chair [Signature] Date 19 Nov 19

Graduate Council Chair Lauri Howard Date 2-1-2020

Request for Graduate Course Addition - Page 2

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 713

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. 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

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. Differentiate parametric and non-parametric methods;
2. Differentiate linear and non-linear regressions;
3. Use appropriate statistical methods to solve real business problems; and
4. Use effectively a statistical software like R or SPSS.

Request for Graduate Course Addition - Page 3

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

Week 1: Face-to-Face Meeting and Introduction
Week 2: Comparing Group Means
Week 3: The Power of ANOVA Tests
Week 4: Two-Way Analysis of Variance
Week 5: Inference on Two-Way Analysis of Variance
Week 6: Introduction to Non-Parametric Tests and The Wilcoxon Rank Sum Test
Week 7: The Wilcoxon Sign Rank Test
Week 8: The Kruskal-Wallis Test
Week 9: Applications of Non-Parametric Tests
Week 10: Introduction to Non-Linear Regression
Week 11: Applications of Non-Linear Regression
Week 12: Logistic Regression Model
Week 13: Inference and Applications of Logistic Regression
Week 14: Face-to-Face Meeting and Wrap-Up
Week 15: Research Paper Due

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

- Lee, C. F., Lee, J. C., & Lee, A. C. (1999). *Statistics for Business and Financial Economics, Second edition*, Pricewaterhouse Coopers, Ltd.
- Moore, M. (2011). *The Practice of Statistics for Business and Economics, Third Edition*. Freeman and Company.

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

Online lectures and discussions, problem sets, and two face-to-face meetings

Request for Graduate Course Addition - Page 4

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

Problem Sets

Online Discussion

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 7

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 713: Quantitative Methods III: Advanced Business Statistics

Catalog Description: This course extends the basic linear model frameworks learned in DBA 711 and 712 to non-linear regressions and non-parametric statistical tools and data-driven techniques.

Prerequisites: Permission of the DBA Program Director

First Term Offered: Fall 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 Administration (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 <akinsete@marshall.edu>

Cc: Mukherjee, Avinandan <mukherjeea@marshall.edu>

Subject: DBA Non-Duplication of Courses

Dear Professor Alfred Akinsete:

We are in the process of adding a new Doctor of Business Administration (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 713 Quantitative Methods III: Advanced Business Statistics

Course Description

This course extends the basic linear model frameworks learned in DBA 711 and 712 to non-linear regressions and non-parametric statistical tools and data-driven techniques.

Credits

3 credits 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 <https://www.marshall.edu/muonline/>.

This course should be completed in one term.

Academic Calendar

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

Lee, C. F., Lee, J. C., & Lee, A. C. (1999). *Statistics for Business and Financial Economics, Second edition*. Pricewaterhouse Coopers, Ltd.

Recommended/Optional Texts and Materials

Moore, M. (2011). *The Practice of Statistics for Business and Economics, Third Edition*. Freeman and Company.

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 Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/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.
- Adobe Acrobat Reader 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:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (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 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 sign tests, bootstrapping, one-way or two-way layout problems, data selection, missing data, and multiple imputation.

Course Objectives/Outcomes

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

1. Differentiate parametric and non-parametric methods;
2. Differentiate linear and non-linear regressions;
3. Use appropriate statistical methods to solve real business problems; and
4. Use effectively a statistical software like R or SPSS.

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 differentiate parametric and non-parametric methods.	Problem sets, online discussions	Research paper
Students will be able to differentiate linear and non-linear regressions.	Problem sets, online discussions	Research paper
Students will be able to use appropriate statistical methods to solve real business problems.	Problem sets, online discussions	Research paper
Students will be able to use effectively a statistical software like R or SPSS.	Problem sets, online discussions	Research paper

Course Structure

This course is organized into chapters presented in folders in Blackboard. The first chapter reviews the one-way analysis of variance (ANOVA) that introduces the

course. The second chapter discusses the two-way ANOVA. In the third chapter, we discuss and present the nonparametric tests and the fourth chapter covers the nonlinear regression analysis. The last chapter presents the logistic regression model.

Course Requirements/Due Dates

Problem Sets: At the beginning of each chapter, except for chapters 1 and 2, I will assign questions that provide students with the practice necessary to gain mastery of new skills that you have introduced in class. Generally, each problem set will be problem solving with two halves of questions: part I includes "basic," single-step questions and part II includes "applied," multi-step questions using a SPSS software. For the multi-step questions, every student has to attach all his/her results' output. All problem sets must be typed. A no-typed problem set will not be graded. The deadline is indicated at the end of this syllabus.

Online Discussion Forum: If you have a general question, about the material in the text, or require a clarification regarding homework, please post it under the Discussion Board on blackboard. Please do not send an email about your question. Be sure to search the forum to see if your question has already been asked and if not, then go ahead and post it. I strongly encourage you to try to answer each other's questions. I will monitor the discussion forum and will always read each question and the respective answers to ensure correctness and accuracy.

Research Paper: This will be an independent applied statistical analysis project that uses one or more of the statistical techniques covered in this course. This project is an important part of the overall course as it is designed to replicate the applications of statistics in the real world. Students are to select topics that are of interest to them. The project has to be quantitative in nature. Everyone will be allowed to choose a topic. The length of the paper should be about 10 pages (no less than 5 and no more than 12 pages) of double-spaced text. Margins should be 1 inch on all sides, the required font is Times New Roman, and the required font size is 12. There are several deadlines to help facilitate the completion of this assignment. Each deadline is graded (See the grade book for details). However, the final draft of the paper will be due by the end of the semester (a date will be determined). The report should include:

- Introduction: The motivation for studying this problem and the objectives
- A description of the data
- Model: Describe the methodology
- Empirical Results: Summary of the computer output (summarize the regression output into tables) and Discussion of the major findings and analysis of the results
- Conclusion

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

60% Problem Set (4 x 15%)

10% Online Discussion (4 x 2%)

30% Research Paper (1 x 30%)

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 [MU Academic Affairs: University Policies](#) (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 [MU Academic Affairs: University Policies](#) 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 Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

Course Schedule

Week	Topic	Assignments Due
1	Face-to-Face Meeting, Introduction	
2	Comparing Group Means	
3	The Power of ANOVA Tests	
4	Two-way Analysis of Variance	
5	Inference on Two-Way Analysis of Variance	Discussion 1 Problem Set I
6	Introduction to Non-Parametric Tests and the Wilcoxon Rank Sum Test	
7	The Wilcoxon Sign Rank Test	
8	The Kruskal-Wallis Test	
9	Applications of Non-Parametric Tests	Discussion 2 Problem Set 2
10	Introduction to Non-Linear Regression	
11	Applications of Non-Linear Regression	Discussion 3 Problem Set 3
12	Logistic Regression Model	
13	Inference and Applications of Logistic Regression	Discussion 4 Problem Set 4

Week	Topic	Assignments Due
14	Face-To-Face Meeting and Wrap-Up	
15	Research Paper	Research Paper

Bibliography

Aczel, A. D. (2012). *Complete Business Statistics*, Eighth edition. Wohl Publishing.

Burinskiene M., & Rudzkiene V. (2007). Application of logit regression models for the identification of market segments, *Journal of Business Economics and Management*, 8(4), 253-258.

DesJardins, S. L. (2001). A comment on interpreting odds-ratios when logistic regression coefficients are negative. *The Association for Institutional Research*, 81, 1-10.

Egboro F. O. (2015). The implications of parametric and non-parametric statistics in data analysis in marketing research. *International Journal of Humanities and Social Science*, 5(6), 74-83.

Gaither N., & Glorfeld, L. (1995). An evaluation of the use of tests of significance in organizational behavior research. *The Academy of Management Review*, 10(4), 787-793.

Gaito, J. (1980). Measurement scale and statistics: resurgence of an old misconception. *Psychological Bulletin*, 87, 564-567.

George, D., & Mallery, P. (2006). *SPSS for windows step by step: A simple guide and reference*, Sixth edition. Boston: Allyn and Bacon.

Harrell, F. E. (2001). *Regression modeling strategies: With applications to linear models, logistic regression, and survival analysis*. New York: Springer Science+Business Media, Inc.

Kataike, J., Kulaba, J., & Gellynck, X. (2015). What junior researchers must know before and after data collection: difference between parametric and nonparametric statistics. *International Journal of Science and Research*, 6(6), 653-658.

Kruskal, W. H., & Wallis, W. A. (1952). Use of ranks in one-criterion variance analysis. *Journal of the American Statistical Association*, 47(260). 583-621.

Lehmann E. L. (1975). *Nonparametrics: Statistical methods based on ranks*. San Francisco: Holden-Day.

Mann, H. B., & Whitney, D. R. (1947). On a test of whether one of two random variables is stochastically larger than the other. *Annals of Mathematical Statistics*, 18(1): 50-60.

Kloke, J., & McKean, J. W. (2015). *Nonparametric statistical Methods using R*. Boca Ratan, FL: CRC Press, Taylor & Francis Group.

Pearson, E. S. (1981). the test of significance for the correction coefficient. *Journal of the American Statistical Association*, 27, 128-134.

Mendenhall, W., & Sincich, T. T. (2012). *Second Course in Statistics: Regression Analysis, Seventh edition*. Pearson.

Sprent, P., & Smeeton, N. C. (2000). *Applied nonparametric statistical methods, Third edition*. New York: Chapman & Hall.

Stresak A. M., Zaman, Q., Marinell, G., Pfeiffer, K. P., & Ulmer, H. (2007). The use of statistics in medical research. A comparison of the New England. *Journal of Medicine and Nature of Medicine, the American Statistician*, 61(1), 47-55.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using Multivariate Statistics, Fifth edition*. Boston: Pearson Education.

Wurtz, K. A. (2008). A methodology for generating placement rules that utilizes logistic regression. *Journal of Applied Research in the Community College*, 16, 52-58.

Zheng, X. (2009). Testing heteroscedasticity in nonlinear and nonparametric regressions. *The Canadian Journal of Statistics*, 37(2), 282-300.

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.
3. 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

Alpha Designator/Number: DBA 714 ☒ Graded ☐ CR/NC

Contact Person: Dr. Nancy Lankton

Phone: 696-2656

NEW COURSE DATA:

New Course Title: Qualitative Methods in Business Research

Alpha Designator/Number: DBA 714

Title Abbreviation: Qual Methods
(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course introduces major qualitative approaches in business research including case study research, ethnography, narrative inquiry, discourse analysis, grounded theory, text analysis, and action research.

Co-requisite(s):

First Term to be Offered: Spring 2022

Prerequisite(s): Permission of the DBA Program Director

Credit 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 Nancy Lankton Date 7/13/19

Registrar [Signature] 520161 Date 10/14/19

College Curriculum Chair [Signature] Date 19 Nov 19

Graduate Council Chair [Signature] Date 2-1-2020

Request for Graduate Course Addition - Page 2

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 714

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. Ralph McKinney

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 the foundation of qualitative research;
2. Construct appropriate high-quality research projects;
3. Understand and management the data collection process; and
4. Communicate research findings in an appropriate forum.

Request for Graduate Course Addition - Page 3

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

Week 1: Face-to-Face Meeting and Introduction
Week 2: The Research Process
Week 3: Case Study Methodology
Week 4: Ethnography
Week 5: Narrative Inquiry
Week 6: Discourse Analysis
Week 7: Grounded Theory – Classic and *variants*
Week 8: Text Analysis
Week 9: Action Research
Week 10: Mixed Methods
Week 11: Writing
Week 12: Conducting Interviews
Week 13: Research Project Work
Week 14: Face-to-Face Meeting, Student Presentations
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 2 include:

- Allan, J. (1998). Perspectives on research in quality management. *Total Quality Management*, 9(4&5), S1-S5.
- Allen, M. J. (1995). *Introduction to psychological research*. Itasca, IL: F. E. Peacock Publishers, Inc.
- Chapman, G. B., & Johnson, E. J. (2002). *Incorporating the irrelevant: Anchors in judgments of belief and value*. In T. Gilovich, D. Griffin, & D. Kahneman (Eds.), *Heuristics and biases: The psychology of intuitive judgment* (pp. 120-138). Cambridge: Cambridge University Press.

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.)

Topic 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 7

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 714: Qualitative Methods in Business Research
Catalog Description: This course introduces major qualitative approaches in business research including case study research, ethnography, narrative inquiry, discourse analysis, grounded theory, text analysis, and action research.
Prerequisites: Permission of the DBA Program Director
First Term Offered: Spring 2022
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 Administration (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 <akinsete@marshall.edu>

Cc: Mukherjee, Avinandan <mukherjeea@marshall.edu>

Subject: DBA Non-Duplication of Courses

Dear Professor Alfred Akinsete:

We are in the process of adding a new Doctor of Business Administration (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 714: Qualitative Methods in Business Research

Course Description

This course introduces major qualitative approaches in business research including case study research, ethnography, narrative inquiry, discourse analysis, grounded theory, text analysis, and action research.

Credits

3 credit hours

Prerequisites

Permission of the DBA Program Director

Term/Year

Spring 2022

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 <https://www.marshall.edu/muonline/>.

This course should be completed in one term.

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (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 bibliography for required readings.

Recommended/Optional Texts and Materials

See bibliography for recommended readings.

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 Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/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.
- Adobe Acrobat Reader 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:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (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

The purpose of this course is to provide an overview of common qualitative research methodologies and to provide a basis on reporting research results using those methodologies.

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.

Course Objectives/Outcomes

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

1. Understand the foundation of qualitative research;
2. Construct appropriate high-quality research projects;
3. Understand and manage the data collection process; and
4. Communicate research findings in an appropriate forum.

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
Students will understand the foundation of qualitative research.	Students will engage in thoughtful discussions concerning various qualitative methodological approaches.	Discussion board posts.
Students will construct appropriate high-quality research projects.	Students will select a qualitative methodology and compose a written document focusing on the intended topic.	A methodological paper composed of ten or more pages.
Students will understand and manage the data collection process.	Students should be able to diagram a specific research process and incorporate such within the methodological paper.	Discussions, quizzes, and written documents.
Students will communicate research findings in an appropriate forum.	Students will incorporate appropriate subsections and concepts within the methodological paper.	Discussions, written documents, and formal presentations.

Course Structure

This is an information-based course centering on *Qualitative Methodologies* and specifically how these are applied in conducting research.

The course is organized into nine topic units within Blackboard. Each unit consists of several readings and assignments.

Course Requirements/Due Dates

Topic Assignments: Topic assignments will consist of self-reflective exercises, discussions, short-writing assignments, and online exercises. Discussions will be facilitated by learners and instructor.

Proposal and Research Paper: Students will choose a research topic using one of the qualitative methods studied. A research proposal no more than three pages is due during Week 8. Students must use the research process in Week 2 for the paper. More instructions on the research paper will be given in a separate document.

Please refer to table at the end for scheduled 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

63% Topic Assignments (10 X 7%)

37% 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 MU Academic Affairs: University Policies (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

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 Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

University Computing Services' Acceptable Use Policy

All learners are responsible for knowing this policy, which can be found on the web at <http://www.marshall.edu/ucs/CS/accptuse.asp>.

The Online Writing Center

As an MU learner, you are also entitled to individualized, one-on-one assistance from a tutor at The Writing Center in the English Department, which also provides tutoring online. They can help you with any step in the writing process, from invention to revision. The service is free. If you have access to campus and would like to use the on-campus service, you can do so by calling 304.696.6254.

For complete information on how to use the Online Writing Center, please see: http://www.marshall.edu/muonline/writing_center.

Course Schedule

Week	Topic/Required Readings	Due Date
1	Face-to-Face Meeting, Introduction Overview of Qualitative Research Researcher Biases and Objectivity Pitfalls and Obstacles of Research Framing Questions Basic overview of the Research Process (more details in Week 2)	
2	The Research Process*: 1) Selecting a research methodology; 2) Generating research questions; 3) Sources of Data with special attention to participant and human subjects; 4) Data Collection & Documentation; 5) Data Analysis; 6) Writing up results; and 7) Research Reflection (self-reflection). Face-to-Face <i>*can vary according to methodology</i>	
3	Case Study Methodology	Topic Assignment 1
4	Ethnography	Topic Assignment 2
5	Narrative Inquiry	Topic Assignment 3
6	Discourse Analysis	Topic Assignment 4
7	Grounded Theory – Classic and <i>variants</i>	Topic Assignment 5
8	Text Analysis	Topic Assignment 6
9	Action Research	Topic Assignment 7
10	Mixed Methods	Topic Assignment 8

Week	Topic/Required Readings	Due Date
11	Writing 1) Language: The importance of word choice; Active Voice; Objective and Positive Framing; 2) Types of Formal Research Outputs: Academic writing; Grant writing; Expert Opinion & Consultation; Project.	
12	Conducting Interviews	Topic Assignment 9
13	Research Project Work	
14	Face-to-Face Meeting, Student Presentations	
15	Submission of Research Project	Research Project

Bibliography

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Overview of Qualitative Research

Allan, J. (1998). Perspectives on research in quality management. *Total Quality Management*, 9(4/5), S1-S5.

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Eisenhardt, K. M. (1991). Better stories and better constructs: The case for rigor and comparative logic. *Academy of Management Review*, 16(3), 620-627.

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Stake, R. E. (2005). Qualitative case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research (Third Edition)*, (pp. 443-466). London: Sage Publications, Ltd.

Yin, R. K. (1994). *Case study research: Design and methods (Second Edition)*. (Volume 5 in the *Applied Social Research Methods Series*). London: Sage Publications, Ltd.

Ethnography

Golden-Biddle, K., & Locke, K. (1993). Appealing work: An investigation of how ethnographic texts convince. *Organization Science*, 4(4), 595-616.

LeCompte, M. D., & Schensul, J. J. (1999). *Analyzing & interpreting ethnographic data (Volume 5 of Ethnographer's toolkit)*. Oxford: AltaMira Press.

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Peregrine, P. N., Ember, C. R., & Ember, M. (1998). *Cultural anthropology: An interdiction using ExplorIt*. Bellevue, WA: MicroCase Corporation.

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Narrative Inquiry

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Discourse Analysis

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Text & Language Analysis

Altheide, D., Coyle, M., DeVriese, K., & Schneider, C. (2008). Emergent qualitative document analysis. In S. N. Hesse-Biber & P. Leavy (Eds.), *Handbook of emergent methods* (pp. 127-151). London: The Guilford Press.

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Action Research

Eden C. & Huxham, C. (1996). Action research for management research. *British Journal of Management*, 7, 75-86.

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Mixed Methods

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Conducting Interviews

Fontana, A., & Frey, J. H. (1998). Interviewing: The art of science. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 47-78). London: Sage Publications Ltd.

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Turner, R., & Nicholson, S. (2011). Reasons selectors give for accepting and rejecting medical applicants before interview. *Medical Education*, 43, 298-307.

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.
3. 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

Alpha Designator/Number: DBA 720 ☒ Graded ☐ CR/NC

Contact Person: Dr. Nancy Lankton

Phone: 696-2656

NEW COURSE DATA:

New Course Title: Research Seminar in Managerial Accounting

Alpha Designator/Number: DBA 720

Title Abbreviation: Res Sem in Man Acct
(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course includes a study of managerial accounting research topics and methods. Students will review and critically analyze research articles on budgeting, performance measures, enterprise risk management, innovations, and methodologies.

Co-requisite(s): None

First Term to be Offered: Spring 2021

Prerequisite(s): Permission of the DBA Director

Credit 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 Nancy Lankton Date 11/13/19

Registrar Song HCG 520101 Date 11/14/19

College Curriculum Chair [Signature] Date 19 NOV 19

Graduate Council Chair Lou Howard Date 2-1-2020

Request for Graduate Course Addition - Page 2

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 720

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. Marie Archambault

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. Recognize, understand, and discuss management accounting research;
2. Critically evaluate the contributions made by management accounting research;
3. Articulate important research ideas and position their significance within streams of management accounting research; and
4. Research and present applied management accounting research.

Request for Graduate Course Addition - Page 3

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

Week 1: Face-to-Face Meeting and Introduction
Week 2: Applications of Managerial Accounting Research
Week 3: Target Setting
Week 4: Subjectivity in Performance Measures
Week 5: Designing Management Control Systems
Week 6: Performance Management Systems
Week 7: Performance Measurement and Firm Performance
Week 8: Budgeting
Week 9: Cost Allocation Methods
Week 10: Enterprise Risk Management
Week 11: Management Accounting and Innovations
Week 12: Methodological Issues
Week 13: Management Accounting Education Research
Week 14: Face-to-Face Meeting and Mini-Project Research Paper Presentation
Week 15: Final Mini-Project 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:

- Guffey, D. M., & Harp, N. L. (2017). A content and citation analysis of the first 25 years. *Journal of Management Accounting Research*, 29(3), 93-110.
- Shields, M. D. (2018). A perspective on management accounting research. *Journal of Management Accounting Research*, 30(3), 1-11.
- Salterio, S. E. (2015). Barriers to knowledge creation in management accounting research. *Journal of Management Accounting Research*, 27(1), 151-170.

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

Mini-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 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 720: Research Seminar in Managerial Accounting

Catalog Description: This course includes a study of managerial accounting research topics and methods. Students will review and critically analyze research articles on budgeting, performance measures, enterprise risk management, innovations, and methodologies.

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 720: Research Seminar in Managerial Accounting

Course Description

This course includes a study of managerial accounting research topics and methods. Students will review and critically analyze research articles on budgeting, performance measures, enterprise risk management, innovations, and methodologies.

Credits

3 credit hours

Prerequisites

Permission of the DBA Program Director

Term/Year

Spring 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
<https://www.marshall.edu/muonline/>.

Academic Calendar

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

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 Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/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.
- Adobe Acrobat Reader 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 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:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (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

The purpose of this course is to provide a survey of recent research in management accounting. It introduces a significant number of the research questions, theories, and methods in empirical research in management accounting.

Course Objectives/Outcomes

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

1. Recognize, understand, and discuss management accounting research;
2. Evaluate the contributions made by management accounting research;
3. Articulate important research ideas and position their significance within streams of management accounting research; and
4. Research and present applied management accounting research.

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 management accounting research.	Readings, class discussions	Mini-project
Students will be able to evaluate the contributions made by management accounting research.	Readings, class discussions	Mini-project
Students will be able to articulate important research ideas and position their significance within streams of management accounting research.	Readings, class discussions, guest speakers	Mini-project

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 research and present applied management accounting research.	Readings, practice presentations	Mini-project, presentation

Course Structure

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

Course Requirements/Due Dates

The course requirements are as follows:

Class Discussions: Each week, we will focus our discussion on four papers. For each assigned paper, one student will serve as the *discussant* and prepare a 4- to 5-page written summary. This student will begin class discussion by summarizing the paper and placing it in context. A copy of the summary will be given by the discussant to all the students and the instructor via the discussion board. The written summary will include the following:

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

All other students are also expected to read the assigned papers carefully and to participate in the discussion. Each student (other than the discussant) 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 to the discussant and instructor via the discussion board. The discussant should try to respond to the question or comment to the best of his/her ability.

Mini-Project: 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 mini-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, and sample. (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

35% Discussion of required readings

65% Mini-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 MU Academic Affairs: University Policies. (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

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 Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

Course Schedule

Week	Topic/Readings	Assignments Due
1	Face-to-Face Meeting, Introduction Guffey, D. M., & Harp, N. L. (2017). A content and citation analysis of the first 25 years. <i>Journal of Management Accounting Research</i> , 29(3), 93-110. Salterio, S. E. (2015). Barriers to knowledge creation in management accounting research. <i>Journal of Management Accounting Research</i> , 27(1), 151-170. Shields, M. D. (2018). A perspective on management accounting research. <i>Journal of Management Accounting Research</i> , 30(3), 1-11.	Sign up for Discussant Summary Articles Discussion

Week	Topic/Readings	Assignments Due
2	<p>Applications of Managerial Accounting Research</p> <p>Baldvinsdottira, G., Mitchell, F., & Nørreklit, H., (2010). Issues in the relationship between theory and practice in management accounting. <i>Management Accounting Research</i>, 21, 79-82.</p> <p>Herschung, F., Mahlendorf, M. D., & Weber, J. (2018). Mapping quantitative management accounting research 2002–2012. <i>Journal of Management Accounting Research</i>, 30(1), 73-141.</p> <p>Hopper, T., & Bui, B. (2016). Has management accounting research been critical? <i>Management Accounting Research</i>, 31, 10-30.</p>	<p>Discussant Summary</p> <p>Discussion</p>
3	<p>Target Setting</p> <p>Feichter, C., Grabner, I., & Moers, F. (2018). Target setting in multi-divisional firms: state of the art and avenues for future research. <i>Journal of Management Accounting Research</i>, 30(3), 29-54.</p> <p>Fisher, J. G. Pfeffer, S. A. Sprinkle, G. B., & Williamson, M. G. (2018). Performance target levels and effort: reciprocity across single- and repeated-interaction settings. <i>Journal of Management Accounting Research</i>, 27(2), 145-164.</p> <p>Matějka, M. (2018). target setting in multi-divisional organizations. <i>Journal of Management Accounting Research</i>, 30(3), 13-27.</p> <p>Merchant, K. A. Stringer, C., & Shantapriyan, P. (2018). Setting financial performance thresholds, targets, and maximums in bonus plans. <i>Journal of Management Accounting Research</i>, 30(3), 55-73.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Readings	Assignments Due
4	<p>Subjectivity in Performance Measures</p> <p>Chen, X., Matsumura, E. M., Shin, J. Y., & Wu, S. Y. C. (2015). The effect of competition intensity and competition type on the use of customer satisfaction measures in executive annual bonus contracts. <i>Accounting Review</i>, 90(1), 229-263.</p> <p>Aranda, C., Arellano, J., & Davila, A. (2019). Subjective bonuses and target setting in budget-based incentive contracts. <i>Management Accounting Research</i>, 43, 45-60.</p> <p>Wu, M. G. H. (2019). Optimal risk trade-off in relative performance evaluation. <i>Journal of Management Accounting Research</i>, 31(1), 247-259.</p> <p>Kaplan, S. E., Petersen, M. J., & Samuels, J. A. (2018). Further evidence on the negativity bias in performance evaluation: when does the evaluator's perspective matter? <i>Journal of Management Accounting Research</i>, 30(1), 169-184.</p>	<p>Discussant Summary</p> <p>Discussion</p>
5	<p>Designing Management Control Systems</p> <p>Ditillo, A. (2012). Designing management control systems to foster knowledge transfer in knowledge-intensive firms: A network-based approach. <i>European Accounting Review</i>, 21(3), 425-450.</p> <p>Okwir, S., Nudurupati, S. S., Ginieis, M., & Angelis, J. (2018). Performance measurement and management systems: A perspective from complexity theory. <i>International Journal of Management Reviews</i>, 20(3), 731-754.</p> <p>Schermann, M., Wiesche, M., & Krcmar, H. (2012). The role of information systems in supporting exploitative and exploratory management control activities. <i>Journal of Management Accounting Research</i>, 24(1), p31-59.</p> <p>Ströbele, A., & Wentges, P. (2018). The role of organizational social capital in the design of management control systems. <i>Journal of Management Accounting Research</i>, 30(2), 187-205.</p>	<p>Discussant Summary</p> <p>Discussion</p> <p>Mini-Project Ideas</p>

Week	Topic/Readings	Assignments Due
6	<p>Performance Management Systems</p> <p>Coram, P. J., & Robinson, M. J. (2017). Professionalism and performance incentives in accounting firms. <i>Accounting Horizons</i>, 31(1), 103-123.</p> <p>Guenther, T., W., & Heinicke, A. (2019). Relationships among types of use, levels of sophistication, and organizational outcomes of performance measurement systems: The crucial role of design choices. <i>Management Accounting Research</i>, 42, 1-25.</p> <p>López, O. L., & Hiebl, M. R. W. (2015). Management accounting in small and medium-sized enterprises: Current knowledge and avenues for further research. <i>Journal of Management Accounting Research</i>, 27(1), 81-119.</p> <p>Malina, M. A., & Selto, F. H. (2015). Behavioral economic nudges and performance measurement models. <i>Journal of Management Accounting Research</i>, 27(1), 27-45.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Readings	Assignments Due
7	<p>Performance Measurement and Firm Performance</p> <p>Bouwens, J., Hofmann, C., & Van Lent, L. (2018). Performance measures and intra-firm spillovers: theory and evidence. <i>Journal of Management Accounting Research</i>, 30(3), 117-144.</p> <p>Gratton, J., Lillis, A. M., & Widener, S. K. (2010). the role of performance measurement and evaluation in building organizational capabilities and performance. <i>Accounting, Organizations and Society</i>, 35(7), 689-706.</p> <p>Humphreys, K. A., Gary, M. S., & Trotman, K. T. (2016). Dynamic decision making using the balanced scorecard framework. <i>Accounting Review</i>, 91(5), 1441-1465.</p> <p>Ikäheimo, S., Kallunki, J.-P., Moilanen, S., & Schiehl, E. (2018). Do white-collar employee incentives improve firm profitability? <i>Journal of Management Accounting Research</i>, 30(3), 95-115.</p> <p>Knauer, T., Silge, L., & Sommer, F. (2018). The shareholder value effects of using value-based performance measures: Evidence from acquisitions and divestments. <i>Management Accounting Research</i>, 41, 43-61.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Readings	Assignments Due
8	<p>Budgeting</p> <p>Blay, A., Douthit, J., & Fulmer, B. (2019). Why don't people lie? Negative affect intensity and preferences for honesty in budgetary reporting. <i>Management Accounting Research</i>, 42, 56-65.</p> <p>Cools, M., Stouthuysen, K., & Van den Abbeele, A. (2017). Management control for stimulating different types of creativity: The role of budgets. <i>Journal of Management Accounting Research</i>, 29(3), 1-21.</p> <p>Fisher, J. G., Mitchell, W. T., Pfeffer, S. A., & Webb, R. A. (2019). Inequity aversion, incentives, and personal norms: The effects on budget preparation and use. <i>Journal of Management Accounting Research</i>, 31(1), 105-128.</p> <p>Kenno, S. A., Lau, M. C., & Sainty, B. J. (2018). In search of a theory of budgeting: A literature review. <i>Accounting Perspectives</i>, 17(4), 507-553.</p>	<p>Discussant Summary</p> <p>Discussion</p>
9	<p>Cost Allocation Methods</p> <p>Arya, A., Glover, J. C., & Mittendorf, B. (2017). The effects of joint cost allocation on intra-firm trade: A comparison of insulating and non-insulating approaches. <i>Journal of Management Accounting Research</i>, 29(2), 1-10.</p> <p>Banker, R. D., Byzalov, D., Fang, S., & Liang, Y. (2018). Cost management research. <i>Journal of Management Accounting Research</i>, 30(3), 187-209.</p> <p>Hall, C. M., & Lusch, S. J. (2018). strategic cost shifting and state tax minimization. <i>Journal of Management Accounting Research</i>, 30(1), 55-72.</p> <p>Pillai, A. K. (2008). A review of literature on behavioral cost allocation with recommendations for future research. <i>Journal of Behavioral Finance</i>, 5(3), 40-53.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Readings	Assignments Due
10	<p>Enterprise Risk Management</p> <p>Balakrishnan, R., Matsumura, E. M., & Ramamoorti, S. (2019). Finding common ground: COSO's control frameworks and the levers of control. <i>Journal of Management Accounting Research</i>, 31(1), 63-83.</p> <p>Braumann, E. C. (2018). Analyzing the role of risk awareness in enterprise risk management. <i>Journal of Management Accounting Research</i>, 30(2), 241-268.</p> <p>Olayinka, E., Emoarehi, E., Jonah, A., & Ame, J. (2017). Enterprise risk management and financial performance: Evidence from emerging market. <i>International Journal of Management, Accounting & Economics</i>, 4(9), 937-952.</p> <p>Tekathen, M., & Dechow, N. (2013). Enterprise risk management and continuous re-alignment in the pursuit of accountability: A German case. <i>Management Accounting Research</i>, 24(2), 100-121.</p>	<p>Discussant Summary</p> <p>Discussion</p> <p>Mini-Project Status Meetings</p>

Week	Topic/Readings	Assignments Due
11	<p>Management Accounting and Innovations</p> <p>Bedford, D. S. (2015). Management control systems across different modes of innovation: Implications for firm performance. <i>Management Accounting Research</i>, 28, 12-30.</p> <p>Berhausen, N. P., & Thrane, S. (2018). Control and coordination of design-driven innovation processes: Case Evidence from the automotive industry. <i>Journal of Management Accounting Research</i>, 30(3), 75-94.</p> <p>Grabner, I., Posch, A., & Wabnegg, M. (2018). Materializing innovation capability: A management control perspective. <i>Journal of Management Accounting Research</i>, 30(2), 163-185.</p> <p>Janka, M., & Guenther, T. W. (2018). Management control of new product development and perceived environmental uncertainty: Exploring heterogeneity using a finite mixture approach. <i>Journal of Management Accounting Research</i>, 30(2), 131-161.</p> <p>Laing, G. K. (2018). Seismic measurement of management accounting innovations: Using the scale of innovation intensity. <i>Management Accounting Frontiers</i>, 1, 3-14.</p>	<p>Discussant Summary</p> <p>Discussion</p>
12	<p>Methodological Issues</p> <p>Alsharari, N. M., & Al-Shboul, M. (2019). Evaluating qualitative research in management accounting using the criteria of "convincingness". <i>Pacific Accounting Review</i>, 31(1), 43-62.</p> <p>Hiebl, M. R. W., & Richter, J. F. (2018). Response rates in management accounting survey research. <i>Journal of Management Accounting Research</i>, 30(2), 59-79.</p> <p>Murray L. R. (2018). Construct clarity in management accounting. <i>Accounting Perspectives</i>, 17(4), 555-587.</p> <p>Speklé, R. F., & Widener, S. K. (2018). Challenging issues in survey research: Discussion and suggestions. <i>Journal of Management Accounting Research</i>, 30(2), 3-21.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Readings	Assignments Due
13	<p>Management Accounting Education Research</p> <p>Curtis, S. M. (2017). Pathway to reform: Developing action research capacity in accounting education. <i>Issues in Accounting Education</i>, 32(3), 51-79.</p> <p>Holderness, D., Myers, N. M., Summers, S. L., & Wood, D. A. (2014). Accounting education research: Ranking institutions and individual scholars. <i>Issues in Accounting Education</i>, 29(1), 87-115.</p> <p>Sajay, S. 2018. A conceptual framework for teaching management accounting. <i>Journal of Accounting Education</i>, 44, 25-34.</p> <p>Tan, J., Satin, D. C., & Lubwama, C. W. K. (2013). A real-world business approach to teaching M.B.A. managerial accounting: Motivation, design, and implementation. <i>Issues in Accounting Education</i>, 28(2), 375-402.</p>	<p>Discussant Summary</p> <p>Discussion</p>
14	<p>Face to Face Meeting – Mini-Project Research Paper Presentation</p>	<p>Mini-Project Research Paper Presentation</p>
15	<p>Final Mini-Project Research Paper Due</p>	<p>Mini-Project Research Paper</p>

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Chenhall, R. H., Hall, M., & Smith D. (2010). Social capital and management control systems: A study of a non-government organization. *Accounting, Organizations and Society*, 35(8), 737-756.

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Core, J. E., Guay, W. R., & Verrecchia, R. E. (2003). Price versus non-price performance measures in optimal CEO compensation contracts. *The Accounting Review*, 78(4), 957-981.

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Davila, A., Foster, G., & Li, M. (2009). Reasons for management control systems adoption: Insights from product development systems choice by early-stage entrepreneurial companies. *Accounting, Organizations and Society*, 34(3/4), 322-347.

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Ferreira, A., & Otley, D. (2009). The design and use of performance management systems: An extended framework for analysis. *Management Accounting Research*, 20(4), 262-282.

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Frow, N., Marginson, D., & Ogden, S. (2010). Continuous budgeting: Reconciling budget flexibility with budgetary control. *Accounting, Organizations and Society*, 35(4), 444-461.

Gerdin, J., & Greve, J. (2004). Forms of contingency fit in management accounting research: A critical review. *Accounting, Organizations and Society*, 29, 303-326.

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Kelly, K. O. (2007). Feedback and incentives on nonfinancial value drivers: Effects on managerial decision making. *Contemporary Accounting Research*, 24(2), 523-556.

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Pizzini, M. (2010). Group-based compensation in professional service firms: An empirical analysis of medical group practices. *The Accounting Review*, 85(1), 343-380.

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Roman, F. J. (2009). An analysis of changes to a team-based incentive plan and its effects on productivity, product quality, and absenteeism. *Accounting, Organizations and Society*, 34(5), 589-620.

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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.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. 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

Alpha Designator/Number: DBA 721 ☒ Graded ☐ CR/NC

Contact Person: Dr. Nancy Lankton

Phone: 696-2656

NEW COURSE DATA:

New Course Title: Research Seminar in Auditing

Alpha Designator/Number: DBA 721

Title Abbreviation: Res Sem in Audit
(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Seminal and contemporary research articles on the audit environment, auditor decision making, auditor independence, the effects of auditing on the financial reporting process, and auditor fees will be introduced.

Co-requisite(s): None

First Term to be Offered: Summer 2021

Prerequisite(s): Permission of the DBA Program Director

Credit 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 Nancy Lankton Date 11/13/19

Registrar Sony D. L. C. J. 520101 Date 11/14/19

College Curriculum Chair [Signature] Date 19 NOV 19

Graduate Council Chair Lauri Howard Date 2-1-2020

Request for Graduate Course Addition - Page 2

College: College of Business

Dept/Division: NA

Alpha Designator/Number: ACC 721

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. Jeffrey Archambault

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. Recognize, understand, and discuss auditing research;
2. Critically evaluate the contributions made by auditing research;
3. Articulate important research ideas and position their significance within streams of auditing research; and
4. Research and present applied auditing research.

Request for Graduate Course Addition - Page 3

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

Week 1: Face-to-Face Meeting and Introduction
Week 2: Audit Quality
Week 3: PCAOB Inspections
Week 4: Continuous Audits
Week 5: Audit Practice Research
Week 6: Behavioral/Judgment Issues
Week 7: Internal Controls
Week 8: Audit Risk
Week 9: Analytic Methods in Audit
Week 10: Audit Evidence
Week 11: Audit Opinion
Week 12: Auditor Skepticism
Week 13: Materiality
Week 14: Face-to-Face Meeting – Mini-Project Research Paper Presentation
Week 15: Final Mini-Project 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:

- DeFond, M., & Zhang, J. (2014). A review of archival auditing research. *Journal of Accounting and Economics*, 58(2), 275-326.
- Simnett, R., & Trotman, K. T. (2018). Twenty-five-year overview of experimental auditing research: Trends and links to audit quality. *Behavioral Research in Accounting*, 30(2) 55-76.
- Stillwell & Elliott, (1985). A model for expanding the attest function. *Auditing: A Journal of Theory and Practice*, 66-78

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

Mini-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 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 721: Research Seminar in Auditing

Catalog Description: Seminal and contemporary research articles on the audit environment, auditor decision making, auditor independence, the effects of auditing on the financial reporting process, and auditor fees will be introduced.

Prerequisites: Permission of the DBA Program Director

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 721: Research Seminar in Auditing

Course Description

Seminal and contemporary research articles on the audit environment, auditor decision making, auditor independence, the effects of auditing on the financial reporting process, and auditor fees will be introduced.

Credits

3 credit hours

Prerequisites

Permission of the DBA Program Director

Term/Year

Summer 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 <https://www.marshall.edu/muonline/>.

This course should be completed in one term.

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (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 Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/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.
- Adobe Acrobat Reader 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:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (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

The purpose of this course is to provide a survey of recent empirical research in auditing. It introduces a significant number of the research questions, theories, and methods in auditing research.

Course Objectives/Outcomes

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

1. Recognize, understand, and discuss auditing research;
2. Critically evaluate the contributions made by auditing research;
3. Articulate important research ideas and position their significance within streams of auditing research; and
4. Research and present applied auditing research.

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 auditing research.	Readings, class discussions	Mini-project
Students will be able to critically evaluate the contributions made by auditing research.	Readings, class discussions	Mini-project
Students will be able to articulate important research ideas and position their significance within streams of auditing research.	Readings, class discussions, guest speakers	Mini-project

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 research and present applied auditing research.	Readings, practice presentations	Mini-project, presentation

Course Structure

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

Course Requirements/Due Dates

The course requirements are as follows:

Discussions of Required Readings: Each week, we will focus our discussion on four papers. For each assigned paper, one student will serve as the *discussant* and prepare a 4- to 5-page written summary. This student will begin class discussion by summarizing the paper and placing it in context. A copy of the summary will be given by the discussant to all the students and the instructor via the discussion board. The written summary will include the following:

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

All other students are also expected to read the assigned papers carefully and to participate in the discussion. Each student (except the discussant) 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 to the discussant and instructor via the discussion board. The discussant should try to respond to the question or comment to the best of his/her ability.

Mini-Project: 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 mini-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, and sample. (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

35% Discussion of Required Readings

65% Mini-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 MU Academic Affairs: University Policies. (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

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 Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

Course Schedule

Week	Topic/Readings	Assignments Due
1	<p>Face-to-Face Meeting, Introduction</p> <p>DeFond, M., & Zhang, J. (2014). A review of archival auditing research. <i>Journal of Accounting and Economics</i>, 58(2), 275-326.</p> <p>Simnett, R., & Trotman, K. T. (2018). Twenty-five-year overview of experimental auditing research: Trends and links to audit quality. <i>Behavioral Research in Accounting</i>, 30(2), 55-76.</p> <p>Stillwell, M. C., & Elliott, R. K. (1985). A model for expanding the attest function. <i>Auditing: A Journal of Theory and Practice</i>, 159(5), 66-78</p>	Discussion
2	<p>Audit Quality</p> <p>Eshleman, J. D., & Guo, P. (2014) Do Big 4 auditors provide higher audit quality after controlling for the endogenous choice of auditor? <i>Auditing: A Journal of Practice & Theory</i>, 33(4), 197-219.</p> <p>Knechel, W. R., Krishnan, G. V., Pevzner, M., Shefchik, L. B., & Velury, U. K. (2013). Audit Quality: Insights from the Academic Literature. <i>Auditing: A Journal of Practice & Theory</i>, 32(s1), 385-421.</p> <p>Schmidt, J., & Wilkins, M. S. (2013) Bringing darkness to light: The influence of auditor quality and audit committee expertise on the timeliness of financial statement restatement disclosures. <i>Auditing: A Journal of Practice & Theory</i>, 32(1), 221-244.</p> <p>Wright, A. M., & Wu, Y.-J. (2018). The impact of auditor task difficulty and audit quality indicators on jurors' assessments of audit quality. <i>Behavioral Research in Accounting</i>, 30(2), 109-125.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Readings	Assignments Due
3	<p>PCAOB Inspections</p> <p>Abernathya, J. L., Barnes, M., & Stefaniak, C. (2013), A summary of 10 Years of PCAOB research: What have we learned? <i>Journal of Accounting Literature</i>, 32, 30-60.</p> <p>Boland, C. M., Daugherty, B. E., & Dickins, D. (2019). Evidence of the relationship between PCAOB inspection outcomes and the use of structured audit technologies. <i>Auditing: A Journal of Practice & Theory</i>, 38(2), 57-77.</p> <p>Gipper, B., & Leuz, C., & Maffett, M. (2015). Public audit oversight and reporting credibility: Evidence from the PCAOB inspection regime. NBER Working Papers 21530, National Bureau of Economic Research, Inc.</p> <p>Tanyi, P., & Litt, B. (2017). The unintended consequences of the frequency of PCAOB inspection. <i>Journal of Business Finance & Accounting</i>, 44(1/2), 116-153.</p>	<p>Discussant Summary</p> <p>Discussion</p>
4	<p>Continuous Audits</p> <p>Alles, M., Brennan, G., Kogan, A., & Vasarhelyi, M. A., (2006). Continuous monitoring of business process controls: A pilot implementation of a continuous auditing system at Siemens. <i>International Journal of Accounting Information Systems</i>, 7(2), 137-161.</p> <p>Alles, M. G., Kogan, A., & Vasarhelyi, M. A. (2002). Feasibility and economics of continuous assurance, <i>Auditing: A Journal of Theory and Practice</i>, 21(1),125-138.</p> <p>Eulerich, M., & Kalinichenko, A. (2018). The current state and future directions of continuous auditing research: An analysis of the existing literature, <i>Journal of Information Systems</i>, 32(3), 31-51.</p> <p>Malaescu, I., & Sutton, S. G. (2015). The reliance of external auditors on internal audit's use of continuous audit. <i>Journal of Information Systems</i>, 26(1), 95-114.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Readings	Assignments Due
5	<p>Audit Practice Research</p> <p>Christensen, B. E., Elder, R. J., & Glover, S. M. (2014). Behind the numbers: Insights into large audit firm sampling policies. <i>Accounting Horizons</i>, 29(1), 61-81.</p> <p>Ettredge, M. L., Xu, Y., & Yi, H. S. (2014). Fair value measurements and audit fees: Evidence from the banking industry. <i>Auditing: A Journal of Practice & Theory</i>, 33(3), 33-58.</p> <p>Litt, B., Sharma, D. S., Simpson, T., & Tanyi, P. N. (2014). Audit partner rotation and financial reporting quality. <i>Auditing: A Journal of Practice & Theory</i>, 33(3), 59-86.</p>	<p>Discussant Summary</p> <p>Discussion</p> <p>Mini-Project Ideas</p>
6	<p>Behavioral/Judgment Issues</p> <p>Biggs, S. F., & Mock, T. J. (1983). An investigation of auditor decision processes in the evaluation of internal controls and audit scope decisions. <i>Journal of Accounting Research</i>, 21(1), 234-255.</p> <p>Griffith, E. E., Hammersley, J. S., Kadous, K., & Young, D. (2015). Auditor mindsets and audits of complex estimates. <i>Journal of Accounting Research</i>, 53(1), 49-77.</p> <p>Griffith, E. E., Nolder, C. J., & Petty, R. E. (2018). The elaboration likelihood model: A meta-theory for synthesizing auditor judgment and decision-making research. <i>Auditing: A Journal of Practice & Theory</i>, 37(4), 169-186.</p> <p>Nelson, M., & Tan, H. T. (2005). Judgment and decision making research in auditing: A task, person, and interpersonal interaction perspective. <i>Auditing: A Journal of Practice & Theory</i>, 24(s1), 41-71.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Readings	Assignments Due
7	<p>Internal Controls</p> <p>Graham, L., & Bedard, J. C. (2013). The influence of auditor and client section 404 processes on remediation of internal control deficiencies at all levels of severity. <i>Auditing: A Journal of Practice & Theory</i>, 32(4), 45-69.</p> <p>Kinney, W. R. (2000). Research opportunities in internal control quality and quality assurance. <i>Auditing: A Journal of Theory and Practice</i>, 19(s1), 83-90.</p> <p>Tan, H.-T., & Yu, Y. (2018). Management's responsibility acceptance, locus of breach, and investors' reactions to internal control reports. <i>The Accounting Review</i>, 93(6), 331-355.</p> <p>Caplan, D. H., Dutta, S. K., & Liu, A. Z. (2018). Are material weaknesses in internal controls associated with poor M&A decisions? Evidence from goodwill impairment. <i>Auditing: A Journal of Practice & Theory</i>. 37(4), 49-74.</p>	<p>Discussant Summary</p> <p>Discussion</p>
8	<p>Audit Risk</p> <p>Dennis, S. A., & Johnstone, K. M. (2016). A field survey of contemporary brainstorming practices. <i>Accounting Horizons</i>, 30(4), 449-472.</p> <p>Graham, L., Bedard, J. c., & Dutta, S. K. (2018). Managing group audit risk in a multicomponent audit setting. <i>Current Issues in Auditing</i>, 12(2), 1-6.</p> <p>Houghton, C. W., & Fogarty, J. A. (1991). Inherent risk. <i>Auditing: A Journal of Practice & Theory</i>, 10(1), 1-21.</p> <p>Jiambalvo, J., & Waller, W. (1984). Decomposition and assessments of audit risk. <i>Auditing: A Journal of Theory and Practice</i>, 3(2), 1-16.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Readings	Assignments Due
9	<p>Analytic Methods in Audit</p> <p>Applebaum, D., Kogan, A., & Vasarhelyi, M. A. (2018). Analytical procedures in external auditing: A comprehensive literature survey and framework for external audit analytics. <i>Journal of Accounting Literature</i>, 40, p83-101.</p> <p>Applebaum, D., Kogan, A., & Vasarhelyi, M. A. (2017). Big Data and audit analytics in the modern audit engagement: research needs. <i>Auditing: A Journal of Practice and Theory</i>, 36(4), 1-27.</p> <p>Glover, S. M., Prawitt, D. F., & Drake, M. S. (2014). Between a rock and a hard place: A path forward for using substantive analytical procedures in auditing large P&L accounts: Commentary and analysis. <i>Auditing: A Journal of Practice & Theory</i>, 34(3), 161-179.</p> <p>Kogan, A., Alles, M. G., Vasarhelyi, M. A., & Wu, J. (2014). Design and evaluation of a continuous data level auditing system. <i>Auditing: A Journal of Practice & Theory</i>, 33(4), 221-245.</p>	<p>Discussant Summary</p> <p>Discussion</p>
10	<p>Audit Evidence</p> <p>Backof, A. G. (2015). The impact of audit evidence documentation on jurors' negligence verdicts and damage awards. <i>The Accounting Review</i>, 90(6), 2177-2204.</p> <p>Bennett, G. B., & Hatfield, R. C. (2012). The effect of the social mismatch between staff auditors and client management on the collection of audit evidence. <i>The Accounting Review</i>, 88(1), 31-50.</p> <p>Guiral, A., Ruiz, E., & Rodgers, W. (2011). To what extent are auditors' attitudes toward the evidence influenced by the self-fulfilling prophecy? <i>Auditing: A Journal of Practice & Theory</i>, 30(1), 173-190.</p> <p>Yoon, K., Hoogduin, L., & Zhang, L. (2015). Big Data as complementary audit evidence. <i>Accounting Horizons</i>, 29(2), 431-438.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Readings	Assignments Due
11	<p>Audit Opinion</p> <p>Carson, E., Fargher, N. L., Geiger, M. A., Lennox, C. S., Raohunandan, K., & Willekens, M. (2013). Audit reporting for going-concern uncertainty: A research synthesis. <i>Auditing: A Journal of Practice & Theory</i>, 32(sp1), 353-384.</p> <p>Chung, H., Sonu, C. H., Zang, Y,m & Choi, J.-H. (2019). Opinion shopping to avoid a going concern audit opinion and subsequent audit quality. <i>Auditing: A Journal of Practice & Theory</i>, 38(2), 101-123.</p> <p>Mutchler, J. F., Hopwood, W., & McKeown, J. M. (1997). The influence of contrary information and mitigating factors on audit opinion decisions on bankrupt companies. <i>Journal of Accounting Research</i>, 35(2), 295-310.</p> <p>Myers, L. A., Schmidt, J., & Wilkins, M. (2014). An investigation of recent changes in going concern reporting decisions among Big N and non-Big N auditors. <i>Review of Quantitative Finance and Accounting</i>, 43(1), 155-172.</p>	<p>Discussant Summary</p> <p>Discussion</p> <p>Mini-Project Status Meetings</p>

Week	Topic/Readings	Assignments Due
12	<p>Auditor Skepticism</p> <p>Eutsler, J., Norris, A. E., Trompeter, G. M. (2018). A live simulation-based investigation: interactions with clients and their effect on audit judgment and professional skepticism. <i>Auditing: A Journal of Practice & Theory</i>, 37(3), 145-162.</p> <p>Favere-Marchesi, M., & Emby, C. (2018). The alumni effect and professional skepticism: An experimental investigation. <i>Accounting Horizons</i>, 32(1), 53-63.</p> <p>Harding, N., & Trotman, K. T. (2017). The effect of partner communications of fraud likelihood and skeptical orientation on auditors' professional skepticism. <i>Auditing: A Journal of Practice & Theory</i>, 36(2), 111-131.</p> <p>Hurtt, R. K., Brown-Liburd, H., Earley, C. E., & Krishnamoorthy, G. (2013). Research on auditor professional skepticism: literature synthesis and opportunities for future research. <i>Auditing: A Journal of Practice & Theory</i>, 32(s1), 45-97.</p>	<p>Discussant Summary</p> <p>Discussion</p>
13	<p>Materiality</p> <p>Legoria, J., Melendrez, K. d., and Reynolds, J. K. (2013). Qualitative audit materiality and earnings management. <i>Review of Accounting Studies</i>, 18(2), 414-442.</p> <p>Messier, W. F., Martinov-Bennie, N., & Ellifsen, A. (2005). A review and integration of empirical research on materiality: Two decades later. <i>Auditing: A Journal of Practice & Theory</i>, 24(2), 153-187.</p> <p>Bradley, B. G., & Hatfield, R. (2017). Do approaching deadlines influence auditors' materiality assessments? <i>Auditing: A Journal of Practice & Theory</i>. 36(4), 29-48.</p> <p>Moroney, R., & Trotman, K. T. (2016). Differences in Auditors' Materiality Assessments When Auditing Financial Statements and Sustainability Reports. <i>Contemporary Accounting Research</i>, 33(2), 551-575.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Readings	Assignments Due
14	Face-to-Face Meeting, Mini-Project Research Paper Presentation	Mini-Project Research Paper Presentation
15	Final Mini-Project Research Paper Due	Mini-Project Research Paper

Bibliography

Audit Quality

Asthana, S. C., & Boone, J. P. (2012). Abnormal Audit Fee and Audit Quality. *Auditing: A Journal of Practice & Theory*, 31(3), 1-22.

PCAOB Inspections

Song, H.-J., & Ye, Z. S. (2014). The impact of PCAOB reports containing audit deficiencies on non-U.S. audit firms: Initial evidence. *Current Issues in Auditing*, 8(1), A12-A25.

Continuous Audit

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Behavioral/Judgment Issues

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Krishnan, J. (2005). Audit committee quality and internal control: an empirical analysis. *The Accounting Review*, 80(2), 649-675.

Audit Risk

Boyle, D. M., DeZoort, F. T., & Hermanson, D. R. (2015). The effects of internal audit report type and reporting relationship on internal auditors' risk judgments. *Accounting Horizons*, 29(3), 695-718.

Fukukawa, H., & Mock, T. J. (2011). Audit risk assessments using belief versus probability. *Auditing: A Journal of Practice & Theory*, 30(1), 75-99.

Holt, D. L., & Morrow, P. C. (1992). Risk assessment judgments of auditors and bank lenders: A comparative analysis of conformance to Bayes' theorem. *Accounting Organizations & Society*, 17(6), 549-560.

Kannan, Y. H., Skantz, T. R., & Higgs, J. L. (2014). The impact of CEO and CFO equity incentives on audit scope and perceived risks as revealed through audit fees. *Auditing: A Journal of Practice & Theory*, 33(2), 111-139.

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Audit Evidence

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Hurtt, R. K., Brown-Liburd, H., Earley, C. E., & Krishnamoorthy, G. (2013). Research on auditor professional skepticism: literature synthesis and opportunities for future research. *Auditing: A Journal of Practice & Theory*, 32(s1), 45-97.

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Materiality

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Audit Practice

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Audit Committees

Brown-Liburd, H. L., & Wright, A. M. (2011). The effect of past client relationship and strength of the audit committee on auditor negotiations. *Auditing: A Journal of Practice & Theory*, 30(4), 51-69.

Cohen, J. R., Gaynor, L. M., Krishnamoorthy, g. & Wright, A. M. (2011). The impact on auditor judgments of CEO influence on audit committee independence. *Auditing: A Journal of Practice & Theory*, 30(4), 129-147.

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.
3. 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

Alpha Designator/Number: DBA 722 ☒ Graded ☐ CR/NC

Contact Person: Dr. Nancy Lankton

Phone: 696-2656

NEW COURSE DATA:

New Course Title: Research Seminar in Financial Accounting

Alpha Designator/Number: DBA 722

Title Abbreviation: Res Sem in Fin Acct
(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Students in this course will learn to critically analyze financial accounting research to identify potential areas for future study that can advance the current body of knowledge.

Co-requisite(s): None

First Term to be Offered: Fall 2021

Prerequisite(s): Permission of the DBA Program Director

Credit 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 Nancy Lankton Date 11/13/19

Registrar Song Gao 520101 Date 11/14/19

College Curriculum Chair [Signature] Date 19 NOV 19

Graduate Council Chair Ravi Kumar Date 2-1-2020

Request for Graduate Course Addition - Page 2

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 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. Marie Archambault, Dr. Jean Price, Dr. Mohammad Karim

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. Recognize, understand, and discuss financial accounting research;
2. Critically evaluate the contributions made by financial accounting research;
3. Articulate important research ideas and position their significance within streams of financial accounting research; and
4. Research and present applied financial accounting research.

Request for Graduate Course Addition - Page 3

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

Week 1: Face-to-Face Meeting and Introduction
Week 2: What is the Role of Accounting?
Week 3: Accruals and Earnings Quality
Week 4: Earnings Management and Non-GAAP Earnings
Week 5: Information Asymmetry and Liquidity
Week 6: Disclosure and Securities Regulation
Week 7: More Regulation Studies
Week 8: Contracting and Corporate Governance
Week 9: Global Capital Market Research: Cross-Listing, the Bonding Hypothesis, and IFRS
Week 10: Archival Auditing Research
Week 11: Intermediaries: Analysts and Media
Week 12: Credit Rating Agencies and Institutional Investors
Week 13: Educational Research in Financial Accounting
Week 14: Face-to-Face Meeting, Mini-Project Research Paper Presentation
Week 15: Final Mini-Project 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:

- Chow, C W., & Harrison, P. D. (2002). Identifying meaningful and significant topics for research and publication: A sharing of experiences and insights by influential accounting authors. *Journal of Accounting Education*, 20(3), 183-203.
- Davis, G. (2000). Writing the doctoral dissertation: a systematic approach. *Decision Line*, March, 19-20.
- Kinney, W. R. (1986). Empirical accounting research design for Ph. D students. *The Accounting Review*, 61, 338-350.

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

Mini-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 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 722: Research Seminar in Financial Accounting

Catalog Description: Students in this course will learn to critically analyze financial accounting research to identify potential areas for future study that can advance the current body of knowledge.

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 722: Research Seminar in Financial Accounting

Course Description

Students in this course will learn to critically analyze financial accounting research to identify potential areas for future study that can advance the current body of knowledge.

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 <https://www.marshall.edu/muonline/>.

This course should be completed in one term.

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (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 Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/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.
- Adobe Acrobat Reader 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:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (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

The purpose of this course is to provide a survey of recent research in management accounting. It introduces a significant number of the research questions, theories, and methods in empirical research in management accounting.

Course Objectives/Outcomes

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

1. Recognize, understand, and discuss financial accounting research;
2. Critically evaluate the contributions made by financial accounting research;
3. Articulate important research ideas and position their significance within streams of financial accounting research; and
4. Research and present applied financial accounting research.

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 financial accounting research.	Readings, class discussions	Mini-project
Students will be able to critically evaluate the contributions made by financial accounting research.	Readings, class discussions	Mini-project

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 financial accounting research.	Readings, class discussions, guest speakers	Mini-project
Students will be able to research and present applied financial accounting research.	Readings, practice presentations	Mini-project, presentation

Course Structure

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

Course Requirements/Due Dates

The course requirements are as follows:

Class Discussions: Each week, we will focus our discussion on four papers. For each assigned paper, one student will serve as the *discussant* and prepare a 4- to 5-page written summary. This student will begin class discussion by summarizing the paper and placing it in context. A copy of the summary will be given by the discussant to all the students and the instructor via the discussion board. The written summary will include the following:

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

All other students are also expected to read the assigned papers carefully and to participate in the discussion. Each student (excluding the discussant) 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 to the discussant and instructor via the discussion board. The discussant should try to respond to the question or comment to the best of his/her ability.

Mini-Project: 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 mini-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, and sample. (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

35% Discussion of Required Readings

65% Mini-Project

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 MU Academic Affairs: University Policies. (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

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 Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

Course Schedule

Week	Topic/Required Readings	Assignments Due
1	<p>Face-to-Face, Introduction</p> <p>Chow, C. W., & Harrison, P. D. (2002). Identifying meaningful and significant topics for research and publication: A sharing of experiences and insights by influential accounting authors. <i>Journal of Accounting Education</i>, 20(3), 183-203.</p> <p>Davis, G. (2000). Writing the doctoral dissertation: A systematic approach. <i>Decision Line</i>, March, 19-20.</p> <p>Kinney, W. R. (1986). Empirical accounting research design for Ph. D students. <i>The Accounting Review</i>, 61, 338-350.</p> <p>Roberts, H., 1970. Dissertations with Fewer Tears. http://schwert.ssb.rochester.edu/aec510/Harry_Roberts.pdf</p>	<p>Sign up for Discussant Summary</p> <p>Discussion</p>
2	<p>What is the Role of Accounting?</p> <p>Ball, R. (2008). What is the actual economic role of financial reporting? <i>Accounting Horizons</i>, 22(4), 427-432.</p> <p>Ball, R. (2013) Accounting informs investors and earnings management is rife: Two questionable beliefs. <i>Accounting Horizons</i>, 27(4), 847-853.</p> <p>Ball, R., & Brown, P. (1968). An empirical evaluation of accounting income numbers. <i>Journal of Accounting Research</i>, 6(2), 159-178.</p> <p>Bamber, L., Christensen, T., & Gaver, K. (2000). Do we really know what we think we know? A case study of seminal research and its subsequent overgeneralization. <i>Accounting, Organizations, and Society</i>, 25(2), 103-129.</p> <p>Beaver, W. (1968). The information content of annual earnings announcements. <i>Journal of Accounting Research</i> 6(3), 67-92.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Required Readings	Assignments Due
3	<p>Accruals and Earnings Quality</p> <p>Dechow, P. M. (1994). Accounting earnings and cash flows as measures of firm performance. <i>Journal of Accounting and Economics</i>, 18(1), 3–42.</p> <p>Dechow, P., & Dichev, I. (2002). The quality of accruals and earnings: The role of accrual estimation errors. <i>The Accounting Review</i>, 77, 35-59.</p> <p>Dichev, I. D., Graham, J. R., Harvey, C. R., & Rajgopal, S. (2013). Earnings quality: Evidence from the field. <i>Journal of Accounting and Economics</i>, 56(2–3), 1–33.</p> <p>Sloan, R. (1996). Do stock prices fully reflect information in accruals and cash flows about future earnings? <i>The Accounting Review</i>, 71(3), 289-315.</p>	<p>Discussant Summary</p> <p>Discussion</p>
4	<p>Earnings Management and Non-GAAP Earnings</p> <p>Bradshaw, M. T., & Sloan, R. G. (2002). GAAP versus the street: An empirical assessment of two alternative definitions of earnings. <i>Journal of Accounting Research</i>, 40(1), 41–66.</p> <p>Burgstahler, D., & Dichev, I. (1997). Earnings management to avoid earnings decreases and losses. <i>Journal of Accounting and Economics</i>, 24(1), 99–126.</p> <p>Dechow, P., Sloan, R., & Sweeney, A. (1995). Detecting earnings management. <i>The Accounting Review</i>, 70(2), 193-225.</p> <p>Kolev, M., & McVay. (2008). SEC scrutiny and the evolution of non-gaap earnings. <i>The Accounting Review</i>, 83(1), 157-184.</p> <p>Stein, J. (1989). Efficient capital markets, inefficient firms: A model of myopic corporate behavior. <i>Quarterly Journal of Economics</i>, 104(4), 655-669.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Required Readings	Assignments Due
5	<p>Information Asymmetry and Liquidity</p> <p>Bens, D., Berger, P., & Monahan, S. (2011). Discretionary disclosure in financial reporting: An examination comparing internal firm data to externally reported segment data. <i>The Accounting Review</i>, 86(2), 417-449.</p> <p>Dyreng, S., Hoopes, J. L., Langetieg, P., & Wilde, J. H. (2018). Strategic subsidiary disclosure. <i>SSRN Electronic Journal</i>, March.</p> <p>Lang, M. and R. Lundholm, 1993. Cross-sectional Determinants of Analysts' Ratings of Corporate Disclosures. <i>Journal of Accounting Research</i> 31, 246-271.</p> <p>Leuz, C., & Verrecchia, R. E. (2000). The economic consequences of increased disclosure. <i>Journal of Accounting Research</i>, 38, 91-124.</p> <p>Leuz, C., & Wysocki, P. D. (2016). The economics of disclosure and financial reporting regulation: Evidence and suggestions for future research. <i>Journal of Accounting Research</i>, 54(2), 525-622.</p>	<p>Discussant Summary</p> <p>Discussion</p> <p>Mini-Project Ideas</p>
6	<p>Disclosure and Securities Regulation</p> <p>Bhattacharya, N., Cho, Y. J., & Kim, J. B. (2018). Leveling the playing field between large and small institutions: Evidence from the SEC's XBRL mandate. <i>The Accounting Review</i>, 93(5), 51-71.</p> <p>Bushee, B., & Leuz, C. (2006). Economic consequences of sec disclosure regulation: Evidence from the OTCBB. <i>Journal of Accounting and Economics</i>, 39, 233-264.</p> <p>Iliev, P. (2010). The effect of SOX section 404: Costs, earnings quality, and stock prices. <i>The Journal of Finance</i>, 65(3), 1163-1196.</p> <p>Leuz, C., & Wysocki, P. D. (2016). The economics of disclosure and financial reporting regulation: Evidence and suggestions for future research. <i>Journal of Accounting Research</i>, 54(2), 525-622.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Required Readings	Assignments Due
7	<p>More Regulation Studies</p> <p>Coffee, J., (1984). Market failure and the economic case for a mandatory disclosure system. <i>Virginia Law Review</i>, 70, 717-753.</p> <p>Cohen, D. A., Dey, A., & Lys, T. Z. (2008). Real and accrual-based earnings management in the pre- and post-Sarbanes-Oxley periods. <i>The Accounting Review</i>, 83(3), 757-787.</p> <p>Hochberg, Y. V., Sapienza, P., & Vissing-Jørgensen, A. (2009). A lobbying approach to evaluating the Sarbanes-Oxley Act of 2002. <i>Journal of Accounting Research</i>, 47(2), 519-583.</p> <p>Wang, I. (2007). Private earnings guidance and its implications for disclosure regulation. <i>The Accounting Review</i>, 82(5), 1299-1332.</p>	<p>Discussant Summary</p> <p>Discussion</p>
8	<p>Contracting and Corporate Governance</p> <p>Bebchuk, L. A., & Fried, J. M. (2003). Executive compensation as an agency problem. <i>Journal of Economic Perspectives</i>, 17(3), 71-92.</p> <p>Core, J., Halthausen, R., & Larcker, D. (1999). Corporate governance, CEO compensation, and firm performance. <i>Journal of Financial Economics</i>, 51, 371-406.</p> <p>Frydman, C., & Saks, R. E. (2010). Executive compensation: A new view from a long-term perspective, 1936-2005. <i>Review of Financial Studies</i>, 23(5), 2099-2138.</p> <p>Guest, N. M., Kothari, S. P., & Pozen, R. (2017). High non-GAAP earnings predict abnormally high CEO pay. <i>SSRN Electronic Journal</i>.</p> <p>Jensen, M. C., & Meckling, W. H. (1976). Theory of the firm: Managerial behavior, agency costs and ownership structure. <i>Journal of Financial Economics</i>, 3(4), 305-360.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Required Readings	Assignments Due
9	<p>Global Capital Market Research: Cross-Listing, the Bonding Hypothesis, and IFRS</p> <p>Daske, H., Hail, L., Leuz, C., & Verdi, R. (2008). Mandatory IFRS reporting around the world: Early evidence on the economic consequences. <i>Journal of Accounting Research</i>, 46, 1085-1142.</p> <p>Doidge, C., Karolyi, G. A., & Stulz, R. M. (2004). Why are foreign firms listed in the U.S. worth more? <i>Journal of Financial Economics</i>, 71(2), 205-238.</p> <p>Leuz, C., & Wysocki, P. D. (2008). Economic consequences of financial reporting and disclosure regulation: A review and suggestions for future research. <i>SSRN Electronic Journal</i>.</p> <p>Siegel, J. (2005). Can foreign firms bond themselves effectively by renting U.S. securities laws? <i>Journal of Financial Economics</i>, 75(2), 319-359.</p>	<p>Discussant Summary</p> <p>Discussion</p>
10	<p>Archival Auditing Research</p> <p>DeAngelo, L. E. (1981). Auditor independence, "low balling", and disclosure regulation. <i>Journal of Accounting and Economics</i>, 3(2), 113-127.</p> <p>DeFond, M. L., & Lennox, C. S. (2011). The effect of SOX on small auditor exits and audit quality. <i>Journal of Accounting and Economics</i>, 52(1), 21-40.</p> <p>Lennox, C. S., & Pittman, J. A. (2011). Voluntary audits versus mandatory audits. <i>The Accounting Review</i>, 86(5), 1655-1678.</p> <p>Nagy, D. (2004). Playing peekaboo with constitutional law: The PCAOB and its public/private status. <i>Notre Dame Law Review</i>, 80, 975-1072.</p> <p>Schroeder, J. H. (2016). The impact of audit completeness and quality on earnings announcement GAAP disclosures. <i>The Accounting Review</i>, 91(2), 677-705.</p>	<p>Discussant Summary</p> <p>Discussion</p> <p>Mini-Project Status Meetings</p>

Week	Topic/Required Readings	Assignments Due
11	<p>Intermediaries – Analysts and Media</p> <p>Bradshaw, M. T. (2011). Analysts' forecasts: What do we know after decades of work? <i>SSRN Electronic Journal</i>.</p> <p>Brown, L. D., Call, A. C., Clement, M. B., & Sharp, N. Y. (2015). Inside the "black box" of sell-side financial analysts. <i>Journal of Accounting Research</i>, 53(1), 1-47.</p> <p>Brown, L. D., Call, A. C., Clement, M. B., & Sharp, N. Y. (2016). The activities of buy-side analysts and the determinants of their stock recommendations. <i>Journal of Accounting and Economics</i>, 62(1), 139-156.</p> <p>Bushee, B. J., Core, J. E., Guay, W., & Hamm, S. J. W. (2010). The role of the business press as an information intermediary. <i>Journal of Accounting Research</i>, 48(1), 1-19.</p> <p>Fang, L., & Peress, J. (2009). media coverage and the cross-section of stock returns. <i>Journal of Finance</i>, 64(5), 2023-2052.</p> <p>Guest, N. M. (2017). Do journalists help investors analyze firms' earnings news? <i>SSRN Electronic Journal</i>.</p>	<p>Discussant Summary</p> <p>Discussion</p>

Week	Topic/Required Readings	Assignments Due
12	<p data-bbox="362 285 1203 321">Credit Rating Agencies and Institutional Investors</p> <p data-bbox="362 357 1224 463">Basu, R., Naughton, J. P., & Wang, C. (2018). Exogenous credit rating changes and the provision of voluntary disclosure. Working Paper.</p> <p data-bbox="362 500 1224 606">Bushee, B. (1998). The influence of institutional investors on myopic r&d investment behavior. <i>The Accounting Review</i>, 73(3), 305-333.</p> <p data-bbox="362 642 1247 749">Jiang, J., Xuefeng, H., Stanford, M., & Xie, Y. (2012). Does it matter who pays for bond ratings? Historical evidence. <i>Journal of Financial Economics</i>, 105(3), 607-621.</p> <p data-bbox="362 785 1224 891">Kraft, P. (2015). Do rating agencies cater? Evidence from rating-based contracts. <i>Journal of Accounting and Economics</i>, 59(2-3), 264-283.</p> <p data-bbox="362 927 1252 1076">Parrino, R., Sias, R.W., and L. T. Starks. (2003). Voting with their feet: Institutional ownership changes around forced CEO turnover. <i>Journal of Financial Economics</i>, 68, 3-46.</p> <p data-bbox="362 1112 1263 1261">Partnoy, F. (1999). The Siskel and Ebert of financial markets?: Two thumbs down for the credit rating agencies", <i>Washington University Law Review Quarterly</i>, 77(3), 619-714.</p>	<p data-bbox="1289 285 1458 357">Discussant Summary</p> <p data-bbox="1289 393 1451 429">Discussion</p>

Week	Topic/Required Readings	Assignments Due
13	<p>Educational Research in Financial Accounting</p> <p>Hahn, W., Fairchild, C., & Dowis, W. B. (2013). Online homework managers and intelligent tutoring systems: A study of their impact on student learning in the introductory financial accounting classroom. <i>Issues in Accounting Education</i>, 28(3), 513–535.</p> <p>Phillips, F., Alford, S. J., & Guina, S. (2012). Illustrations in financial accounting textbooks: Function and placement interact to affect student learning. <i>Issues in Accounting Education</i>, 27(4), 999–1017.</p> <p>Porter, J. C. (2019). Beyond debits and credits: Using integrated projects to improve students' understanding of financial accounting. <i>Journal of Accounting Education</i>, 46, 53–71.</p> <p>Zeff, S. A. (2018). Instilling historical perspective and a critical faculty in the first undergraduate course in financial accounting. <i>Issues in Accounting Education</i>, 33(3), 95–100.</p>	<p>Discussant Summary</p> <p>Discussion</p>
14	Face-to-Face Meeting – Mini-Project Research Paper Presentation	Mini-Project Research Paper Presentation
15	Final Mini-Project Research Paper Due	Mini-Project Research Paper

Bibliography

Ball, R. (2008). What is the actual economic role of financial reporting? *Accounting Horizons*, 22(4), 427–432.

Ball, R. (2013) Accounting informs investors and earnings management is rife: Two questionable beliefs. *Accounting Horizons*, 27(4), 847-853.

Ball, R., & Brown, P. (1968). An empirical evaluation of accounting income numbers. *Journal of Accounting Research*, 6(2), 159-178.

Bamber, L., Christensen, T., & Gaver, K. (2000). Do we really know what we think we know? A case study of seminal research and its subsequent overgeneralization. *Accounting, Organizations, and Society*, 25(2), 103-129.

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Schroeder, J. H. (2016). The impact of audit completeness and quality on earnings announcement GAAP disclosures. *The Accounting Review*, 91(2), 677–705.

Siegel, J. (2005). Can foreign firms bond themselves effectively by renting U.S. securities laws? *Journal of Financial Economics*, 75(2), 319–359.

Sloan, R. (1996). Do stock prices fully reflect information in accruals and cash flows about future earnings? *The Accounting Review*, 71(3), 289-315.

Stein, J. (1989). Efficient capital markets, inefficient firms: A model of myopic corporate behavior. *Quarterly Journal of Economics*, 104(4), 655-669.

Wang, I. (2007). Private earnings guidance and its implications for disclosure regulation. *The Accounting Review*, 82(5), 1299-1332.

Zeff, S. A. (2018). Instilling historical perspective and a critical faculty in the first undergraduate course in financial accounting. *Issues in Accounting Education*, 33(3), 95–100.

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.
3. 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

Alpha Designator/Number: DBA 730 ☒ Graded ☐ CR/NC

Contact Person: Dr. Nancy Lankton

Phone: 696-2656

NEW COURSE DATA:

New Course Title: Research Seminar in Health Care Delivery

Alpha Designator/Number: DBA 730

Title Abbreviation: Res Sem in HC Delivery
(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course studies health care delivery research topics. Students will review and critically analyze literature on integrated health care delivery systems, clinical effectiveness, innovative technologies, workforce issues, and other topics.

Co-requisite(s): None

First Term to be Offered: Spring 2021

Prerequisite(s): Permission of the DBA Program Director

Credit 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 Nancy Lankton Date 11/13/19

Registrar Song Def 520101 Date 11/14/19

College Curriculum Chair [Signature] Date 19 Nov 19

Graduate Council Chair Luis Hernandez Date 2-1-2020

Request for Graduate Course Addition - Page 2

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 730

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. Alberto Coustasse

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. Recognize, understand, and discuss health care delivery system research;
2. Critically evaluate the contributions made by health care delivery research;
3. Articulate important research ideas and position their significance within streams of health care delivery research; and
4. Research and present applied health care delivery research.

Request for Graduate Course Addition - Page 3

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

Week 1: Face-to-Face Meeting, Introduction

Week 2: Incentive Structures: Accountable Care Organizations

Week 3: Health Care Delivery Systems: Medicare

Week 4: Health Care Delivery Systems: Medicaid

Week 5: Workforce Issues / Incentive Structures: Payment in Health Care Delivery: Fee for Service

Week 6: Clinical Effectiveness: Quality

Weeks 7 and 8: Clinical Effectiveness/ Innovative Technologies

Week 9: Health Disparities

Week 10: Regulations in Health Care

Week 11: Workforce Issues/ Incentive Structures: Hospital Payments

Weeks 12 and 13: Workforce Issues/ Incentive Structures: Physician Payments

Week 14: Face-to-Face Meeting, Mini-Project Research Presentation

Week 15: Mini-Project 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:

- Berwick, D., & Hackbarth, A. (2012). Eliminating waste in US health care. *JAMA*, 307(14), 1513-1516.
- Hirsch, J. A., Harvey, H. B., Barr, R. M., et al. (2016). Sustainable growth rate repealed, Macra revealed: historical context and analysis of recent changes in Medicare physician payment methodologies. *AJNR American Journal Neuroradiology*, 37, 210–214.
- Ivers, N., Jamtvedt, G., Flottorp, S., et al. (2012). Audit and feedback: Effects on professional practice and healthcare outcomes. *Cochrane Database System Review*, 6.

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

Mini-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 730: Research Seminar in Health Care Delivery

Catalog Description: This course studies health care delivery research topics. Students will review and critically analyze literature on integrated health care delivery systems, clinical effectiveness, innovative technologies, workforce issues, and other topics.

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 730: Research Seminar in Health Care Delivery

Course Description

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Credits

3 credit hours

Prerequisites

Permission of the DBA Program Director

Term/Year

Spring 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
<https://www.marshall.edu/muonline/>.

This course should be completed in one summer term.

Academic Calendar

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

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 Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/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.
- Adobe Acrobat Reader 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 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:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (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

The purpose of this course is to provide a survey of recent research in health care delivery systems. It introduces a significant number of the research questions, theories, and methods in empirical research related to health care delivery systems.

Course Objectives/Outcomes

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

1. Recognize, understand, and discuss health care delivery system research;
2. Critically evaluate the contributions made by health care delivery research;
3. Articulate important research ideas and position their significance within streams of health care delivery research; and
4. Research and present applied health care delivery research.

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 health care delivery research.	Readings, class discussions	Mini-project
Students will be able to critically evaluate the contributions made by health care delivery research.	Readings, class discussions	Mini-project
Students will be able to articulate important research ideas and position their significance within streams of health care delivery research.	Readings, class discussions, guest speakers	Mini-project

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 research and present applied health care delivery research.	Readings, practice presentations	Mini-project, presentation

Course Structure

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

Course Requirements/Due Dates

The course requirements are as follows:

Class Discussions: Each week, we will focus our discussion on four papers. For each assigned paper, one student will serve as the *discussant* and prepare a 4- to 5-page written summary. This student will begin class discussion by summarizing the paper and placing it in context. A copy of the summary will be given by the discussant to all the students and the instructor via the discussion board. The written summary will include the following:

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

All other students are also expected to read the assigned papers carefully and to participate in the discussion. Each student (excluding the discussant) 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 to the discussant and instructor via the discussion board. The discussant should try to respond to the question or comment to the best of his/her ability.

Mini-Project: 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 perform a survey, 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 mini-project is to provide the participants with an experience in health care delivery 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, and sample. (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

35% Discussion of required readings

65% Mini-Project

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 MU Academic Affairs: University Policies. (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

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 Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

Course Schedule

Week	Topic/Readings	Assignments Due
1	Face-to-Face Meeting, Introduction Berwick, D., & Hackbarth, A. (2012). Eliminating waste in US health care. <i>JAMA</i> , 307(14), 1513-1516. Hirsch J. A., Harvey H. B., Barr R. M., et al. (2016). Sustainable growth rate repealed, Macra revealed: Historical context and analysis of recent changes in Medicare physician payment methodologies. <i>American Journal Neuroradiology</i> , 37(2), 210-214. Ivers, N., Jamtvedt, G., Flottorp, S., et al. (2012). Audit and feedback: Effects on professional practice and healthcare outcomes. <i>Cochrane Database System Review</i> , 13(6).	Discussant Summary Discussion

2	<p>Incentive Structures: Accountable Care Organizations</p> <p>Barnes, A. J., Unruh, L., Chukmaitov, A., & van Ginneken, E. (2014). Accountable care organizations in the USA: Types, developments and challenges. <i>Health Policy</i>, 118(1),1-7.</p> <p>Lewis, V. A., Tierney, K. I., Colla, C. H., & Shortell, S. M. (2017). The new frontier of strategic alliances in health care: New partnerships under accountable care organizations. <i>Social Science & Medicine Journal</i>, 190,1-10.</p> <p>Markovitz, A. A., Hollingsworth, J. M., Ayanian, J. Z., et al. (2019). Risk adjustment in Medicare ACO program deters coding increases but may lead ACOs to drop high-risk beneficiaries. <i>Health Affairs</i>. 38(2), 253-261.</p> <p>Trosman, J. R., Weldon, C. B., Douglas, M. P., Deverka, P. A., Watkins, J. B., & Phillips, K. A., (2017). Decision making on medical innovations in a changing health care environment: Insights from accountable care organizations and payers on personalized medicine and other technologies. <i>Value Health</i>, 20(1), 40-6.</p>	<p>Discussant Summary</p> <p>Discussion</p>
3	<p>Health Care Delivery Systems: Medicare</p> <p>Bleser, W. K., Saunders, R. S., Muhlestein, D. B., & McClellan, M. (2019). Why do accountable care organizations leave the Medicare shared savings program? <i>Health Affairs</i>, 38(5), 794-803.</p> <p>Blumenthal, D., Davis, K., & Guterman, S. (2015). Medicare at 50 – origins and evolution. <i>The New England Journal of Medicine</i>, 372(5), 479-486.</p> <p>Branham, D. K., & Deleire, T. (2018). Zero-premium health insurance plans became more prevalent in federal marketplaces in 2018. <i>Health Affairs</i>, 38(5), 820-825.</p> <p>Weil, A. R. (2019). Physicians, Medicare, and more. <i>Health Affairs</i>, 38(4), 519-519.</p>	<p>Discussant Summary</p> <p>Discussion</p>

4	<p>Health Care Delivery Systems: Medicaid</p> <p>Alderwick, H., Hood-Ronick, C. M., & Gottlieb, L. M. (2019). Medicaid investments to address social needs in Oregon and California. <i>Health Affairs</i>, 38(5), 774-781.</p> <p>Colvin, J.D., Hall, M., Berry, J. G., et al. (2016). Financial loss for inpatient care of Medicaid-insured children. <i>JAMA Pediatrics</i>, 170(11), 1055.</p> <p>Johnston, K. J., & Maddox, K. E. J. (2019). The role of social, cognitive, and functional risk factors in Medicare spending for dual and nondual enrollees. <i>Health Affairs</i>, 38(4), 569-576.</p>	<p>Discussant Summary</p> <p>Discussion</p>
5	<p>Workforce Issues / Incentives Structures: Payment in Health Care Delivery: Fee for Service</p> <p>Koller, C. F., & Khullar, D. (2017). Primary care spending rate: A lever for encouraging investment in primary care. <i>New England Journal of Medicine</i>, 377(18).</p> <p>Pham, H., & Ginsburg, P.B. (2018). Payment and delivery-system reform: The next phase. <i>New England Journal of Medicine</i>, 379(17), 1594-1596.</p> <p>Starfield, B., Shi, L., & Macinko, J. (2005). Contribution of primary care to health systems and health. <i>Milbank Q.</i>, 83(3), 457-502.</p>	<p>Discussant Summary</p> <p>Discussion</p> <p>Mini-Project Ideas</p>
6	<p>Clinical Effectiveness: Quality</p> <p>Balasubramanian, B. A., Marino, M., Cohen, D. J., Ward, R. L., Preston, A., Springer, R. J., et al. (2018). Use of quality improvement strategies among small to medium-size US primary care practices. <i>Annals Family Medicine</i>, 16(1), S35-43.</p> <p>Cox, J. C., Vjollca, S., Schnier, K. E., & Sweeney, J. F. (2016). Incentivizing cost-effective reductions in hospital readmission rates. <i>Journal of Economic Behavior and Organization</i>, 131(B), 24-35.</p> <p>Du, X., Gao, R., Turnbull, F., et al. (2014). CPACS investigators. Hospital quality improvement initiative for patients with acute coronary syndromes in china: A cluster randomized, controlled trial. <i>Cardiovascular Quality Outcomes</i>, 7(2), 217-226.</p>	<p>Discussant Summary</p> <p>Discussion</p>

	<p>Kiefe, C. I., Allison, J. J., Williams, O. D., Person, S. D., Weaver, M. T., & Weissman, N. W. (2010). Improving quality improvement using achievable benchmarks for physician feedback. <i>JAMA</i>, 285(22), 2871.</p>	
7 and 8	<p>Clinical Effectiveness/ Innovative Technologies</p> <p>Lin, Y. L., Trbovich, P., Kolodzey, L., Nickel, C., & Guerguerian, A. M. (2019). Association of data integration technologies with intensive care clinician performance. <i>JAMA Network Open</i>, 2(5), 4392.</p> <p>Parente, S., Schulte, B., Jost, A., Sullivan, T., & Klindworth, A. (2012). Assessment of predictive modeling for identifying fraud within the Medicare program. <i>Health Management, Policy and Innovation</i>, 1(2), 8-37.</p> <p>Sun, E. C., Dutton, R. P., & Jena, A. B. (2018). Comparison of anesthesia times and billing patterns by anesthesia practitioners. <i>JAMA network open</i>, 1(7), 4288.</p> <p>White, S.E. (2011). Predictive modeling 101. How CMS's newest fraud prevention tool works and what it means for providers. <i>Journal of AHIMA</i>, 82(9), 46-7.</p>	<p>Discussant Summary</p> <p>Discussion</p>
9	<p>Health Disparities</p> <p>Ayanian, J. Z., Landon, B. E., Newhouse, J. P., & Zaslavsky, A. M. (2014). Racial and ethnic disparities among enrollees in Medicare advantage plans. <i>The New England Journal of Medicine</i>, 371(24), 2288-2297.</p> <p>Levine, D. M., Linder, J. A., & Landon, B. E. (2018) Characteristics and disparities among primary care practices in the United States. <i>Journal of General Internal Medicine</i>, 33(4), 481-486.</p> <p>Mobley, L. R., Kuo, T. M., Zhou, M., Rutherford, Y., Meador, S., & Koschinsky, J. (2019). What happened to disparities in CRC screening among FFS Medicare enrollees following Medicare modernization? <i>Journal of Racial and Ethnic Health Disparities</i>, 6(2), 273-291.</p> <p>Oberg, C., Colianni, S., & King-Schultz, L. (2016). Child health disparities in the 21st century. <i>Current Problems in Pediatric and Adolescent Health Care</i>, 46(9), 291-312.</p>	<p>Discussant Summary</p> <p>Discussion</p>

10	<p>Regulations in Health Care</p> <p>Camilleri, S. (2018). The ACA Medicaid Expansion, disproportionate share hospitals, and uncompensated care. <i>Health Services Research</i>, 53(3), 1562–1580.</p> <p>Hirsch, J. A., Rosenkrantz, A. B., Ansari, S. A., et al. (2017). MACRA 2.0: Are you ready for MIPS? <i>Journal of Neuro Interventional Surgery</i>, 9, 714–716.</p> <p>Orszag, P. R., & Emanuel, E. J. (2010). Health care reform and cost control. <i>New England Journal of Medicine</i>, 363(7), 601-603.</p> <p>Spivack, S. B., Laugesen, M. J., & Oberlander, J. (2018). No permanent fix: MACRA, MIPS, and the politics of physician payment reform. <i>Journal of Health Politics, Policy and Law</i>, 43(6), 1025-1040.</p>	<p>Discussant Summary</p> <p>Discussion</p>
11	<p>Workforce Issues/ Incentive Structures: Hospital Payments</p> <p>Ahmad, F. S., Metlay, J. P., Barg, F. K., Henderson, R. R., Werner, R. M. (2018). Identifying hospital organizational strategies to reduce readmissions. <i>American Journal of Medical Quality</i>, 28(4), 278–285.</p> <p>Birkmeyer, J. D., Gust, C., Baser, O., Dimick, J. B., Sutherland, J. M., & Skinner, J. S. (2010). -Medicare payments for common inpatient procedures: implications for episode-based payment bundling. <i>Health Services Research</i>, 45(6p1), 1783-1795.</p> <p>Childers, C. P., Dworsky, J. Q., Kominski, G., Maggard-Gibbons, M. A. (2019). Comparison of payments to a for-profit dialysis firm from government and commercial insurers. <i>JAMA Internal Medicine</i>, 165(3), 593-601.</p>	<p>Discussant Summary</p> <p>Discussion</p> <p>Mini-Project Status Meetings</p>
12 and 13	<p>Workforce Issues/ Incentive Structures: Physician Payments</p> <p>Khullar, D., Chokshi, D. A., Kocher, R., Reddy, A., Basu, K., Conway, P. H., & Rajkumar, R. (2015). Behavioral economics and physician compensation: Promise and challenges. <i>New England Journal of Medicine</i>, 372(24), 2281-2283.</p>	<p>Discussant Summary</p> <p>Discussion</p>

	<p>Kocher, R., & Sahni, N. R. (2011). Hospitals' race to employ physicians: The logic behind a money-losing proposition. <i>New England Journal of Medicine</i>, 364(19), 1790-1793.</p> <p>Pham H., & Ginsburg, P. B. (2018). Payment and delivery-system reform: The next phase. <i>New England Journal of Medicine</i>, 379(17), 1594-1596.</p> <p>Rosenkrantz, A. B., Nicola, G. N., Allen, B., et al. (2017). MACRA, alternative payment models, and the physician-focused payment model: implications for radiology. <i>Journal of the American College of Radiology</i>, 14, 744-751.</p> <p>Rosenkrantz, A. B., Nicola, G. N., Allen, B., et al. (2017). MACRA, MIPS, and the new Medicare quality payment program: An update for radiologists. <i>Journal of the American College of Radiology</i>, 14, 316-23.</p> <p>Steinbrook R. (2016). Industry payments to physicians and prescribing of brand-name drugs. <i>JAMA Internal Medicine</i>, 176(8), 1114-1122.</p> <p>Zuvekas, S. H., & Cohen, J. W. (2016). Fee-for-service, while much maligned, remains the dominant payment method for physician visits. <i>Health Affairs</i>, 35(3), 411-414.</p>	
14	Face to Face Session, Mini-Project Research Paper Presentation	Mini-Project Research Paper Presentation
15	Final Mini-Project Research Paper Due	Mini-Project Research Paper

Bibliography

Ahmad, F. S., Metlay, J. P., Barg, F. K., Henderson, R. R., Werner, R. M. (2018). Identifying hospital organizational strategies to reduce readmissions. *American Journal of Medical Quality*, 28(4), 278-285.

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Trosman, J. R., Weldon, C. B., Douglas, M. P., Deverka, P. A., Watkins, J. B., & Phillips, K. A., (2017). Decision making on medical innovations in a changing health care environment: Insights from accountable care organizations and payers on personalized medicine and other technologies. *Value Health*, 20(1), 40-6.

Weil, A. R. (2019). Physicians, Medicare, and more. *Health Affairs*, 38(4), 519-519.
Alderwick, H., Hood-Ronick, C. M., & Gottlieb, L. M. (2019). Medicaid investments to address social needs in Oregon and California. *Health Affairs*, 38(5), 774-781.

White, S.E. (2011). Predictive modeling 101. How CMS's newest fraud prevention tool works and what it means for providers. *Journal of AHIMA*, 82(9), 46-7.

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.
3. 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

Alpha Designator/Number: DBA 731 ☒ Graded ☐ CR/NC

Contact Person: Dr. Nancy Lankton

Phone: 696-2656

NEW COURSE DATA:

New Course Title: Research Seminar in Managerial Epidemiology

Alpha Designator/Number: DBA 731

Title Abbreviation: Res Mgr Epidemiology
(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course provides insight into research topics that explore managerial epidemiology including disease control and transmission; population health measurement; planning and quality management; incidence, prevalence, morbidity, and mortality; and others.

Co-requisite(s): None

First Term to be Offered: Summer 2021

Prerequisite(s): Permission of the DBA Program Director

Credit 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 Nancy Lankton Date 11/13/19

Registrar Song DC 520101 Date 11/14/19

College Curriculum Chair [Signature] Date 19 Nov 19

Graduate Council Chair Lauri Kavanagh Date 2-1-2020

Request for Graduate Course Addition - Page 2

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 731

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. Doohee Lee

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 epidemiologic principles, concepts, and methods, and to develop an understanding and appreciation of their relevance to health care administration;
2. Be familiar with several epidemiological techniques used to identify health problems in a population and to demonstrate their utility;
3. Be acquainted with the epidemiologic premise that disease and mortality in populations occur in patterns and reflect the operation of underlying causes
4. Examine the lifestyle, human biology, environment, and the medical care system as determinants of health
5. Articulate important research ideas and position their significance within streams of health services research;
6. Examine the quality of health care from an epidemiological perspective; and
7. Research and present applied research related to managerial epidemiology.

Request for Graduate Course Addition - Page 3

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

Week 1: Face-to-Face Meeting, Introduction
Week 2: Disease Occurrence, Morbidity, and Mortality
Week 3: Epidemiology in Healthcare Planning and Needs Assessment
Week 4: Epidemiology and Quality of Patient Care
Week 5: Descriptive Epidemiology
Week 6: Epidemiology in Financial Management
Week 7: Epidemiology and Cost-Effective Analysis
Week 8: Midterm Exam
Week 9: Epidemiologic Study Designs Part I
Week 10: Epidemiologic Study Designs Part II
Week 11: Clinical Epidemiology and Decision Making
Week 12: Application of Epidemiology to Specific Diseases
Week 13: Behavioral Epidemiology
Week 14: Face-to-Face Meeting, Research Paper Presentation
Week 15: Research Paper Due, Final Exam

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

- Steven T. Fleming. *Managerial Epidemiology Cases and Concepts*. AUPHA/HAP, Chicago, IL, AUPHA Press, Washington, D. C. 2014.

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

Research Paper

Two exams

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 17

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 731: Research Seminar in Managerial Epidemiology

Catalog Description: This course provides insight into research topics that explore managerial epidemiology including disease control and transmission; population health measurement; planning and quality management; incidence, prevalence, morbidity, and mortality; and others.

Prerequisites: Permission of the DBA Program Director

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 731: Research Seminar in Managerial Epidemiology

Course Description

This course provides insight into research topics that explore managerial epidemiology including disease control and transmission; population health measurement; planning and quality management; incidence, prevalence, morbidity, and mortality; and others.

Credits

3 credit hours

Prerequisites

Permission of the DBA Program Director

Term/Year

Summer 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
<https://www.marshall.edu/muonline/>.

This course should be completed in one term.

Academic Calendar

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

Fleming, S. T. (2014). *Managerial Epidemiology Cases and Concepts*. AUPHA/HAP. Chicago, IL: AUPHA Press.

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 Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/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.
- Adobe Acrobat Reader 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:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (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

The purpose of this course is to provide a survey of recent research in managerial epidemiology. It introduces a significant number of the research questions, theories, and methods in empirical research in managerial epidemiology.

Course Objectives/Outcomes

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

1. Understand epidemiologic principles, concepts, and methods, and to develop an understanding and appreciation of their relevance to health care administration;
2. Understand several epidemiological techniques used to identify health problems in a population and to demonstrate their utility;
3. Explain the epidemiologic premise that disease and mortality in populations occur in patterns and reflect the operation of underlying causes
4. Examine the lifestyle, human biology, environment, and the medical care system as determinants of health
5. Articulate important research ideas and position their significance within streams of health services research;
6. Examine the quality of health care from an epidemiological perspective; and
7. Research and present applied research related to managerial epidemiology.

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 epidemiologic principles, concepts, and methods, and to develop an understanding and appreciation of their relevance to health care administration.	Readings, class discussions, exam	Exam, research paper

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 familiar with several epidemiological techniques used to identify health problems in a population and to demonstrate their utility.	Readings, class discussions, exam	Exam, research paper
Students will be able to explain the epidemiologic premise that disease and mortality in populations occur in patterns and reflect the operation of underlying causes.	Readings, class discussions, exam	Exam, research paper
Students will be able to examine lifestyle, human biology, environment, and the medical care system as determinants of health.	Readings, exam	Exam, research paper
Students will be able to articulate important research ideas and position their significance within streams of health services research.	Readings, practice presentations, exam	Exam, research paper
Students will be able to examine the quality of health care from an epidemiological perspectives.	Readings, exam	Exam, research paper

Course Structure

The course is presented in weekly folders organized in 15 sessions (Week 1 to Week 15). Each week generally covers 1-2 chapters with additional readings , resources, and one or more graded activities including two exams. Students will individually work for the term paper and oral presentation.

Course Requirements/Due Dates

The course requirements are as follows:

Class Discussions: Each week, we will focus our discussion on two (2) papers. For each assigned paper, one student will serve as the *discussant* and prepare a 4- to 5- page written summary. This student will begin class discussion by summarizing the paper and placing it in context. A copy of the summary will be given by the discussant to all the students and the instructor via the discussion board. The written summary will include the following:

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

All other students are also expected to read the assigned papers carefully and to participate in the discussion. Each student (other than the discussant) 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 to the discussant and instructor via the discussion board. The discussant should try to respond to the question or comment to the best of his/her ability.

Research Paper: Each student will identify two research ideas related to two 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, perform a survey, 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 mini-project is to provide the participants with an experience in epidemiological 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 conceptual framework

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, and sample. (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)

Exams: There will be two exams (Mid-Term and Final) during the semester. Make-up exams will be given upon valid excuse and as approved by the instructor. A make-up exam will consist of different exam questions and must be taken prior to the next review session of the test. You may be required to use Respondus LockDown Browser and Monitor during tests.

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](#)

SafeAssign Policy

Each student must submit the required written work to the Blackboard SafeAssign system, an online plagiarism prevention and detection service. Specifically, SafeAssign compares your paper with Internet web pages, articles in databases, and all papers previously submitted from this university or any other. SafeAssign then either confirms the originality of your work or gives the source of plagiarism. In cases of detected plagiarism, the paper and supporting evidence will be handled in compliance with the Student Code of Conduct (Contact the Office of Student Conduct for more information).

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

30% Discussion of Required Readings

40% Research Paper

30% Two exams (15% for each)

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 MU Academic Affairs: University Policies. (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

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 Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

Course Schedule

Week	Topic/Readings	Assignments Due
1	<p>Face-to-Face Meeting, Introduction</p> <p>Chapters 1 & 2</p> <p>Armstrong, G. L., Conn, L. A., & Pinner, R. W. (1999). Trends in infectious disease mortality in the United States during the 20th century. <i>The Journal of the American Medical Association</i>, 281(1), 61-66.</p> <p>Cameron, D., & Jones, I. G. (1983). John Snow, the Broad Street pump and modern epidemiology. <i>International Journal of Epidemiology</i>, 12(4), 393-396.</p> <p>Caron, R. M., & Hooker, E. (2011). Managerial epidemiology in health administration education: Population health in the age of healthcare reform. <i>Journal of Health Administration Education</i>, 28(2), 115-164.</p>	Discussant Summaries

Week	Topic/Readings	Assignments Due
2	<p data-bbox="363 285 1182 327">Disease Occurrence, Morbidity, and Mortality</p> <p data-bbox="363 363 613 406">Chapters 3 & 6</p> <p data-bbox="363 442 1219 661">Bellani, G., Laffey, J. G., Pham, T., Fan, E., Brochard, L., Esteban, A., . . . Pesenti, A. (2016). Epidemiology, Patterns of Care, and Mortality for Patients With Acute Respiratory Distress Syndrome in Intensive Care Units in 50 Countries. <i>The Journal of the American Medical Association</i>, 315(8), 788-800.</p> <p data-bbox="363 697 1219 842">Kaddourah, A., Basu, R. K., Bagshaw, S. M., & Goldstein, S. L. (2017). Epidemiology of acute kidney injury in critically ill children and young adults. <i>New England Journal of Medicine</i>, 376(1), 11-20.</p> <p data-bbox="363 878 1219 1055">Roth, G. A., Forouzanfar, M. H., Moran, A. E., Barber, R., Nguyen, G., Feigin, V. L., . . . Murray, C. J. (2015). Demographic and epidemiologic drivers of global cardiovascular mortality. <i>New England Journal of Medicine</i>, 372(14), 1333-1341.</p> <p data-bbox="363 1091 1235 1268">Uyeki, T. M., Mehta, A. K., Davey, R. T., Jr., Liddell, A. M., Wolf, T., Vetter, P., . . . Gutman, J. (2016). Clinical Management of Ebola Virus Disease in the United States and Europe. <i>The New England journal of medicine</i>, 374(7), 636-646.</p>	Discussant Summaries

Week	Topic/Readings	Assignments Due
3	<p>Epidemiology in Healthcare Planning and Needs Assessment</p> <p>Chapter 4</p> <p>Costello, E. J., Burns, B. J., Angold, A., & Leaf, P. J. (1993). How can epidemiology improve mental health services for children and adolescents? <i>J Am Acad Child Adolesc Psychiatry</i>, 32(6), 1106-1114; discussion 1114-1107.</p> <p>Franco-Trigo, L., Hossain, L. N., Durks, D., Fam, D., Inglis, S. C., Benrimoj, S. I., & Sabater-Hernandez, D. (2017). Stakeholder analysis for the development of a community pharmacy service aimed at preventing cardiovascular disease. <i>Res Social Adm Pharm</i>, 13(3), 539-552.</p> <p>Gutilla, M. J., Davidson, A. J., Daley, M. F., Anderson, G. B., Marshall, J. A., & Magzamen, S. (2017). Data for community health assessment in rural Colorado: A comparison of electronic health records to public health surveys to describe childhood obesity. <i>J Public Health Manag Pract</i>, 23 Suppl 4, Community Health Status Assessment, S53-s62. doi:10.1097/phh.00000</p> <p>Rogawski, E. T., Gray, C. L., & Poole, C. (2016). An argument for renewed focus on epidemiology for public health. <i>Ann Epidemiol</i>, 26(10), 729-733. doi:10.1016/j.annepidem.2016.08.008</p>	Discussant Summaries

Week	Topic/Readings	Assignments Due
4	<p>Epidemiology and Quality of Patient Care</p> <p>Chapter 5</p> <p>Donabedian, A. (1985). The epidemiology of quality. <i>Inquiry</i>, 22(3), 282-292.</p> <p>Donabedian, A., Wheeler, J. R., & Wyszewianski, L. (1982). Quality, cost, and health: an integrative model. <i>Medical Care</i>, 975-992.</p> <p>Smith, B. H., & Torrance, N. (2012). Epidemiology of neuropathic pain and its impact on quality of life. <i>Current pain and headache reports</i>, 16(3), 191-198.</p>	Discussant Summaries
5	<p>Descriptive Epidemiology</p> <p>Chapter 7</p> <p>Center for Disease Control and Prevention. (2013). CDC Grand Rounds: public health approaches to reducing U.S. infant mortality. <i>MMWR Morb Mortal Wkly Rep</i>, 62(31), 625-628.</p> <p>Li, Q., Zhou, L., Zhou, M., Chen, Z., Li, F., Wu, H., . . . Feng, Z. (2014). Epidemiology of human infections with avian influenza A(H7N9) virus in China. <i>The New England Journal of Medicine</i>, 370(6), 520-532. doi:10.1056/NEJMoa1304617</p> <p>Rössler, R., Junge, A., Chomiak, J., Dvorak, J., & Faude, O. (2016). Soccer injuries in players aged 7 to 12 years: a descriptive epidemiological study over 2 seasons. <i>The American Journal of Sports Medicine</i>, 44(2), 309-317.</p>	Discussant Summaries

Week	Topic/Readings	Assignments Due
6	<p data-bbox="362 293 1068 329">Epidemiology in Financial Management</p> <p data-bbox="362 370 524 406">Chapter 8</p> <p data-bbox="362 446 1218 591">Conrad, D. A. (2015). The Theory of Value-Based Payment Incentives and Their Application to Health Care. <i>Health Serv Res, 50 Suppl 2</i>, 2057-2089. doi:10.1111/1475-6773.12408</p> <p data-bbox="362 632 1226 776">George, S., Javed, M., Hemington-Gorse, S., & Wilson-Jones, N. (2016). Epidemiology and financial implications of self-inflicted burns. <i>Burns : Journal of the International Society for Burn Injuries, 42</i>(1), 196-201.</p> <p data-bbox="362 817 1193 961">Lubitz, C. C., & Sosa, J. A. (2016). The changing landscape of papillary thyroid cancer: epidemiology, management, and the implications for patients. <i>Cancer, 122</i>(24), 3754-3759.</p> <p data-bbox="362 1002 1230 1168">Sheikh, A., Patel, N. J., Nalluri, N., Agnihotri, K., Spagnola, J., Patel, A., . . . Savani, C. (2015). Trends in hospitalization for atrial fibrillation: epidemiology, cost, and implications for the future. <i>Progress in Cardiovascular Diseases, 58</i>(2), 105-116.</p>	Discussant Summaries

Week	Topic/Readings	Assignments Due
7	<p>Epidemiology and Cost-Effective Analysis</p> <p>Chapter 9</p> <p>Joesoef, M. R., Remington, P. L., & Jiptoherijanto, P. T. (1989). Epidemiological model and cost-effectiveness analysis of tuberculosis treatment programmes in Indonesia. <i>International Journal of Epidemiology</i>, 18(1), 174-179. doi:10.1093/ije/18.1.174</p> <p>Smit, F., Ederveen, A., Cuijpers, P., Deeg, D., & Beekman, A. (2006). Opportunities for cost-effective prevention of late-life depression: an epidemiological approach. <i>Arch Gen Psychiatry</i>, 63(3), 290-296. doi:10.1001/archpsyc.63.3.290</p> <p>Tong, V. T., Dietz, P. M., Morrow, B., D'Angelo, D. V., Farr, S. L., Rockhill, K. M., & England, L. J. (2013). Trends in smoking before, during, and after pregnancy--Pregnancy Risk Assessment Monitoring System, United States, 40 sites, 2000-2010. <i>MMWR Surveill Summ</i>, 62(6), 1-19</p> <p>Wickwire, E. M., Vadlamani, A., Tom, S. E., Johnson, A. M., Scharf, S. M., & Albrecht, J. S. (2019). Economic Aspects of Insomnia Medication Treatment Among Medicare Beneficiaries. <i>Sleep</i>. doi:10.1093/sleep/zsz192</p>	<p>Discussant Summaries</p> <p>Research Paper Ideas</p>
8	Midterm Exam	

Week	Topic/Readings	Assignments Due
9	<p>Epidemiologic Study Designs Part I</p> <p>Chapter 11</p> <p>Andersen, L. B., Harro, M., Sardinha, L. B., Froberg, K., Ekelund, U., Brage, S., & Anderssen, S. A. (2006). Physical activity and clustered cardiovascular risk in children: a cross-sectional study (The European Youth Heart Study). <i>The Lancet</i>, 368(9532), 299-304.</p> <p>D'Souza, G., Kreimer, A. R., Viscidi, R., Pawlita, M., Fakhry, C., Koch, W. M., . . . Gillison, M. L. (2007). Case-control study of human papillomavirus and oropharyngeal cancer. <i>New England Journal of Medicine</i>, 356(19), 1944-1956.</p> <p>Shahar, E., Whitney, C. W., REdline, S., Lee, E. T., Newman, A. B., Javier Nieto, F., . . . Samet, J. M. (2001). Sleep-disordered breathing and cardiovascular disease: cross-sectional results of the Sleep Heart Health Study. <i>American Journal of Respiratory And Critical Care Medicine</i>, 163(1), 19-25.</p>	Discussant Summaries

Week	Topic/Readings	Assignments Due
10	<p>Epidemiologic Study Designs Part II</p> <p>Chapters 12 & 13</p> <p>Kim, Y., Han, B.-G., & Group, K. (2016). Cohort profile: the Korean genome and epidemiology study (KoGES) consortium. <i>International Journal of Epidemiology</i>, 46(2), e20-e20.</p> <p>Mahmood, S. S., Levy, D., Vasan, R. S., & Wang, T. J. (2014). The Framingham Heart Study and the epidemiology of cardiovascular disease: a historical perspective. <i>The Lancet</i>, 383(9921), 999-1008.</p> <p>Sacks, H. S., Berrier, J., Reitman, D., Ancona-Berk, V., & Chalmers, T. C. (1987). Meta-analyses of randomized controlled trials. <i>New England Journal of Medicine</i>, 316(8), 450-455.</p> <p>Wilhelm, S., Phillips, K. A., Greenberg, J. L., O'Keefe, S. M., Hoepfner, S. S., Keshaviah, A., . . . Schoenfeld, D. A. (2019). Efficacy and Posttreatment Effects of Therapist-Delivered Cognitive Behavioral Therapy vs Supportive Psychotherapy for Adults With Body Dysmorphic Disorder: A Randomized Clinical Trial. <i>JAMA Psychiatry</i>, 76(4), 363-373.</p>	Discussant Summaries

Week	Topic/Readings	Assignments Due
11	<p>Clinical Epidemiology and Decision Making</p> <p>Chapter 14</p> <p>Ades, A., Welton, N. J., Caldwell, D., Price, M., Goubar, A., & Lu, G. (2008). Multiparameter evidence synthesis in epidemiology and medical decision-making. <i>Journal of health services research & policy</i>, 13(s3), 12-22.</p> <p>Brownson, R. C., Gurney, J. G., & Land, G. H. (1999). Evidence-based decision making in public health. <i>Journal of Public Health Management and Practice</i>, 5, 86-97.</p> <p>Mosterd, A., & Hoes, A. W. (2007). Clinical epidemiology of heart failure. <i>Heart</i>, 93(9), 1137-1146.</p>	Discussant Summaries
12	<p>Application of Epidemiology to Specific Diseases</p> <p>Chapters 15 & 16</p> <p>Estruch, R., Ros, E., Salas-Salvado, J., Covas, M. I., Corella, D., Aros, F., . . . Martinez-Gonzalez, M. A. (2018). primary prevention of cardiovascular disease with a mediterranean diet supplemented with extra-virgin olive oil or nuts. <i>The New England Journal of Medicine</i>, 378(25), e34. doi:10.1056/NEJMoa1800389</p> <p>Micha, R., Penalvo, J. L., Cudhea, F., Imamura, F., Rehm, C. D., & Mozaffarian, D. (2017). association between dietary factors and mortality from heart disease, stroke, and type 2 diabetes in the United States. <i>The Journal of the American Medical Association</i>, 317(9), 912-924. doi:10.1001/jama.2017.0947</p> <p>Saraiya, M., Unger, E. R., Thompson, T. D., Lynch, C. F., Hernandez, B. Y., Lyu, C. W., . . . Goodman, M. T. (2015). US assessment of HPV types in cancers: Implications for current and 9-valent HPV vaccines. <i>J Natl Cancer Inst</i>, 107(6), djv086. doi:10.1093/jnci/djv086</p>	Discussant Summaries

Week	Topic/Readings	Assignments Due
13	<p>Behavioral Epidemiology</p> <p>Chapter 17</p> <p>Bromet, E. J., Parkinson, D. K., Curtis, E. C., Schulberg, H. C., Blane, H., Dunn, L. O., . . . Schwartz, J. E. (1990). Epidemiology of depression and alcohol abuse/dependence in a managerial and professional work force. <i>Journal of occupational medicine.: official publication of the Industrial Medical Association</i>, 32(10), 989-995.</p> <p>Sallis, J. F., Owen, N., & Fotheringham, M. J. (2000). Behavioral epidemiology: a systematic framework to classify phases of research on health promotion and disease prevention. <i>Annals of Behavioral Medicine</i>, 22(4), 294-298.</p> <p>Werner, P., Savva, G. M., Maidment, I., Thyrian, J. R., & Fox, C. (2016). Dementia: introduction, epidemiology and economic impact. In <i>Mental Health and Older People</i> (pp. 197-209): Springer.</p>	Discussant Summaries
14	Face-to-Face Meeting, Research Paper Presentation	Research Paper Presentation
15	Final Exam and Final Research Paper Due	Final Exam Final Research Paper

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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.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. 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

Alpha Designator/Number: DBA 732 ☒ Graded ☐ CR/NC

Contact Person: Dr. Nancy Lankton

Phone: 696-2656

NEW COURSE DATA:

New Course Title: Research Seminar in Health Care Information Management

Alpha Designator/Number: DBA 732

Title Abbreviation: Res Sem HC Inform Mgt
(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course addresses contemporary research issues in health care information management research. Research relating to electronic health records, data analytics, safety, privacy, and health information technology will be discussed.

Co-requisite(s): None

First Term to be Offered: Fall 2021

Prerequisite(s): Permission of DBA Program Director

Credit 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 Nancy Lankton Date 11/13/19

Registrar Sonyia L. C. J. 520101 Date 11/14/19

College Curriculum Chair [Signature] Date 19 Nov 19

Graduate Council Chair Lori K. Kunkel Date 2-1-2020

Request for Graduate Course Addition - Page 2

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 732

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. Alberto Coustasse

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. Recognize, understand, and discuss health care delivery information management research;
2. Critically evaluate the contributions made by health care information management research;
3. Articulate important research ideas and position their significance within streams of health care information management research; and
4. Research and present applied health care information management research.

Request for Graduate Course Addition - Page 3

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

Week: Face-to-Face Meeting, Introduction

Week 2: Regulations in Health Information Technology

Week 3: Electronic Medical Records

Week 4: Health Information Exchange

Weeks 5 and 6: Telemedicine and Telehealth

Week 7: Personal Health Records

Weeks 8 and 9: Big Data

Week 10: AI and Predictive Analysis

Week 11: Security and Privacy in Health Information Technology

Week 12: Machine Learning

Week 13: Electronic Prescribing

Week 14: Face to Face Session – Mini-Project Research Paper Presentation

Week 15: Final Mini-Project 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:

- Fineberg, H. (2012). A successful and sustainable health system: How to get there from here. *New England Journal of Medicine*, 366, 1020-1027.
- Huckvale, K., Torous, J., & Larsen, M. E. (2019). Assessment of the data sharing and privacy practices of smartphone apps for depression and smoking cessation. *JAMA Network Open*, 2(4), 1-10.
- Ratwani, R. M., Reider, J., & Singh, H. (2019). A decade of health information technology usability: Challenges and the path forward. *JAMA*, 321(8), 743-744.

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

Mini-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 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 732: Research Seminar in Health Care Information Management

Catalog Description: This course addresses contemporary research issues in health care information management research. Research relating to electronic health records, data analytics, safety, privacy, and health information technology will be discussed.

Prerequisites: Permission of DBA 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 732: Research Seminar in Health Care Information Management

Course Description

This course addresses contemporary research issues in health care information management research. Research relating to electronic health records, data analytics, safety, privacy, and health information technology will be discussed.

Credits

3 credit hours

Prerequisites

Permission of the DBA Program Director

Term/Year

Fall 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
<https://www.marshall.edu/muonline/>.

This course should be completed in one summer term.

Academic Calendar

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

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 Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/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.
- Adobe Acrobat Reader 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 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:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (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

The purpose of this course is to provide a survey of recent research in health care delivery systems. It introduces a significant number of the research questions, theories, and methods in empirical research related to health care delivery systems.

Course Objectives/Outcomes

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

1. Recognize, understand, and discuss health care delivery information management research;
2. Critically evaluate the contributions made by health care information management research;
3. Articulate important research ideas and position their significance within streams of health care information management research; and
4. Research and present applied health care information management research.

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 health care delivery research.	Readings, class discussions	Mini-project
Students will be able to critically evaluate the contributions made by health care information management research.	Readings, class discussions	Mini-project
Students will be able to articulate important research ideas and position their significance within streams of health care information management research.	Readings, class discussions, guest speakers	Mini-project

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 research and present applied health care information management research.	Readings, practice presentations	Mini-project, presentation

Course Structure

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

Course Requirements/Due Dates

The course requirements are as follows:

Class Discussions: Each week, we will focus our discussion on four papers. For each assigned paper, one student will serve as the *discussant* and prepare a 4- to 5-page written summary. This student will begin class discussion by summarizing the paper and placing it in context. A copy of the summary will be given by the discussant to all the students and the instructor via the discussion board. The written summary will include the following:

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

All other students are also expected to read the assigned papers carefully and to participate in the discussion. Each student (excluding the discussant) 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 to the discussant and instructor via the discussion board. The discussant should try to respond to the question or comment to the best of his/her ability.

Mini-Project: 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 perform a survey, 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 mini-project is to provide the participants with an experience in health care delivery 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, and sample. (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

35% Discussion of Required Readings

65% Mini-Project

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 MU Academic Affairs: University Policies (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

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 Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

Course Schedule

Week	Topic/Required Reading	Assignments Due
1	Face-to-Face Meeting, Introduction Fineberg, H. (2012). A successful and sustainable health system — how to get there from here. <i>New England Journal of Medicine</i> , 366, 1020-1027. Huckvale, K., Torous, J., Larsen, M. E., & Eng. (2019). Assessment of the data sharing and privacy practices of smartphone apps for depression and smoking cessation. <i>JAMA Network Open</i> , 2(4), e192542. Ratwani, R. M., Reider, J., & Singh, H. (2019). A decade of health information technology usability challenges and the path forward, <i>JAMA</i> , 321(8), 743.	Sign up for Discussant Summary Discussion

2	<p>Regulations in Health Information Technology</p> <p>Bates, D., Feblowitz, J., Henkin, S., McCoy, A., Sittig, D., & Wright, A. (2013). Early results of the meaningful use program for electronic health records. <i>New England Journal of Medicine</i>, 368(8), 779-780.</p> <p>Casalino, L. (2017). The Medicare Access and CHIP Reauthorization Act and the corporate transformation of American medicine. <i>Health Affairs</i>, 36(5), 865-869.</p> <p>Gold, M., & McLaughlin, Catherine. (2016). Assessing HITECH implementation and lessons: 5 years later. <i>The Milbank Quarterly</i>, 94(3), 654-687.</p> <p>Nair, A., & Dreyfus, D. (2018) Technology alignment in the presence of regulatory changes: The case of meaningful use of information technology in healthcare. <i>International Journal of Medical Informatics</i>, 110, 42-51.</p>	<p>Discussant Summary</p> <p>Discussion</p>
3	<p>Electronic Medical Records</p> <p>Kök, O. M., Basoglu, N., & Daim, T. U. (2016). Adoption factors of electronic health record systems. <i>Healthcare Technology Innovation Adoption Innovation, Technology, and Knowledge Management</i>, 189-249.</p> <p>Murphy, D. R., Satterly, T., Giardina, T. D., Sittig, D. F., & Singh, H. (2019). Practicing clinicians' recommendations to reduce burden from the electronic health record inbox: a mixed-methods study. <i>Journal of General Internal Medicine</i>, 34(9), 1825-1832.</p> <p>Temple, M. W., Sisk, B., Krams, L. A., Schneider, J. H., Kirkendall, E. S., & Lehmann, C. U. (2019). Trends in use of electronic health records in pediatric office settings. <i>The Journal of Pediatrics</i>, 206, 164-171.e2.</p> <p>Vest, J. R., Unruh, M. A., Freedman, S., & Simon, K. (2019). Health systems' use of enterprise health information exchange vs single electronic health record vendor environments and unplanned readmissions. <i>Journal of the American Medical Informatics Association</i>, 26(10), 989-998.</p>	<p>Discussant Summary</p> <p>Discussion</p>

4	<p>Health Information Exchange</p> <p>Downing, N., Alder-Milstein, J., Palma, J., Lane, S., Eisenberg, M., et. al. (2017). Health information exchange policies of 11 diverse health systems and the associated impact on volume of exchange. <i>Journal of the American Medical Informatics Association</i>, 24(1), 113-122.</p> <p>Everson, J., Kocher, K., & Adler-Milstein, J. (2017). Health information exchange associated with improved emergency department care through faster accessing of patient information from outside organizations. <i>Journal of the American Medical Informatics Association</i>, 24(1), 103-110.</p> <p>Fontaine, P., Ross, S. E., Zink, T., & Schilling, L. M. (2010). Systematic review of health information exchange in primary care practices. <i>The Journal of the American Board of Family Medicine</i>, 23(5), 655-670.</p> <p>Holmgren, A. J., & Adler-Milstein, J. (2017). Health information exchange in u.s. hospitals: the current landscape and a path to improved information sharing. <i>Journal of Hospital Medicine</i>, 12(3), 193-198.</p>	<p>Discussant Summary</p> <p>Discussion</p>
5 and 6	<p>Telemedicine and Telehealth</p> <p>Adler-Milstein, J., Kvedar, J., & Bates, D. (2014). Telehealth among us hospitals: several factors, including state reimbursement and licensure policies, influence adoption. <i>Health Affairs</i>, 33(2),207-215.</p> <p>Chung-Do, J., Helm, S., Fukuda, M., Alicata, D., Nishimura, S., & Else, I. (2012). Rural mental health: Implications for telepsychiatry in clinical service, workforce development, and organizational capacity. <i>Telemedicine and e-Health</i>, 18(3), 244-246.</p> <p>Eggerth, A., Hayn, D., & Schreier, G. (2019). Medication management needs information and communications technology-based approaches, including telehealth and artificial intelligence. <i>British Journal of Clinical Pharmacology</i>. doi:10.1111/bcp.14045</p> <p>Kahn, J., Le, T., Barnato, A., Hravnak, M., Kuza, C., Pike, F., & Angus, D. (2016). ICU telemedicine and critical care mortality. <i>Medical Care</i>, 54(3), 319-325.</p>	<p>Discussant Summary</p> <p>Discussion</p> <p>Mini-Project Ideas</p>

7	<p>Personal Health Records</p> <p>Archer, N., Fevrier-Thomas, U., Lokker, C., Mckibbon, K., & Straus, S. (2011). Personal health records: A scoping review. <i>Journal of the American Medical Informatics Association</i>, 18(4), 515-522.</p> <p>Ford, E., Hesse, B., & Huerta, T. (2016). Personal health record use in the united states: Forecasting future adoption levels. <i>Journal of Medical Internet Research</i>, 18(3), e73.</p> <p>Grossman, L. V., Choi, S. W., Collins, S., Dykes, P. C., O'Leary, K. J., Rizer, M., et al (2018). Implementation of acute care patient portals: recommendations on utility and use from six early adopters. <i>JAMIA</i>, 25(4), 370-379</p>	<p>Discussant Summary</p> <p>Discussion</p>
8 and 9	<p>Big Data</p> <p>Barrett, M. A., Humblet, O., Hiatt, R. A., & Adler, N. E. (2013). Big data and disease prevention: from quantified self to quantified communities. <i>Big Data</i>, 1(3), 168-175.</p> <p>Bates, D. W., Saria, S., Ohno-Machado, L., Shah, A., & Escobar, G. (2014). Big data in health care: Using analytics to identify and manage high-risk and high-cost patients. <i>Health Affairs</i>, 33(7), 1123-1131.</p> <p>Brittany, M., Stopa, Sandra, C., Yan, Hormuzdiyar, H., Dasenbrock, Dong, H., Kim, William, B., & Gormley. (2019). Variance reduction in neurosurgical practice: the case for analytics-driven decision support in the era of big data. <i>World Neurosurgery</i>, 126, e190-e195.</p> <p>Frakt, A. B., & Pizer, S. D. (2016). The promise and perils of big data in health care. <i>The American Journal of Managed Care</i>, 22(2), 98.</p> <p>Lin, Y.L., Trbovich, P., Kolodzey, L., Nickel, C., & Guerguerian, A. M. (2019) Association of data integration technologies with intensive care clinician performance. <i>JAMA Network Open</i>, 2(5).</p> <p>McAfee, A., Brynjolfsson, E., Davenport, T., Patil, D., & Barton, D. (2012). Big data: the management revolution. <i>Harvard Business Review</i>, 90(10), 60-68.</p>	<p>Discussant Summary</p> <p>Discussion</p>

10	<p>AI and Predictive Analysis</p> <p>Cohen, I. G., Amarasingham, R., Shah, A., Bin, X., & Lo, B. (2014). The legal and ethical concerns that arise from using complex predictive analytics in health care. <i>Health Affairs</i>, 33(7), 1139-1147.</p> <p>Kansagara, D., Englander, H., Salanitro, A., Kagen, D., Theobald, C., Freeman, M., et al. (2011). Risk prediction models for hospital readmission: A systematic review. <i>JAMA</i>, 306(15), 1688-1698.</p> <p>Krumholz, HM., Warner, F., Coppi, A., et al (2019). Development and testing of improved models to predict payment using centers for Medicare & Medicaid services claims data. <i>JAMA Open</i>, 2(8).</p> <p>Parikh, R. B., Kakad, M., & Bates, D. W. (2016). Integrating predictive analytics into high-value care: the dawn of precision delivery. <i>JAMA</i>, 315(7), 651-652.</p> <p>Razavian, N., Blecker, S., Schmidt, A. M., Smith-McLallen, A., Nigam, S., & Sontag, D. (2015). Population-level prediction of type 2 diabetes from claims data and analysis of risk factors. <i>Big Data</i>, 3(4), 277-287.</p>	<p>Discussant Summary</p> <p>Discussion</p>
11	<p>Security and Privacy in Health Information Technology</p> <p>Brewer, & Ross, (2016). ransomware attacks: detection, prevention, and cure. <i>Network Security</i>, 9, 5-9.</p> <p>Fernández-Alemán, J.L., Señor, I., Oliver, P., & Lozoya, A. (2013). Security and privacy in electronic health records: A systematic literature review. <i>Journal of Biomedical Informatics</i>, 46(3), 541-562.</p> <p>Luxton, D. D., Kayl, R. A., & Mishkind, M. C. (2012). mHealth data security: The need for HIPAA-compliant standardization. <i>Telemedicine Journal and e-health</i>, 18(4), 284-288.</p> <p>Mangelsdorf, M. E. (2017). What executives get wrong about cybersecurity. <i>MIT Sloan Management Review</i>, 58(2), 22-24.</p>	<p>Discussant Summary</p> <p>Discussion</p>

12	<p>Machine Learning</p> <p>Banerjee, I., Sofela, M., Yang, J., et al. (2019). Development and performance of the pulmonary embolism result forecast model (PERFORM) for computed tomography clinical decision support. <i>JAMA Network Open</i>, 2(8), e198719.</p> <p>Bundorf, M. K., Polyakova, M., Stults, C., Meehan, A., Klimke, R. et al (2019). Machine-based expert recommendations and insurance choices among Medicare Part D enrollees. <i>Health Affairs</i>, 38(3), 482-490.</p> <p>Rajkomar, A., Dean, J., & Kohane. I. (2019). Machine learning in medicine. <i>New England Journal of Medicine</i>, 380(14), 1347-1358.</p> <p>Winkler-Schwartz, A., Yilmaz, R., Mirchi, N., et al (2019). Machine learning identification of surgical and operative factors associated with surgical expertise in virtual reality simulation. <i>JAMA Network Open</i>, 2(8), e198363.</p>	<p>Discussant Summary</p> <p>Discussion</p> <p>Mini-Project Status Meetings</p>
13	<p>Electronic Prescribing</p> <p>Farre, A., Bem, D., Heath, G., et al (2016). Perceptions and experiences of the implementation, management, use and optimization of electronic prescribing systems in hospital settings: protocol for a systematic review of qualitative studies. <i>BMJ Open</i>, 6(7), e011858.</p> <p>Garabedian, P. M., Wright, A., Newbury, I., et al. Comparison of a Prototype for Indications-Based Prescribing with 2 Commercial Prescribing Systems. <i>JAMA Network Open</i>, 2(3), e191514.</p> <p>Radley, D. C., Wasserman, M. R., Olsho, L. E., et al (2013). Reduction in medication errors in hospitals due to adoption of computerized provider order entry systems. <i>JAMIA</i>, 20(3), 470-476.</p> <p>Roumeliotis, N., Sniderman, J., Adams-Webber, T., Addo, N., Anand, V., Rochon, P., Taddio, A., & Parshuram, C. (2019). Effect of electronic prescribing strategies on medication error and harm in hospital: A systematic review and meta-analysis. <i>Journal of General Internal Medicine</i>, 1-14.</p>	<p>Discussant Summary</p> <p>Discussion</p>

14	Face-to-Face Meeting – Mini-Project Research Paper Presentation	Mini-Project Research Paper Presentation
15	Final Mini-Project Research Paper Due	Mini-Project Research Paper

Bibliography

Adler-Milstein, J., Kvedar, J., & Bates, D. (2014). Telehealth among us hospitals: several factors, including state reimbursement and licensure policies, influence adoption. *Health Affairs*, 33(2), 207-215.

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Bates, D. W., Saria, S., Ohno-Machado, L., Shah, A., & Escobar, G. (2014). Big data in health care: Using analytics to identify and manage high-risk and high-cost patients. *Health Affairs*, 33(7), 1123-1131.

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Chung-Do, J., Helm, S., Fukuda, M., Alicata, D., Nishimura, S., & Else, I. (2012). Rural mental health: Implications for telepsychiatry in clinical service, workforce development, and organizational capacity. *Telemedicine and e-Health*, 18(3), 244-246.

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Grossman, L. V., Choi, S. W., Collins, S., Dykes, P. C., O'Leary, K. J., Rizer, M., et al (2018). Implementation of acute care patient portals: recommendations on utility and use from six early adopters. *JAMIA*, 25(4), 370-379.

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Vest, J. R., Unruh, M. A., Freedman, S., & Simon, K. (2019). Health systems' use of enterprise health information exchange vs single electronic health record vendor environments and unplanned readmissions. *Journal of the American Medical Informatics Association*, 26(10), 989-998.

Winkler-Schwartz, A., Yilmaz, R., Mirchi, N., et al (2019). Machine learning identification of surgical and operative factors associated with surgical expertise in virtual reality simulation. *JAMA Network Open*, 2(8), e198363.

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.
3. 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

Alpha Designator/Number: DBA 740 ☒ Graded ☐ CR/NC

Contact Person: Dr. Nancy Lankton

Phone: 696-2656

NEW COURSE DATA:

New Course Title: Research Seminar in Human Resource Management and Organizational Behavior

Alpha Designator/Number: DBA 740

Title Abbreviation: Res Sem in HRM
(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This seminar is a review and analysis of the theories, models, and concepts utilized in the research of organizational behavior and human resource management.

Co-requisite(s): None

First Term to be Offered: Spring 2021

Prerequisite(s): Permission of the DBA Program Director

Credit 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 Nancy Lankton Date 11/13/19

Registrar Sony GCG 520101 Date 11/14/19

College Curriculum Chair [Signature] Date 19 NOV 19

Graduate Council Chair Lauri Howard Date 2-1-2020

Request for Graduate Course Addition - Page 2

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 740

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. 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.

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. Review classic and current literature in the fields of Organizational Behavior and Human Resource Management;
2. Identify gaps, unresolved issues, and emerging trends in the research, theory, and practice of Organizational Behavior and Human Resource Management;
3. Communicate scientific ideas and questions with colleagues, in both verbal and written form;
4. Write a research proposal on an interesting, important, and novel question in Organizational Theory and/or Strategic Management; and
5. Identify, define, and articulate key Organizational Theory and Human Strategic Management topics, constructs and concepts.

Request for Graduate Course Addition - Page 3

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

Week 1: Face-to-Face Meeting, Introduction and General Familiarization
Week 2: Theory in Organizational Behavior
Week 3: Personality and Individual Differences
Week 4: Attitudes, Emotions, Habits
Week 5: Organizational Citizenship Behavior and Contextual Performance
Week 6: Counterproductive Work Behavior
Week 7: Work Motivation, Goals, Feedback
Week 8: Ethics and (Ethical) Decision Making
Week 9: Psychological Contracts, Justice, Trust
Week 10: Leadership & Mentoring
Week 11: Groups and Teams in the Workplace
Week 12: Strategic Human Resource Management
Week 13: Turnover and Retention
Week 14: Face-to-Face Meeting, Final Research Proposal Oral Presentation
Week 15: Final Research Proposal Written 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:

- Bacharach, S. (1989). Organizational theories: Some criteria for evaluation. *Academy of Management Review*, 14(4), 496-515.
- Davis, M. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. *Philosophy of the Social Sciences*, 1, 309-344.
- Mayer, K. J., & Sparrowe, R. T. (2013). Integrating theories in AMJ articles. *Academy of Management Journal*, 56, 917-922.

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.)

Readings Overview

Discussion Board Participation

Manuscript Reviews

Written Research Proposal

Presentation of Research Proposal

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

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 740: Research Seminar in Human Resource Management and Organizational Behavior

Catalog Description: This seminar is a review and analysis of the theories, models, and concepts utilized in the research of organizational behavior and human resource management.

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 740; Research Seminar in Human Resource Management and Organizational Management

Course Description

This seminar is a review and analysis of the theories, models, and concepts utilized in the research of organizational behavior and human resource management.

Credits

3 credit 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
<https://www.marshall.edu/muonline/>.

This course should be completed in one term.

Academic Calendar

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

Other Resources

Academy of Management Journal Style Guide: <http://mc.manuscriptcentral.com/amj>.

Fulmer, I. S. (2012). Editor's Comments: The craft of writing theory articles-Variety and similarity in AMR. *Academy of Management Review*, 37, 327-331.

Ragins, B.R. (2012). Editor's Comments: Reflections on the craft of clear writing. *Academy of Management Review*, 37, 493-501.

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 Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/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.

- Adobe Acrobat Reader 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:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (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

In this seminar, we will examine theory and research pertaining to organizational behavior and the management of human resources in organizations. Additionally, through the required and suggested readings, this course will highlight the scientific study of organizational behavior and human resource management. Instead, 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 to be 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 fields of OB and HR

Course Objectives/Outcomes

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

1. Review classic and current literature in the fields of Organizational Behavior and Human Resource Management;
2. Identify gaps, unresolved issues, and emerging trends in the research, theory, and practice of Organizational Behavior and Human Resource Management;
3. Communicate scientific ideas and questions with colleagues, in both verbal and written form; and
4. Write a research proposal on an interesting, important, and novel question in Organizational Theory and/or Strategic Management;

5. Identify, define, and articulate key Organizational Theory and Human Strategic Management topics, constructs and concepts.

A list of required readings is provided for each topic. These readings should be thoroughly read and considered prior to engaging in the electronic discussion: and each student should be prepared to discuss them in class. It is suggested that you prepare a summary of the important points gleaned from each reading.

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 review classic and current literature in the fields of Organizational Behavior and Human Resource Management.	Readings, class discussions	Research paper proposal
Students will be able to identify gaps, unresolved issues, and emerging trends in the research, theory, and practice of Organizational Behavior and Human Resource Management.	Readings, class discussions	Research paper proposal
Students will be able to clearly communicate scientific ideas and questions with colleagues, in both verbal and written form.	Readings, class discussions, practice presentations	Research paper proposal

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 write a research proposal on an interesting, important, and novel question in Organizational Theory and/or Strategic Management.	Readings, class discussions	Research paper proposal
Students will be able to identify, define, and articulate key Organizational Theory and Human Strategic Management topics, constructs and concepts.	Readings, class discussions	Research paper proposal

Course Structure

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

Course Requirements/Due Dates

The course requirements are as follows:

Readings Overview: 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 summarize the major ideas and contributions to knowledge of the assigned readings and describe how the readings relate to one another. Students may also discuss research questions that the readings inspire. These overview papers are primarily intended to help students organize their thoughts on the readings. Each student will submit an electronic copy to the professor and to the topic area discussion. These overviews will be the basis for further examining the topic within the discussion board.

Discussion Board Participation: Participation in these discussion boards will involve the sub topics within each weekly topic. Students will do their overview on the subtopic of their choosing. In this way students will be able to better tailor the course to their (research) interests.

Manuscript Reviews: Each student will prepare a manuscript review of the instructor-assigned paper(s) in a two to three- page single-spaced document to be handed in at the beginning of the assigned session. This critique will focus on both the content/theory and the methodology of the paper, and will be presented to the

class. Unlike the daily overview papers, this assignment is to critique the paper, not summarize 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.

Research Proposal: Each student must write and submit a scientific research proposal. The topic of your research proposal must be within the domain of Organizational Behavior or Human Resource Management. Exceptions may be approved by me on a case-by-case basis. Each student must have his or her initial proposal topic submitted to me no later than the fifth week of class; with proposed topic approved no later than the eighth week of class. Please choose a research topic that is of great interest to you, not one that you think may interest me.

The research proposal 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 one of the following sources: APA Publication Manual, Academy of Management Journal, or Academy of Management Review. The proposal 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 Organizational Behavior and/or Human Resource Management along with potential study limitations. You should use the research articles assigned for this course as "models" for writing your proposal.

At the end of the course, each student must submit a recorded oral presentation of his or her research proposal to the class. The purpose of this oral presentation is for students to receive feedback from me and from other students. In addition, the presentation serves as practice for presentations you will make at professional meetings.

The required participation as a peer reviewer is not included in scoring the Research Proposal. A student who fails to submit their peer reviews on time and/or submits an inadequate peer review will have up to 15% of their course score deducted from their final grade. Reviewing submissions, conference or journal, is typically non-compensated service to the profession. Failure to submit assigned reviews in a timely manner or submitting an insufficient review may impact your professional reputation; thus, we are taking a similar approach for this course.

Students are required to turn in a three to five-page, double-spaced research proposal during the fifth week of class. You will receive feedback (peer review) from the instructor and at least one classmate. Peer reviews must be turned in by 11:59 AM on Friday of week six.

A first, full draft of the research paper must be turned in by the eleventh week of class. Students will receive feedback on their manuscripts, and as before, students

will have to submit their first draft to one classmate for additional review. Peer reviews are due, once again, at 11:59 PM on Friday of week twelve. To simulate the peer review process at academic journals, authors are required to write a response letter that addresses each point made by your peer reviewers.

The final draft of the paper, along with the peer review response letter, will be due at 11:59 PM on Friday of week fifteen.

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% Readings Overview
10% Discussion Board Participation
25% Manuscript Reviews (2 at 12.5% each)
40% Written Research Proposal
15% Presentation of Research Proposal

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 MU Academic Affairs: University Policies (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

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 Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

Course Schedule

Week	Topic / Readings	Assignments Due
1	Face-to-Face Meeting, Introduction and General Familiarization	
2	Theory in Organizational Behavior	Readings Overview Discussion Board Participation
3	Personality and Individual Differences	Readings Overview Discussion Board Participation
4	Attitudes, Emotions, Habits	Readings Overview Discussion Board Participation Manuscript Review

Week	Topic / Readings	Assignments Due
5	Organizational Citizenship Behavior and Contextual Performance	Readings Overview Discussion Board Participation Initial Proposal Topic
6	Counterproductive Work Behavior	Readings Overview Discussion Board Participation Peer Review
7	Work Motivation, Goals, Feedback	Readings Overview Discussion Board Participation
8	Ethics and (Ethical) Decision Making	Readings Overview Discussion Board Participation
9	Psychological Contracts, Justice, Trust	Readings Overview Discussion Board Participation Manuscript Review
10	Leadership and Mentoring	Readings Overview Discussion Board Participation

Week	Topic / Readings	Assignments Due
11	Groups and Teams in the Workplace	Readings Overview Discussion Board Participation
12	Strategic Human Resource Management	Readings Overview Discussion Board Participation First Draft of Research Paper
13	Turnover and Retention	Readings Overview Discussion Board Participation Peer Review
14	Face-to-Face Meeting, Final Research Proposal Oral Presentation	Final Research Proposal Presentation
15	Final Research Proposal Written	Final Research Proposal

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Week 2: Theory in Organization Behavior

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- Edmondson, A. C., & McManus, S. E. (2007). Methodological fit in management field research. *Academy of Management Review*, 32, 1155-1179.
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- Kilduff, M. (2006). Editor's comments: Publishing theory. *Academy of Management Review*, 31, 252-255.
- Klein, K. J., & Zedeck, S. (2004). Theories in applied psychology: Lessons (Re)learned. *Journal of Applied Psychology*, 89, 931-933.
- Mayer, K. J., & Sparrowe, R. T. (2013). Integrating theories in AMJ articles. *Academy of Management Journal*, 56, 917-922.
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- Mitchell, T., & James, L. (2001). Building better theory: Time and the specification of when things happen. *Academy of Management Review*, 26(4), 530-547.
- Mowday, R., & Sutton, R. (1993). Organizational behavior: Linking individuals and groups to organizational contexts. *Annual Review of Psychology*, 44, 195-229.
- Rousseau, D. (1985). Issues of level in organizational research: Multi-level and cross-level perspectives. *Research in Organizational Behavior*, 7, 1-37.
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- Suddaby, R. (2010). Editor's comments: Construct clarity in theories of management and organization. *Academy of Management Review*, 35(3), 346-357.

Week 3: Personality and Individual differences

Personality Overview

- Barrick, M. R., & Mount, M. K. (1991). The Big Five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44, 1-26.
- Davis-Blake, A., & Pfeffer, J. (1989). Just a mirage: The search for dispositional effects in organizational research. *Academy of Management Review*, 14, 385-400.

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Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59, 507-536.

Schmidt, F. L., & Hunter, J. E. (2004). General mental ability in the world of work: Occupational attainment and job performance. *Journal of Personality and Social Psychology*, 96, 162-173.

Individual Differences and Job Performance

George, J. M. (1992). The role of personality in organizational life: Issues and evidence. *Journal of Management*, 18, 185- 213.

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Li, W., Fay, D., Frese, M., Harms, P., & Gao, X. (2014). Reciprocal relationship between proactive personality and work characteristics: A latent change score approach. *Journal of Applied Psychology, 99*(5), 948-965.

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O'Boyle, E. H. Forsyth, D. R., Banks, G., & McDaniel, M. A. (2012). A meta- analysis of the dark triad and work behavior: A social exchange perspective. *Journal of Applied Psychology, 97*, 557-579.

Tett, R., & Burnett, D. (2003). A personality trait-based interactionist model of job performance. *Journal of Applied Psychology, 88*, 500-517.

Week 4: Attitudes, Emotions, Habits

Social Attitudes and Job Attitudes

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*, 179-211.

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Elfenbein, H. A. (2007). Emotion in organizations, *The Academy of Management Annals*, 1(1), 315-386.

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Emotions and Stress

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Week 5: Organizational Citizenship Behavior and Contextual Performance

Contextual Factors Excluding Culture: Technology/Virtual

Barry, B., & Fulmer, I. S. (2004). The medium and the message: The adaptive use of communication media in dyadic influence. *Academy of Management Review*, 29, 272-292.

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Week 6: Counterproductive Work Behavior

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Week 7: Work Motivation, Goals, Feedback

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Goal Setting Theory

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Renn, R., & Fedor, D. (2001). Development and field test of a feedback seeking, self-efficacy, and goal setting model of work performance. *Journal of Management*, 27, 563-583.

Team Motivation and Self-Regulation

Gersick, C. J. G. (1988). Time and transition in work teams. *Academy of Management Journal*, 31, 9-41.

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Uhl-Ben, M., & Graen, G. B. (1998). Individual self-management: Analysis of professionals' self-managing activities in functional and cross-functional work teams. *Academy of Management Journal*, 41, 340-350

Week 8: Ethics and (Ethical) Decision Making

Bowes-Sperry, L., & Powell, G. N. (1999). Observers' reactions to social-sexual behavior at work: An ethical decision-making perspective. *Journal of Management*, 25, 779-802.

Jones, T. M. (1991). Ethical decision making by individuals in organizations: An issue contingent model. *Academy of Management Review*, 16, 366-395.

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Mainiero, L. A., & Jones, K. J. (2013). Workplace romance 2.0: Developing a communication ethics model to address potential sexual harassment from inappropriate social media contacts between coworkers. *Journal of Business Ethics*, 114, 367-379.

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Process Models

Evans. J. (2011). Dual-processing accounts of reasoning, judgment, and social cognition. *Annual Review of Psychology, 59*, 255-278.

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Strack, F., & Deutsch, R. (2004). Reflective and impulsive determinants of social behavior. *Personality and Social Psychology Review, 8*, 220-247.

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Umphress, E., & Bingham, J. (2011). When employees do bad things for good reasons: Examining unethical pro-organizational behaviors. *Organization Science*, 22(3), 621-640.

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Week 9: Psychological Contracts, Justice, Trust

Ashforth, B. E. & Kreiner, G. E. (1999). "How can you do it?": Dirty work and the challenge of constructing a positive identity. *Academy of Management Review*, 24, 413-434.

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Psychological Contracts

Coyle-Shapiro, J. A.-M., & Conway, N. (2005). Exchange relationships: Examining psychological contracts and perceived organizational support, *Journal of Applied Psychology, 90*, 774-781.

Rousseau, D. M. (1990). New hire perceptions of their own and their employer's obligations: A study of psychological contracts. *Journal of Organizational Behavior, 11*, 389-400.

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Langfred, C. (2004). Too much of a good thing? Negative effects of high trust and individual autonomy in self- managing teams. *Academy of Management Journal, 47*, 385-399.

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Week 10: Leadership and Mentoring

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research and future directions. *Annual Review of Psychology*, 60, 421-449.

Bono, J. E., & Judge, T. A. (2004). Personality and transformational and transactional leadership: A meta-analysis. *Journal of Applied Psychology*, 89, 901-910.

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Gardner, W., Coglisier, C., Davis, K., & Dickens, M. (2011). Authentic leadership: A review of the literature and research agenda. *Leadership Quarterly*, 22, 1120-1145.

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Ilies, R., Nahrgang, J. D., & Morgeson, F. P. (2007). Leader-member exchange and citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, 92, 269-277.

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Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology, 87*, 765-780.

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Steinbauer, R., Renn, R. W., Taylor, R., & Njoroge, P. (2014). Ethical leadership and followers' moral judgment: The role of followers' perceived accountability and self-leadership. *Journal of Business Ethics, 120*, 381-392.

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Waldman, D. A., Carter, M. Z., & Hom, P. W. (2015). A multilevel investigation of leadership and turnover behavior. *Journal of Management, 41*, 1724-1744.

Mentoring

Eby, L. T., Allen, T. D., Hoffman, B., et al. (2013). An interdisciplinary meta analysis of the potential antecedents, correlates, and consequences of protégé perceptions of mentoring. *Psychological Bulletin, 139*, 441-476.

Ghosh, R. (2014). Antecedents of mentoring support: A meta-analysis of individual, relational, and structural or organizational factors. *Journal of Vocational Behavior, 84*, 367-384.

Mayer, D., et al. (2012). Who displays ethical leadership, and why does it matter? An examination of antecedents and consequences of ethical leadership. *Academy of Management Journal, 55*(1), 151-171.

Menges, C. (2016). Toward improving effectiveness of formal mentoring programs: Matching by personality matters. *Group and Organization Management, 41*, 98-129.

Week 11: Groups and Teams in the Workplace

Bell, S. (2007). Deep-level composition variables as predictors of team performance: A meta-analysis. *Journal of Applied Psychology, 92*(3), 595-615.

Bond, M. (1988). Finding universal dimensions of individual variation in multicultural studies of values: The Rokeach and Chinese Value Surveys. *Journal of Personality and Social Psychology, 55*, 1009-1015.

Carton, A., & Cummings, J. (2012). A theory of subgroups in work teams. *Academy of Management Review*, 37(3), 441-470.

Chi, N., & Huang, J. (2014). Mechanisms linking transformational leadership and team performance: The mediating roles of team goal orientation and group affective tone. *Group & Organization Management*, 39, 300-325.

Conroy, S. A., & Gupta, N. (2016). Team pay-for-performance: The devil is in the details. *Group and Organization Management*, 41, 32-65.

Feldman, D. (1984). The development and enforcement of group norms. *Academy of Management Review*, 9(1), 47-53.

Gelfand, M., et al., (2011). Differences between tight and loose societies: A 33 nation study. *Science*, 33, 1100-1104.

Gelfand, M. J., Nishii, L. H., & Raver, J. L. (2006). On the nature and importance of cultural tightness-looseness. *Journal of Applied Psychology*, 91, 1225-1244.

Heaphy, E., & Dutton, J. (2008). Positive social interactions and the human body at work: Linking organizations and physiology. *Academy of Management Review*, 33(1), 137-162.

Jong, J., Curseu, P., & Leenders, R. (2014). When do bad apples not spoil the barrel? Negative relationships in teams, team performance, and buffering mechanisms. *Journal of Applied Psychology*, 99, 514-522.

Kilduff, M., & Brass, D. J. (2010) Organizational social network research: Core ideas and key debates, *The Academy of Management Annals*, 4(1), 317-357.

Kirkman, B. L., Chen, G., Farh, J. L., Chen, Z. X., & Lowe, K. B. (2009). Individual power distance orientation and follower reactions to transformational leaders: A cross-level, cross-cultural examination. *Academy of Management Journal*, 52, 744-764.

Liu, L. A., Friedman, R., Barry, B., Gelfand, M. J., & Zhang, Z. X. (2012). The Dynamics of consensus building in intracultural and intercultural negotiations. *Administrative Science Quarterly*, 57(2), 269-304.

MacDonald, G., & Leary, M. (2005). Why does social exclusion hurt? The relationship between social and physical pain. *Psychological Bulletin*, 131(2), 202-223.

Maner, J., DeWall, C. N., Baumeister, R. F., & Schaller, M. (2007). Does social exclusion motivate interpersonal reconnection? Resolving the "porcupine problem." *Journal of Personality and Social Psychology*, 92(1), 42-55.

Maynard, M., & Gilson, L. (2014). The role of shared mental model development in understanding virtual team effectiveness. *Group & Organization Management*, 39, 3-32.

Post, C. (2012). Deep-level team composition and innovation: The mediating roles of psychological safety and cooperative learning. *Group & Organization Management*, 37, 555-588.

Renn, R., Allen, D., & Huning, T. (2013). The relationship of social exclusion at work with self-defeating behavior and turnover. *Journal of Social Psychology*, 153, 229-249.

Smart, L., & Leary, M. (2009). Reactions to discrimination, stigmatization, ostracism, and other forms of interpersonal rejection: A multimotive model. *Psychological Review*, 116, 365-383.

Shin, Y., Kim, M., Choi, J. N., & Lee, S.-H. (2016). Does team culture matter? Roles of team culture and collective regulatory focus in team task and creative performance. *Group and Organization Management*, 41, 232-265.

Schwartz, S. & Bardi, A. (2001). Value hierarchies across cultures: Taking a similarities perspective. *Journal of Cross-Cultural Psychology*, 32, 269-290.

Stewart, G. (2006). A meta-analytic review of the relationships between team design features and team performance. *Journal of Management*, 32, 29-55.

Thau, S., et al. (2007). Self-defeating behaviors in organizations: The relationship between thwarted belonging and interpersonal work behaviors. *Journal of Applied Psychology*, 92, 840-847.

Twenge, J., Baumeister, R. F., DeWall, C. N., Ciarocco, N. J., & Bartels, C. M. (2007). Social exclusion decreases prosocial behavior. *Journal of Personality and Social Psychology*, 92(1), 56-66.

Williams, K. (2007). Ostracism. *Annual Review of Psychology*, 58, 425-452.

Week 12: Strategic Human Resource Management

Arthur, J. B. (1994). Effects of human resource management systems on manufacturing performance and turnover. *Academy of Management Journal*, 37, 670-687.

Becker, B. & Gerhart, B. (1996). The impact of human resource management on organizational performance: Progress and prospects. *Academy of Management Journal*, 39, 779-801.

Becker, B. E. & Huselid, M. A. (2006). Strategic human resources management: Where do we go from here? *Journal of Management*, 32, 898-925.

Combs, J., Liu, Y., Hall, A., & Ketchen, D. (2006). How much do high-performance work practices matter? A meta-analysis of their effects on organizational performance. *Personnel Psychology*, 59, 501-528.

Datta, D. K., Guthrie, J. P., & Wright, P. M. (2005). Human resource management and labor productivity: Does industry matter? *Academy of Management Journal*, 48, 135-145.

Delery, J., & Doty, D. H. (1996). Modes of theorizing in strategic human resource management: Tests of universalistic, contingency, and configurational performance predictions. *Academy of Management Journal*, 39, 802-835.

Huselid, M. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, 38, 635-672.

Jackson, S. E., & Schuler, R. S. (1995). Understanding human resource management in the context of organizations and their environments. *Annual Review of Psychology*, 46, 237-264.

Lepak, D. P. & Snell, S. A. (1999). The human resource architecture. Toward a theory of human capital allocation and development. *Academy of Management Review*, 24, 31-48.

Wright, P. M., Gardner, T. M., Moynihan, L. M., & Allen, M. R. (2005). The relationship between HR practices and firm performance: Examining causal order. *Personnel Psychology*, 58, 409-446.

Week 13: Turnover and Retention

Allen, D. G. & Griffeth, R. W. (2001). Test of a mediated performance-turnover relationship highlighting the moderating roles of visibility and reward contingency. *Journal of Applied Psychology*, 86, 1014-1021.

Allen, D. G., Shore, L. M., & Griffeth, R. W. (2003). The role of perceived organizational support and supportive human resource practices in the turnover process. *Journal of Management*, 29, 99-118.

Allen, D. G., Weeks, K. P., Moffitt, K. R. (2005). Turnover intentions and voluntary turnover: The moderating roles of self-monitoring, locus of control, proactive personality, and risk aversion. *Journal of Applied Psychology*, 90, 980-990.

Aquino, K., Griffeth, R. W., Allen, D. G., & Hom, P. W. (1997). Integrating justice constructs into the turnover process: A test of a referent cognitions model. *Academy of Management Journal*, 40, 1208-1227.

Barrick, M. R. & Zimmerman, R. D. (2005). Reducing voluntary, avoidable turnover through selection. *Journal of Applied Psychology*, 90, 159-166.

Dess, G. G., & Shaw, J. D. (2001). Voluntary turnover, social capital and organizational performance. *Academy of Management Review*, 26, 446-456.

Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the next millennium. *Journal of Management*, 26, 463-488.

Griffeth, R. W., Steel, R. P., Allen, D. G., & Bryan, N. (2005). The development of a multidimensional measure of job market cognitions: The Employment Opportunity Index. *Journal of Applied Psychology*, 90, 335-349.

Holtom, B. C., Mitchell, T. R., Lee, T. W. & Eberly, M. B. (2008). Turnover and retention research: A glance at the past, a closer review of the present, and a venture into the future. *Academy of Management Annals*, 2, 231-274.

Hulin, C. L., Roznowski, M., & Hachiya, D. (1985). Alternative opportunities and withdrawal decisions: Empirical and theoretical discrepancies and an integration. *Psychological Bulletin*, 97, 233-250.

Kacmar, K. M., Andrews, M. C., Van Rooy, D. L., Steilberg, R. C., & Cerrone, S. (2006). Sure everyone can be replaced...but at what cost? Turnover as a predictor of unit level performance. *Academy of Management Journal*, 49, 133-144.

Kammeyer-Mueller, J. D., Wanberg, C. R., Glomb, T. M., & Ahlburg, D. (2005). The role of temporal shifts in turnover processes: It's about time. *Journal of Applied Psychology*, 90, 644-658.

Lee, T. W. & Mitchell, T. R (1994). An alternative approach: the unfolding model of voluntary employee turnover. *Academy of Management Review*, 19, 51-89.

Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablinski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of Management Journal*, 44, 1102-1121.

Mobley, W. H. (1977). Intermediate linkages in the relationship between job satisfaction and employee turnover. *Journal of Applied Psychology*, 62, 237-240.

Mobley, W. H., Griffeth, R. W., Hand, H. H., & Meglino, B. M. (1979). Review and conceptual analysis of the employee turnover process. *Psychological Bulletin*, 86, 493-522.

Mossholder, K. W., Settoon, R. P., & Henagan, S. C. (2005). A relational perspective on turnover: Examining structural, attitudinal, and behavioral predictors. *Academy of Management Journal*, 48, 607-618.

Shaw, J. D., Duffy, M. K., Johnson, J. L., & Lockhart, D. E. (2005). Turnover, social capital losses, and performance. *Academy of Management Journal*, 48, 594-606.

Steel, R. P. (2002). Turnover theory at the empirical interface: Problems of fit and function. *Academy of Management Review*, 27, 846-854.

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.
3. 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

Alpha Designator/Number: DBA 741

☒ Graded

☐ CR/NC

Contact Person: Dr. Nancy Lankton

Phone: 696-2656

NEW COURSE DATA:

New Course Title: Research Seminar in Operations, Business Models, and Strategic Management

Alpha Designator/Number: DBA 741

Title Abbreviation: Res Op Bus Models & Strat
(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course addresses issues in operations, business models, and strategic management with extensive reviews of research areas such as sustainable operations, strategic positioning, organizational structure and performance, and corporate governance.

Co-requisite(s): None

First Term to be Offered: Summer 2021

Prerequisite(s): Permission of the DBA Program Director

Credit 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 Nancy Lankton Date 11/13/19

Registrar Sandy G. C. J. 520101 Date 11/14/19

College Curriculum Chair [Signature] Date 19 Nov 19

Graduate Council Chair Lani Khumud Date 2-1-2020

Request for Graduate Course Addition - Page 2

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 741

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, Dr. Deepak Subeedi, Dr. Ben Eng

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. Develop an understanding of the fields of Operations, Business Models, and Strategic Management;
2. Understand, analyze and critique research articles in the field;
3. Understand the major theoretical propositions and assumptions underlying sub-field in the disciplines of Operations, Business Models, and Strategic Management;
4. Identify limitations and gaps in the literature as the basis for conceiving and formulating research ideas;
5. Formulate their own research proposals with the aim of conducting their dissertation research;
6. Understand and participate in the contemporary debates surrounding and within these disciplines; and
7. Communicate all of the above in oral and written form in keeping with the norms of academic discourse and writing.

Request for Graduate Course Addition - Page 3

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

Week 1: Face-to-Face Meeting, Introduction to Manufacturing Strategy

Week 2: Introduction to Manufacturing Strategy (continued)

Week 3: Toyota Production Systems

Week 4: Supply Chain Management

Week 5: Industry 4.0

Week 6: Introduction to Business Models

Week 7: Business Model Evolution

Week 8: Business Models' Impact on Strategy

Week 9: Introduction to Strategic Management

Weeks 10-12: Strategic Management – The Macro View

Week 13: Strategic Management – The Micro View

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 for week 1 include:

- Drucker, P. F. (1990). The emerging theory of manufacturing. *Harvard Business Review*, 68(3), 94-102.
- Fine, C. H., & Hax, A. C. (1985). Manufacturing strategy: A methodology and an illustration. *Interfaces*, 15(6), 28-46.
- Hayes, R. H., Wheelwright, S. C. (1979). Link manufacturing process and product life cycles. *Harvard Business Review*, 57(1), 133-140.

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.)

Article Critiques
Course Paper Proposal
Final Course 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 741: Research Seminar in Operations, Business Models, and Strategic Management

Catalog Description: This course addresses issues in operations, business models, and strategic management with extensive reviews of research areas such as sustainable operations, strategic positioning, organizational structure and performance, and corporate governance.

Prerequisites: Permission of the DBA Program Director

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 741: Research Seminar in Operations, Business Models, and Strategic Management

Course Description

This course addresses issues in operations, business models, and strategic management with extensive reviews of research areas such as sustainable operations, strategic positioning, organizational structure and performance, and corporate governance.

Credits

3 credit hours

Prerequisites

Permission of the DBA Program Director

Term/Year

Summer 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
<https://www.marshall.edu/muonline/>.

This course should be completed in one term.

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (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 Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/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.
- Adobe Acrobat Reader 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:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (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

MGT721 is an integrative 3 credit hour writing intensive, DBA course designed to help you gain and understanding of the theory and research in the fields of Operations, Business Models, and Strategic Management. There has been a number of advances and evolutions in these areas as the disciplines have matured over the past 30 to 40 years. There have been significant advances, both in the theory and practice within these disciplines.

While often viewed as separate fields of study, in fact there is a great deal of overlap and interdependencies among the fields. In addition to providing an overview of the disciplines, the course will examine some of the many specialized topics within them. The articles selected for this course, while nowhere near being all inclusive, provide a representative sample from the discipline. Many of these articles are considered seminal pieces relating to specific topic areas.

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. Develop an understanding of the fields of Operations, Business Models, and Strategic Management;
2. Understand, analyze and critique research articles in the field;
3. Understand the major theoretical propositions and assumptions underlying sub-field in the disciplines of Operations, Business Models, and Strategic Management;
4. Identify limitations and gaps in the literature as the basis for conceiving and formulating research ideas;
5. Formulate their own research proposals with the aim of conducting their dissertation research;
6. Understand and participate in the contemporary debates surrounding and within these disciplines; 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 develop an understanding of the fields of Operations, Business Models, and Strategic Management.	Readings, article critiques, initial proposal presentation	Course paper proposal, final course paper
Students will be able to understand, analyze and critique research articles in the field.	Readings, article critiques, initial proposal presentation	Course paper proposal, final course paper
Students will be able to understand the major theoretical propositions and assumptions underlying sub-field in the disciplines of Operations, Business Models, and Strategic Management.	Readings, article critiques, initial proposal presentation	Course paper proposal, final course paper
Students will be able to identify limitations and gaps in the literature as the basis for conceiving and formulating research ideas.	Readings, article critiques, initial proposal presentation	Course paper proposal, final course paper
Students will be able to formulate their own research proposals with the aim of conducting their dissertation research.	Readings, article critiques, initial proposal presentation	Course paper proposal, final course paper

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 and participate in contemporary debates surrounding and within these disciplines.	Readings, article critiques, initial proposal presentation	Course paper proposal, final course paper
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, article critiques, initial proposal presentation	Course paper proposal, final course paper

Course Structure

This course is organized in three units presented in folders in Blackboard.

Course Requirements/Due Dates

The course requirements are as follows:

Class Participation: Students are expected to be prepared to provide critical feedback pertaining to the readings and to engage actively in class related discussions. This may occur via a number of different modes, including; face-to-face in class, discussion boards and or video chat sessions.

Mini Proposal Presentation: Each student will present (either in class or via video) a proposed research question and a 3 – 4 propositions for a class paper. The presentation will be approximately 10 minutes in length (5 minutes for the presentation and 5 minutes for class feedback). The student will briefly review the relevant literature and the gap driving the research question. A model may be helpful but is not required; focus on the relationship between constructs.

Article Critiques: Each student selects six articles from the assigned readings, two each from the main categories of Operations, Business Models, and Strategic Management and a seventh article of their choosing and writes a brief article summary. The summary will also identify and assess the weaknesses of the research studies reported. Specifically, what do you find unconvincing (or at least uncomfortable) about the theory, data or methodology utilized in the research?

Keep your criticisms focused on specific, concrete changes that could realistically have been implemented to improve the study. Take into account such things as; financial constraints, data-access constraints and time constraints associated with a

typical research study. Each brief should be no more than two pages in length. The assignment should be double spaced using either Times New Roman or Arial 12-point fonts. All references must be in APA format.

Course Paper Proposal: A five-page written summary/proposal of your proposed course paper. The proposed paper needs to be relevant to the course and to the fields of Operations, Business Models and/or Strategic Management or both (as they intersect). The important aspects to be included are:

- What issue/problem will the study investigate?
- What are the identified gaps in the existing literature relating to the identified issue and why is it important?
- Why is the study timely? Has previous work discovered contradictory results?
- Site and summarize the most important papers (up to twelve (12) maximum) that have examined the issue and which form the building blocks for this research?
- What key concepts/constraints will be incorporated into your model? Provide an initial draft of your model.
- What novel contribution(s) will your proposed study make to the extant literature?

The assignment should be double spaced using either Times New Roman or Arial 12-point fonts. All references must be in APA format.

Final Course Paper: You will submit a paper (derived from the proposal approved by the instructor(s) as indicated above) that proposes a research study. The guidelines for the study are:

- Submit between 20 – 30 pages, max 40 pages inclusive of all tables, references, etc.
- Include an exhaustive review of and be grounded in the extant literature of the area(s) under study.
- Provide a model of relationships and develop testable propositions that are supported by theory and based on prior research and findings.
- Provide a well thought out research design, including; how the study will be conducted, sample source(s), mode of data collection (experimental, survey, archival data, interviews, etc.). Provide what kind of data you would gather and how. NOTE: there is no requirement that you include a detailed methods section or that you conduct actual hypothesis testing.
- Provide a discussion section that addressing the importance of the model to scholars and practitioners. Consider how the research may be applied to other fields of research and its importance to managers.
- Your project will be presented to the class at the last class meeting. The grade on the project will be based on both the actual written paper as well as the presentation. Prepare a slide deck for the presentation.
- Late submissions will be penalized and may result in a failing grade.

The assignment should be double spaced using either Times New Roman or Arial 12-point fonts. All references must be in APA format.

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

30% Article Critiques (7)

20% Course Paper Proposal

50% Final Course Paper

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 [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/policies/). (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

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 Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

Course Schedule

Week	Topic/Required Readings	Assignments Due
1	<p>Face-to-Face Meeting, Introduction to Manufacturing Strategy</p> <p>Drucker, P. F. (1990). The emerging theory of manufacturing. <i>Harvard Business Review</i>, 68(3), 94-102.</p> <p>Fine, C. H., & Hax, A. C. (1985). Manufacturing strategy: A methodology and an illustration. <i>Interfaces</i>, 15(6),28-46.</p> <p>Hayes, R. H., Wheelwright, S. C. (1979). Link manufacturing process and product life cycles. <i>Harvard Business Review</i>, 57(1), 133-140.</p> <p>Kaplan, R. S. (1983). Measuring manufacturing performance: A new challenge for managerial accounting research. <i>Accounting Review</i>, 58(4). 686.</p> <p>Sabry, A. (2017). Investigating the relationship between the outcomes of manufacturing performance and product modularity. <i>Business Management Dynamics</i>, 6(8), 53-74.</p> <p>van Kemenade, E, & Hardjono, T. W. (2019). Twenty-first century total quality management: The emergence paradigm. <i>TQM Journal</i>, 31(2),150-166.</p>	

Week	Topic/Required Readings	Assignments Due
2	<p>Introduction to Manufacturing Strategy (continued)</p> <p>Brumme, H., Simonovich, D., Skinner, W., & Van Wassenhove, L. N. (2015). The strategy-focused factory in turbulent times. <i>Production & Operations Management</i>, 24(10),1513-1523.</p> <p>Skinner, W. (1974). The focused factory. <i>Harvard Business Review</i>, 52(3),113-121.</p> <p>Skinner, W. Manufacturing strategy: The story of its evolution. <i>Journal of Operations Management</i>, 25. 328-335.</p> <p>Skinner, W. (1969). Manufacturing: Missing link in corporate strategy. <i>Harvard Business Review</i>, 47(3), 136-145.</p> <p>Upton, D. M. (1995). What really makes factories flexible? <i>Harvard Business Review</i>, 73(4),74-84.</p> <p>Wheelwright, S. C., & Hayes, R. H. (1985). Competing through manufacturing. <i>Harvard Business Review</i>, 63(1), 99-109.</p>	Article Critiques

Week	Topic/Required Readings	Assignments Due
3	<p>Toyota Production Systems</p> <p>Adler, P. S., Goldoftas, B., & Levine, D. I. (1999). Flexibility versus efficiency? A case study of model changeovers in the Toyota Production System. <i>Organization Science</i>, 10(1), 43-68.</p> <p>Chiarini, A., Baccarani, C., & Mascherpa, V. (2018). Lean production, Toyota Production System and Kaizen philosophy. <i>TQM Journal</i>, 30(4), 425-438.</p> <p>Fuimoto, T. (2012). The evolution of production systems: Exploring the sources of Toyota's competitiveness. <i>Annals of Business Administrative Science</i>, 11, 25-44.</p> <p>Hopp, W. J. (2018). Positive lean: Merging the science of efficiency with the psychology of work. <i>International Journal of Production Research</i>, 56(1/2), 398-413.</p> <p>Lander, E., & Liker, J. K. (2007). The Toyota Production System and art: Making highly customized and creative products the Toyota way. <i>International Journal of Production Research</i>, 45(16), 3681-3698.</p> <p>Li, J. (2013). Continuous improvement at Toyota manufacturing plant: Applications of production systems engineering methods. <i>International Journal of Production Research</i>, 51(23/24), 7235-7249.</p> <p>Spear, S., & Bowen, H. K. (1999). Decoding the DNA of the Toyota Production System. <i>Harvard Business Review</i>, 77(5), 96-106.</p>	Article Critiques

Week	Topic/Required Readings	Assignments Due
4	<p>Supply Chain Management</p> <p>Fisher, M. L. (1997). What is the right supply chain for your product? <i>Harvard Business Review</i>, 75(2), 105-116.</p> <p>Lee, H. L. (2010). Don't tweak your supply chain: Rethink it end to end. <i>Harvard Business Review</i>, 88(10), 62-69.</p> <p>Modi, K., Lowalekar, H., & Bhatta, N. M. K. (2019). Revolutionizing supply chain management the theory of constraints way: A case study. <i>International Journal of Production Research</i>, 57(11), 3335-3361.</p> <p>Nérez-Salazar, M. del R., Aguilar-Lasserre, A. A., Cedillo-Campos, M. G., Juárez-Martínez, U., & Posada-Gómez, R. (2019). Processes and measurement of knowledge management in supply chains: an integrative systematic literature review. <i>International Journal of Production Research</i>, 57(7), 2136-2159.</p> <p>Rajesh, R. (2019). Social and environmental risk management in resilient supply chains: A periodical study by the Grey-Verhulst model. <i>International Journal of Production Research</i>, 57(11), 3748-3765.</p> <p>Rogers, D., Leuschner, R., & Choi, T. Y. (2016). The rise of fintech in supply chains. <i>Harvard Business Review Digital Articles</i>, 2-4.</p>	Article Critiques

Week	Topic/Required Readings	Assignments Due
5	<p>Industry 4.0</p> <p>Baryannis, G., Validi, S., Dani, S., & Antoniou, G. (2019). Supply chain risk management and artificial intelligence: State of the art and future research directions. <i>International Journal of Production Research</i>, 57(7), 2179–2202.</p> <p>D’Aveni R. (2015). The 3-D Printing Revolution. <i>Harvard Business Review</i>, 93(5), 40-48.</p> <p>Haenlein, M., & Kaplan, A. (2019). A brief history of artificial intelligence: on the past, present, and future of artificial intelligence. <i>California Management Review</i>, 61(4), 5-14.</p> <p>Lampropoulos, G., Siakas, K., & Anastasiadis, T. (2019). Internet of Things in the context of Industry 4.0: An overview. <i>International Journal of Entrepreneurial Knowledge</i>, 7(1), 4-19.</p> <p>Monroe, R. W., & Barrett, P. T. (2019). The evolving B2B e-commerce and supply chain management: A chronological mémoire. <i>Journal of Business & Management</i>, 25(1), 49-67</p> <p>Xu, L. D., Xu, E. L., & Li, L. (2018). Industry 4.0: State of the art and future trends. <i>International Journal of Production Research</i>, 56(8), 2941-2962.</p>	<p>Article Critiques</p> <p>Mini-Proposal Presentations</p>

Week	Topic/Required Readings	Assignments Due
6	<p>Introduction to Business Models</p> <p>Amit, R., & Zott, C. (2015). Crafting business architecture: The antecedents of business model design. <i>Strategic Entrepreneurship Journal</i>, 9(4), 331-350.</p> <p>Baden-Fuller, C., & Morgan, M. S. (2010). Business models as models. <i>Long Range Planning</i>, 43(2-3), 156-171.</p> <p>Baden-Fuller, C., & Mangematin, V. (2013). Business models: A challenging agenda. <i>Strategic Organization</i>, 11(4), 418-427.</p> <p>Chesbrough, H. (2010). Business model innovation: opportunities and barriers. <i>Long Range Planning</i>, 43(2-3), 354-363.</p> <p>DaSilva, C. M., & Trkman, P. (2014). Business model: What it is and what it is not. <i>Long Range Planning</i>, 47(6), 379-389.</p> <p>Shafer, S. M., Smith, H. J., & Linder, J. C. (2005). The power of business models. <i>Business Horizons</i>, 48(3), 199-207.</p>	Article Critiques

Week	Topic/Required Readings	Assignments Due
7	<p>Business Model Evolution</p> <p>Bock, A. J., Opsahl, T., George, G., & Gann, D. M. (2012). The effects of culture and structure on strategic flexibility during business model innovation. <i>Journal of Management Studies</i>, 49(2), 279-305.</p> <p>Casadesus-Masanell, R., & Ricart, J. E. (2010). From strategy to business models and onto tactics. <i>Long Range Planning</i>, 43(2-3), 195-215.</p> <p>Casadesus-Masanell, R., & Zhu, F. (2013). Business model innovation and competitive imitation: The case of sponsor-based business models. <i>Strategic Management Journal</i>, 34(4), 464-482.</p> <p>Casadesus-Masanell, R., & Ricart, J. E. (2011). How to design a winning business model. <i>Harvard Business Review</i>, 89(1/2), 100-107.</p> <p>Coombes, P. H., & Nicholson, J. D. (2013). Business models and their relationship with marketing: A systematic literature review. <i>Industrial Marketing Management</i>, 42(5), 656-664.</p> <p>Foss, N. J., & Saebi, T. (2017). Fifteen years of research on business model innovation: how far have we come, and where should we go? <i>Journal of Management</i>, 43(1), 200-227.</p>	<p>Article Critiques</p> <p>Course Paper Proposal</p>

Week	Topic/Required Readings	Assignments Due
8	<p>Business Models' Impact on Strategy</p> <p>De Reuver, M., Bouwman, H., & Haaker, T. (2013). Business model roadmapping: A practical approach to come from an existing to a desired business model. <i>International Journal of Innovation Management</i>, 17(01),</p> <p>Gummesson, E., Mele, C., Polese, F., Nenonen, S., & Storbacka, K. (2010). Business model design: Conceptualizing networked value co-creation. <i>International Journal of Quality and Service Sciences</i>.</p> <p>Richardson, J. (2008). The business model: an integrative framework for strategy execution. <i>Strategic Change</i>, 17(5-6), 133-144.</p> <p>Wirtz, B. W., Schilke, O., & Ullrich, S. (2010). Strategic development of business models: Implications of the Web 2.0 for creating value on the internet. <i>Long Range Planning</i>, 43(2-3), 272-290.</p> <p>Zott, C., & Amit, R. (2008). The fit between product market strategy and business model: Implications for firm performance. <i>Strategic Management Journal</i>, 29(1), 1-26.</p> <p>Zott, C., & Amit, R. (2013). The business model: A theoretically anchored robust construct for strategic analysis. <i>Strategic Organization</i>, 11(4), 403-411.</p>	Article Critiques

Week	Topic/Required Readings	Assignments Due
9	<p>Introduction to Strategic Management</p> <p>Bracker, J. (1980). The historical development of the strategic management concept. <i>Academy of Management review</i>, 5(2), 219-224.</p> <p>Furrer, O., Thomas, H., & Goussevskaia, A. (2008). The structure and evolution of the strategic management field: A content analysis of 26 years of strategic management research. <i>International Journal of Management Reviews</i>, 10(1), 1-23.</p> <p>Hoskisson, R. E., Wan, W. P., Yiu, D., & Hitt, M. A. (1999). Theory and research in strategic management: Swings of a pendulum. <i>Journal of Management</i>, 25(3), 417-456.</p> <p>Nag, R., Hambrick, D. C., & Chen, M. J. (2007). What is strategic management, really? Inductive derivation of a consensus definition of the field. <i>Strategic Management Journal</i>, 28(9), 935-955.</p> <p>Nerur, S. P., Rasheed, A. A., & Natarajan, V. (2008). The intellectual structure of the strategic management field: An author co-citation analysis. <i>Strategic Management Journal</i>, 29(3), 319-336.</p>	<p>Article Critiques</p> <p>Course Paper Proposal</p>

Week	Topic/Required Readings	Assignments Due
10	<p>Strategic Management – The Macro View</p> <p>Ackermann, F., & Eden, C. (2011). Strategic management of stakeholders: Theory and practice. <i>Long Range Planning</i>, 44(3), 179-196.</p> <p>Arthurs, J. D., & Busenitz, L. W. (2003). The boundaries and limitations of agency theory and stewardship theory in the venture capitalist/entrepreneur relationship. <i>Entrepreneurship Theory and Practice</i>, 28(2), 145-162.</p> <p>Danielson, M. G., Heck, J. L., & Shaffer, D. (2008). Shareholder theory—how opponents and proponents both get it wrong. <i>Journal of Applied Finance (Formerly Financial Practice and Education)</i>, 18(2).</p> <p>Eisenhardt, K. M. (1989). Agency theory: An assessment and review. <i>Academy of Management Review</i>, 14(1), 57-74.</p> <p>Jensen, M. C., & Meckling, W. H. (1976). Theory of the firm: Managerial behavior, agency costs and ownership structure. <i>Journal of Financial Economics</i>, 3(4), 305-360.</p> <p>Nyberg, A. J., Fulmer, I. S., Gerhart, B., & Carpenter, M. A. (2010). Agency theory revisited: CEO return and shareholder interest alignment. <i>Academy of Management Journal</i>, 53(5), 1029-1049.</p>	Article Critiques

Week	Topic/Required Readings	Assignments Due
11	<p>Strategic Management – The Macro View (continued)</p> <p>Barney, J. (1991). Firm resources and sustained competitive advantage. <i>Journal of Management</i>, 17(1), 99-120.</p> <p>Barney, J. B. (2001). Resource-based theories of competitive advantage: A ten-year retrospective on the resource-based view. <i>Journal of Management</i>, 27(6), 643-650.</p> <p>Eisenhardt, K. M., & Martin, J. A. (2000). Dynamic capabilities: what are they? <i>Strategic Management Journal</i>, 21(10-11), 1105-1121.</p> <p>Parmar, B. L., Freeman, R. E., Harrison, J. S., Wicks, A. C., Purnell, L., & De Colle, S. (2010). Stakeholder theory: The state of the art. <i>The Academy of Management Annals</i>, 4(1), 403-445.</p> <p>Pepper, A., & Gore, J. (2015). Behavioral agency theory: New foundations for theorizing about executive compensation. <i>Journal of Management</i>, 41(4), 1045-1068.</p> <p>Schulze, W. S., Lubatkin, M. H., Dino, R. N., & Buchholtz, A. K. (2001). Agency relationships in family firms: Theory and evidence. <i>Organization Science</i>, 12(2), 99-116.</p>	Article Critiques

Week	Topic/Required Readings	Assignments Due
12	<p>Strategic Management – The Macro View (continued)</p> <p>Kochhar, R. (1996). Explaining firm capital structure: The role of agency theory vs. transaction cost economics. <i>Strategic Management Journal</i>, 17(9), 713-728.</p> <p>Luthans, F., & Stewart, T. I. (1977). A general contingency theory of management. <i>Academy of Management Review</i>, 2(2), 181-195.</p> <p>Pertusa-Ortega, E. M., Molina-Azorín, J. F., & Claver-Cortés, E. (2010). Competitive strategy, structure and firm performance: A comparison of the resource-based view and the contingency approach. <i>Management Decision</i>, 48(8), 1282-1303.</p> <p>Hambrick, D. C., & Mason, P. A. (1984). Upper echelons: The organization as a reflection of its top managers. <i>Academy of Management Review</i>, 9(2), 193-206.</p> <p>Wang, C. L., & Ahmed, P. K. (2007). Dynamic capabilities: A review and research agenda. <i>International Journal of Management Reviews</i>, 9(1), 31-51.</p> <p>Wernerfelt, B. (1984). A resource-based view of the firm. <i>Strategic Management Journal</i>, 5(2), 171-180.</p> <p>Winter, S. G. (2003). Understanding dynamic capabilities. <i>Strategic Management Journal</i>, 24(10), 991-995.</p>	Article Critiques

Week	Topic/Required Readings	Assignments Due
13	<p>Strategic Management – The Micro View</p> <p>Barberis, N. C. (2013). Thirty years of prospect theory in economics: A review and assessment. <i>Journal of Economic Perspectives</i>, 27(1), 173-96.</p> <p>Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. <i>Organizational Behavior and Human Decision Processes</i>, 97(2), 117-134.</p> <p>Fiegenbaum, A., & Thomas, H. (1988). Attitudes toward risk and the risk–return paradox: prospect theory explanations. <i>Academy of Management Journal</i>, 31(1), 85-106.</p> <p>Pritchard, R. D. (1969). Equity theory: A review and critique. <i>Organizational Behavior and Human Performance</i>, 4(2), 176-211.</p> <p>Ramlall, S. (2004). A review of employee motivation theories and their implications for employee retention within organizations. <i>Journal of American Academy of Business</i>, 5(1/2), 52-63.</p>	Article Critiques
14	Dead week – Face-to-Face Meeting, Wrap-Up	
15	Final Work Due	Final Course Paper Due

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- Vrontis, D., Thrassou, A., Santoro, G., & Papa, A. (2017). Ambidexterity, external knowledge and performance in knowledge-intensive firms. *The Journal of Technology Transfer*, 42(2), 374-388.
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- Winter, S. G. (2003). Understanding dynamic capabilities. *Strategic Management Journal*, 24(10), 991-995.
- Wood, R., & Bandura, A. (1989). Social cognitive theory of organizational management. *Academy of Management Review*, 14(3), 361-384.
- Zook, C. (2007). Finding your next core business. *Harvard Business Review*, 85(4), 66-75.

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.
3. 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 Alpha Designator/Number: DBA 742 ☒ Graded ☐ CR/NC
Contact Person: Dr. Nancy Lankton Phone: 696-2656

NEW COURSE DATA:

New Course Title: Research Seminar in Entrepreneurship, Small Business, and Family Firms

Alpha Designator/Number: DBA 742

Title Abbreviation: Res Sem in Entr Sm Bus FF
(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Students in this seminar will study seminal and current research on the idiosyncratic nature of entrepreneurship, small business, and family firms. They will discuss theory and make connections among findings.

Co-requisite(s): None

First Term to be Offered: Fall 2021

Prerequisite(s): Permission of the DBA Director

Credit 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 Nancy Lankton Date 11/13/19

Registrar Song G. C. F. 520101 Date 12/14/19

College Curriculum Chair [Signature] Date 19 Nov 19

Graduate Council Chair Lori Burchard Date 2-1-2020

Request for Graduate Course Addition - Page 2

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 742

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. 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.

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. Review classic and current literature in the fields of family firms and small/mid-size enterprises;
2. Identify gaps, unresolved issues, and emerging trends in the research, theory, and practice of family firms and small/mid-size enterprises;
3. Communicate scientific ideas and questions with colleagues, in both verbal and written form;
4. Write a research proposal on an interesting, important, and novel question in Organizational Theory and/or Strategic Management; and
5. Identify, define, and articulate key family firms and small/mid-size enterprise topics, constructs and concepts.

Request for Graduate Course Addition - Page 3

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

Week 1: Face-to-Face Meeting, Introduction and General Familiarization

Week 2: Economic Development Theory

Week 3: Competition and Entrepreneurship

Week 4: Entrepreneurship Predictors

Weeks 5 and 6: Theories of Entrepreneurship

Week 7: Family Firms

Weeks 8-9: Family Firm Performance

Weeks 10-11: Family Firms and Agency Costs

Weeks 12-13: Small/Mid-Size Firms and Prospect Theory

Week 14: Face-to-Face Meeting, Final Research Proposal Oral Presentation

Week 15: Final Research Proposal Written 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:

- Chrisman, J.J., Bauerschmidt, A., & Hofer, C.W. (1998). The determinants of new venture performance: An extended model. *Entrepreneurship Theory and Practice*, 23(1), 5-29.
- Katz, J.A., & Gartner, W.B. (1988). Properties of emerging organizations. *Academy of Management Review*, 13, 429-441.
- Sharma, P., & Chrisman, J.J. (1999). Toward a reconciliation of the definitional issues in the field of corporate entrepreneurship. *Entrepreneurship Theory and Practice*, 23(3), 11-27.

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.)

Readings Overview

Discussion Board Participation

Manuscript Reviews

Written Research Proposal

Presentation of Research Proposal

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 16

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 742: Research Seminar in Entrepreneurship, Small Business, and Family Firms

Catalog Description: Students in this seminar will study seminal and current research on the idiosyncratic nature of entrepreneurship, small business, and family firms. They will discuss theory and make connections among findings.

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 742: Research Seminar in Entrepreneurship, Small Businesses, and Family Firms

Course Description

Students in this seminar will study seminal and current research on the idiosyncratic nature of entrepreneurship, small business, and family firms. They will discuss theory and make connections among findings.

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
<https://www.marshall.edu/muonline/>.

This course should be completed in one term.

Academic Calendar

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

Other Resources

Academy of Management Journal Style Guide: <http://mc.manuscriptcentral.com/amj>.

Fulmer, I. S. (2012). Editor's Comments: The craft of writing theory articles-Variety and similarity in AMR. *Academy of Management Review*, 37, 327-331.

Ragins, B.R. (2012). Editor's Comments: Reflections on the craft of clear writing. *Academy of Management Review*, 37, 493-501.

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 Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/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.

- Adobe Acrobat Reader 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:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (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

In this seminar, we will examine theory and research pertaining to entrepreneurial behaviors primarily in the context of family business/enterprises and small/mid-size firms. Additionally, through the required and suggested readings, this course will highlight the scientific study of these topics as well as equip students to think conceptually. Students are expected to attain skills on how to understand, synthesize, and frame issues and problems facing family and small/mid-size business enterprises. 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 future research directions. 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 as 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 fields of family firms and small/mid-size enterprises.

Course Objectives/Outcomes

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

1. Review classic and current literature in the fields of family firms and small/mid-size enterprises;
2. Identify gaps, unresolved issues, and emerging trends in the research, theory, and practice of family firms and small/mid-size enterprises;
3. Communicate scientific ideas and questions with colleagues, in both verbal and written form;

4. Write a research proposal on an interesting, important, and novel question in Organizational Theory and/or Strategic Management; and
5. Identify, define, and articulate key family firms and small/mid-size enterprise topics, constructs and concepts.

A list of required readings is provided for each topic. These readings should be thoroughly read and considered prior to engaging in the electronic discussion: and each student should be prepared to discuss them in class. It is suggested that you prepare a summary of the important points gleaned from each reading.

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 review classic and current literature in the fields of family firms and small/mid-size enterprises.	Readings, class discussions	Research paper proposal
Students will be able to identify gaps, unresolved issues, and emerging trends in the research, theory, and practice of family firms and small/mid-size enterprises.	Readings, class discussions	Research paper proposal
Students will be able to clearly communicate scientific ideas and questions with colleagues, in both verbal and written form.	Readings, class discussions, practice presentations	Research paper proposal

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 write a research proposal on an interesting, important, and novel question in family firms and small/mid-size enterprises.	Readings. class discussions	Research paper proposal
Students will be able to identify, define, and articulate key family firms and small/mid-size enterprises topics, constructs and concepts.	Readings, class discussions	Research paper proposal

Course Structure

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

Course Requirements/Due Dates

The course requirements are as follows:

Readings Overview: 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 summarize the major ideas and contributions to knowledge of the assigned readings and describe how the readings relate to one another. Students may also discuss research questions that the readings inspire. These overview papers are primarily intended to help students organize their thoughts on the readings. Each student will submit an electronic copy to the professor and to the topic area discussion. These overviews will be the basis for further examining the topic within the discussion board.

Discussion Board Participation: Participation in these discussion boards will involve the sub topics within each weekly topic. Students will do their overview on the subtopic of their choosing. In this way students will be able to better tailor the course to their (research) interests.

Manuscript Reviews: Each student will prepare a manuscript reviews of the instructor-assigned paper(s) in a two to three- page single-spaced document to be handed in at the beginning of the assigned session. This critique will focus on both the content/theory and the methodology of the paper, and will be presented to the class. Unlike the daily overview papers, this assignment is to critique the paper, not

summarize 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.

Research Proposal: Each student must write and submit a scientific research proposal. The topic of your research proposal must be within the domain of family firms and small/mid-size enterprises. Exceptions may be approved by me on a case-by-case basis. Each student must have his or her initial proposal topic submitted to me no later than the fifth week of class; with proposed topic approved no later than the eighth week of class. Please choose a research topic that is of great interest to you, not one that you think may interest me.

The research proposal 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 one of the following sources: APA Publication Manual, Academy of Management Journal, or Academy of Management Review. The proposal 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 family firms and small/mid-size enterprises along with potential study limitations. You should use the research articles assigned for this course as "models" for writing your proposal.

At the end of the course, each student must submit a recorded oral presentation of his or her research proposal to the class. The purpose of this oral presentation is for students to receive feedback from me and from other students. In addition, the presentation serves as practice for presentations you will make at professional meetings.

The required participation as a peer reviewer is not included in scoring the Research Proposal. A student who fails to submit their peer reviews on time and/or submits an inadequate peer review will have up to 15% of their course score deducted from their final grade. Reviewing submissions, conference or journal, is typically non-compensated service to the profession. Failure to submit assigned reviews in a timely manner or submitting an insufficient review may impact your professional reputation; thus, we are taking a similar approach for this course.

Students are required to turn in a three to five-page, double-spaced research proposal during the fifth week of class. You will receive feedback (peer review) from the instructor and at least one classmate. Peer reviews must be turned in by 11:59 AM on Friday of week six.

A first, full draft of the research paper must be turned in by the eleventh week of class. Feedback will be provided by the instructor, and as before, students will have to submit their first draft to one classmate for additional review. Peer reviews are

due, once again, at 11:59 PM on Friday of week twelve. To simulate the peer review process at academic journals, authors are required to write a response letter that addresses each point made by your peer reviewers.

The final draft of the paper, along with the peer review response letter, will be due at 11:59 PM on Friday of week fifteen.

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% Readings Overview

10% Discussion Board Participation

25% Manuscript Reviews (2 at 12.5% each)

40% Written Research Proposal

15% Presentation of Research Proposal

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 MU Academic Affairs: University Policies (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

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 Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

Course Schedule

Week	Topic/Required Readings	Assignments Due
1	<p>Face-to-Face Meeting, Introduction and General Familiarization</p> <p>Gulati, R. (2007). Tent poles, tribalism, and boundary spanning: The rigor relevance debate in management research. <i>Academy of Management Journal</i>, 50, 775-782.</p> <p>Hollenbeck, J. R., & Mannor, M. J. (2007). Career success and weak paradigms: The role of activity, resiliency, and true scores. <i>Journal of Organizational Behavior</i>, 28, 933-942.</p> <p>Judge, T. A., Cable, D. M., Colbert, A. E., & Rynes, S. L. (2007). What causes a management article to be cited? <i>Academy of Management Journal</i>, 50, 491-506.</p> <p>Trevino, L. K. (2008). Why review? Because reviewing is a professional responsibility. <i>Academy of Management Review</i>, 33, 8-10.</p>	

Week	Topic/Required Readings	Assignments Due
2	<p data-bbox="347 289 1159 325">Management and Economic Development Theory</p> <p data-bbox="347 363 1232 506">Davis, M. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. <i>Philosophy of the Social Sciences</i>, 1, 309-344.</p> <p data-bbox="347 544 1110 651">Mayer, K. J., & Sparrowe, R. T. (2013). Integrating theories in AMJ articles. <i>Academy of Management Journal</i>, 56, 917-922.</p> <p data-bbox="347 689 1216 761">Schumpeter, J. A. (1934). <i>The theory of economic development</i>. New Brunswick, NJ: Transaction Publishers.</p> <p data-bbox="347 800 1192 906">Uddaby, R. (2010). Editor's comments: Construct clarity in theories of management and organization. <i>Academy of Management Review</i>, 35(3), 346-357.</p>	<p data-bbox="1269 289 1414 359">Readings Overview</p> <p data-bbox="1269 397 1459 504">Discussion Board Participation</p>
3	<p data-bbox="347 944 919 981">Competition and Entrepreneurship</p> <p data-bbox="347 1019 1105 1091">Farjoun, M. (2007). The end of strategy? <i>Strategic Organization</i>, 5(3), 197-210.</p> <p data-bbox="347 1129 1200 1202">Kirzner, J. M. (1973). <i>Competition and entrepreneurship</i>. Chicago: University of Chicago Press.</p> <p data-bbox="347 1240 1151 1381">Wiggins, R. R., & Ruefli, T. W. (2005). Schumpeter's ghost: Is hyper-competition making the best of times shorter? <i>Strategic Management Journal</i>, 26(10), 887-911.</p>	<p data-bbox="1269 944 1414 1015">Readings Overview</p> <p data-bbox="1269 1053 1459 1159">Discussion Board Participation</p>

Week	Topic/Required Readings	Assignments Due
4	<p>Entrepreneurship Predictors</p> <p>Chrisman, J. J., Bauerschmidt, A., & Hofer, C. W. (1998). The determinants of new venture performance: An extended model. <i>Entrepreneurship Theory and Practice</i>, 23(1), 5-29.</p> <p>Katz, J. A., & Gartner, W. B. (1988). Properties of emerging organizations. <i>Academy of Management Review</i>, 13, 429-441.</p> <p>Sarasvathy, S. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. <i>Academy of Management Review</i>, 26, 243-263.</p> <p>Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. <i>Academy of Management Review</i>, 25(1), 217-226.</p> <p>Sharma, P., & Chrisman, J. J. (1999). Toward a reconciliation of the definitional issues in the field of corporate entrepreneurship. <i>Entrepreneurship Theory and Practice</i>, 23(3), 11-27.</p>	<p>Readings Overview</p> <p>Discussion Board Participation</p> <p>Manuscript Review</p>

Week	Topic/Required Readings	Assignments Due
5	<p>Theories of Entrepreneurship</p> <p>Alvarez, S. A., & Barney, J. (2007). Discovery and creation: Alternative theories of entrepreneurial action. <i>Strategic Entrepreneurship Journal</i>, 1, 11-26.</p> <p>Anton, J. & Yao, D. (1995). Start-up, spin-offs and internal projects. <i>Journal of Law, Economics and Organization</i>, 11, 362-378.</p> <p>Baron, R. A. (2007). Behavioral and cognitive factors in entrepreneurship: Entrepreneurs as the active element in new venture creation. <i>Strategic Entrepreneurship Journal</i>, 1, 167-182.</p> <p>Bhide, A. (2000) <i>The origin and evolution of new business</i>, Chapters 1 and 2. New York: Oxford University Press.</p> <p>Fauchart, E., & Gruber, M. (2011). Darwinians, communitarians, and missionaries: The role of founder identity in entrepreneurship. <i>Academy of Management Journal</i>, 54(5), 935-957.</p>	<p>Readings Overview</p> <p>Discussion Board Participation</p> <p>Initial Proposal Topic</p>

Week	Topic/Required Readings	Assignments Due
6	<p>Theories of Entrepreneurship (Continued)</p> <p>Gruber, M., & MacMillan, I. (2008). Look before you leap: Market opportunity identification in emerging technology firms. <i>Management Science</i>, 54, 1652-1665.</p> <p>McMullen, J. S., & Shepherd, D. A. (2006). Entrepreneurial action and the role of uncertainty in the theory of the entrepreneur. <i>Academy of Management Review</i>, 31, 132-152.</p> <p>Ramoglou, S., & Tsang, E. W. K. (2016). A realist perspective of entrepreneurship: Opportunities as propensities. <i>Academy of Management Review</i>, 41, 410-434.</p> <p>Sarasvathy, S. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. <i>Academy of Management Review</i>, 26, 243-263.</p> <p>Short, J. C., Ketchen, D. J., Shook, C. L., & Ireland, R. D. (2010). The concept of "opportunity" in entrepreneurship research: Past accomplishments and future challenges. <i>Journal of Management</i>, 36, 40-65.</p>	<p>Readings Overview</p> <p>Discussion Board Participation</p> <p>Peer Review</p>

Week	Topic/Required Readings	Assignments Due
7	<p data-bbox="347 289 542 321">Family Firms</p> <p data-bbox="347 363 1224 470">Carney, M. (2005). Corporate governance and competitive advantage in family- controlled firms. <i>Entrepreneurship Theory and Practice</i>, 29, 249-265.</p> <p data-bbox="347 502 1143 576">Casson, M. (1999). The economics of the family firm. <i>Scandinavian Economic History Review</i>, 47, 10-23.</p> <p data-bbox="347 608 1127 757">Chua, J. H., Chrisman, J. J., & Sharma, P. (1999). Defining the family business by behavior. <i>Entrepreneurship Theory and Practice</i>, Summer, 19-39.</p> <p data-bbox="347 789 1192 895">James, H. S., Jr. (1999). Owner as manager, extended horizons and the family firm. <i>International Journal of the Economics of Business</i>, 6, 41-55.</p> <p data-bbox="347 927 1062 1076">Schulze, W. S., Lubatkin, M. H., Dino, R. N., & Buchholtz, A. K. (2001). Agency relationships in family firms: Theory and evidence. <i>Organization Science</i>, 12, 99- 116.</p>	<p data-bbox="1268 289 1406 353">Readings Overview</p> <p data-bbox="1268 395 1455 502">Discussion Board Participation</p>
8	<p data-bbox="347 1119 764 1151">Family Firm Performance</p> <p data-bbox="347 1193 1110 1332">Chrisman, J. J., Chua, J. H., & Litz, R. (2003). A unified systems perspective of family firm performance: An extension and integration. <i>Journal of Business Venturing</i>, 18, 467-472.</p> <p data-bbox="347 1364 1175 1513">Chrisman, J. J., Chua, J. H., & Zahra, S. (2003). Creating wealth in family firms through managing resources: Comments and extensions. <i>Entrepreneurship Theory and Practice</i>, 27, 359-365.</p> <p data-bbox="347 1544 1224 1661">Habbershon, T. G., Williams, M., & MacMillan, I. C. (2003). A unified systems perspective of family firm performance. <i>Journal of Business Venturing</i>, 18, 451-465.</p> <p data-bbox="347 1693 1192 1832">Sirmon, D. G., & Hitt, M. A. (2003). Managing resources: Linking unique resources, management, and wealth creation in family firms. <i>Entrepreneurship Theory and Practice</i>, 27, 339-358.</p>	<p data-bbox="1268 1119 1406 1183">Readings Overview</p> <p data-bbox="1268 1225 1455 1332">Discussion Board Participation</p>

Week	Topic/Required Readings	Assignments Due
9	<p>Family Firm Performance (Continued)</p> <p>Arregle, J-L., Hitt, M. A., Sirmon, D. G., & Very, P. (2007) The development of organizational social capital: Attributes of family firms. <i>Journal of Management Studies</i>, 44, 73-95.</p> <p>Carnes, C. M., and Ireland, D. R. (2013). Familiness and innovation: Resource bundling as the missing link. <i>Entrepreneurship Theory and Practice</i>, 37, 1399-1419.</p> <p>Pearson, A. W., Carr, J. C., and Shaw, J. (2008). Toward a theory of familiness: A social capital perspective. <i>Entrepreneurship Theory and Practice</i>, 32, 949-969.</p> <p>Penney, C. R., and Combs, J. G. (2013). Insights from family science. The case of innovation. <i>Entrepreneurship Theory and Practice</i>, 37, 1421-1427.</p> <p>Sharma, P. (2008). Commentary: Familiness: Capital stocks and flows between family and business. <i>Entrepreneurship Theory and Practice</i>, 32, 971-977.</p>	<p>Readings Overview</p> <p>Discussion Board Participation</p> <p>Manuscript Review</p>
10	<p>Family Firms and Agency Costs</p> <p>Chrisman, J. J., Chua, J. H., & Litz, R. (2004). Comparing the agency costs of family and non-family firms: Conceptual issues and exploratory evidence. <i>Entrepreneurship Theory and Practice</i>, 28, 335-354.</p> <p>Corbetta, G., & Salvato, C. (2004). Self-serving or self-actualizing? Models of man and agency costs in different types of family firms: A commentary on "Comparing the agency costs of family and non-family firms: Conceptual issues and exploratory evidence." <i>Entrepreneurship Theory and Practice</i>, 28, 355-362.</p> <p>Gomez-Mejia, L. R., Nunez-Nickel, M., & Gutierrez, I. (2001). The role of family ties in agency contracts. <i>Academy of Management Journal</i>, 44, 81-95.</p> <p>Villalonga, B., & Amit, R. (2006). How do family ownership, control and management affect firm value? <i>Journal of Financial Economics</i>, 80, 385-417.</p>	<p>Readings Overview</p> <p>Discussion Board Participation</p>

Week	Topic/Required Readings	Assignments Due
11	<p>Family Firms and Agency Costs (Continued)</p> <p>Chrisman, J. J., Memili, E., & Misra, K. (2014). Nonfamily managers, family firms, and the winner's curse: The influence of noneconomic goals and bounded rationality. <i>Entrepreneurship Theory and Practice</i>, 39, 1103-1127.</p> <p>Chua, J. H., Chrisman, J. J., & Bergiel, E. B. (2009). An agency theoretic analysis of the professionalized family firm. <i>Entrepreneurship Theory and Practice</i>, 33, 355-372.</p> <p>Madison, K., Holt, D. T., Kellermanns, F. W., & Ranft, A.L. (2016). Viewing family firm behavior and governance through the lens of agency and stewardship theories. <i>Family Business Review</i>, 29, 65-93.</p>	<p>Readings Overview</p> <p>Discussion Board Participation</p>
12	<p>Small/Mid-Size Firms and Prospect Theory</p> <p>Kahneman, D., Knetsch, J. L., & Thaler, R. H. (1991). Anomalies: The endowment effect, loss aversion, and status quo bias. <i>Journal of Economic Perspectives</i> 5(1), 193-206.</p> <p>Kahneman, D., & Tversky, A. (1979). Prospect theory: An analysis of decision under risk. <i>Econometrica</i> 47(March), 263-291.</p> <p>Levy, J. S. (1992). An introduction to prospect theory. <i>Political Psychology</i>, 13(2), 171-186.</p> <p>Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. <i>Science</i>, 185, 1124-1131.</p>	<p>Readings Overview</p> <p>Discussion Board Participation</p> <p>First Draft of Research Paper</p>

Week	Topic/Required Readings	Assignments Due
13	<p>Small/Mid-Size Firms and Prospect Theory (Continued)</p> <p>Gomez-Mejia, L. R., Haynes, K. T., Nunez-Nickel, M., Jacobson, K. J. L., & Moyano-Fuentes, J. (2007). Socioemotional wealth and business risks in family-controlled firms: Evidence from Spanish olive oil mills. <i>Administrative Science Quarterly</i>, 52, 106-137.</p> <p>Martin, G. P., Gomez-Mejia, LR., & Wiseman, R. M. (2013). Executive stock options as mixed gambles: Revisiting the Behavioral Agency Model. <i>Academy of Management Journal</i>, 56(2), 451-472.</p> <p>Wiseman, R. M., & Gomez-Mejia, L. R. (1998). A behavioral agency model of managerial risk taking. <i>Academy of Management Review</i>, 23, 133-153.</p> <p>Zellweger, T. M., Kellermanns, F. W., Chrisman, J. J., & Chua, J. H. (2012). Family control and family firm valuation by family CEOs: The importance of intentions for transgenerational control. <i>Organization Science</i>, 23, 851-868.</p>	<p>Readings Overview</p> <p>Discussion Board Participation</p> <p>Peer Review</p>
14	Face-to-Face Meeting, Final Research Proposal Presentation	Final Research Proposal Presentation
15	Final Exam Week – Final Research Proposal Paper	Final Research Proposal

Bibliography

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Alvarez, S., & Barney, J. B. (2004). Organizing rent generation and appropriation: Toward a theory of the entrepreneurial firm. *Journal of Business Venturing*, 19, 621-635.

Bacharach, S. (1989). Organizational theories: Some criteria for evaluation. *Academy of Management Review*, 14(4), 496-515.

Berrone, P., Cruz, C., & Gomez-Mejia, L. R. (2012). Socioemotional wealth in family firms: Theoretical dimensions, assessment approaches, and agenda for future research. *Family Business Review*, 25, 258-279.

Cabrera-Suarez, M. K., De Saa-Perez, P., & Garcia-Almedia, D. J. (2001). The succession process from a resource- and knowledge-based view of the family firm. *Family Business Review*, 14, 37-46.

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Felin, T., Kauffman, S., Koppl, R., & Longo G. (2014). Economic opportunity and evolution: Beyond landscapes and bounded rationality. *Strategic Entrepreneurship Journal*, 8, 269-282.

Fisher, G., Katha, S., & Lahiri, A. (2016). Changing with the times: An integrated view of identity, legitimacy, and new venture life cycles. *Academy of Management*, 41(3), 176-208.

Gedajlovic, E., Carney, M., Chrisman, J. J., & Kellermanns, F. W. (2012). The adolescence of family firm research: Taking stock and planning for the future. *Journal of Management*, 38, 1010-1037.

Gompers, P., Lerner, J., & Scharfstein, D. (2005). Entrepreneurial Spawning: Public corporation and the genesis of new ventures. *Journal of Finance*, LX(2), 577- 614.

Gregoire, D. A., & Shepherd, D. A. 2012. Technology-market combinations and the identification of entrepreneurial opportunities: An investigation of the opportunity-individual nexus. *Academy of Management Journal*, 55, 753-785.

Kammerlander, N., & Holt, D. T. (2018). Introductory comment on "The succession process from a resource- and knowledge-based view of the family firm." *Family Business Review*, 31, 176-177.

Kilduff, M. (2006). Editor's comments: Publishing theory. *Academy of*

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Kohlhausen, D. (2010). Customer-centric science: Reporting significant research results with rigor, relevance, and practical impact in mind. *Organizational Research Methods*, 13(3), 515-539.

Leung, K. (2007). The glory and tyranny of citation impact: An East Asian perspective. *Academy of Management Journal*, 50, 510-513.

McCaffrey, M. (2014). On the theory of entrepreneurial incentives and alertness. *Entrepreneurship Theory and Practice*, 38, 891-911.

Neubaum, D. O., & Voordeckers, W. (2018). Documenting the "family effect" on family business research. *Family Business Review*, 31, 238-239.

Rousseau, D., & Fried, Y. (2001). Location, location, location: Contextualizing organizational research. *Journal of Organizational Behavior*, 22, 1-13.

Tushman, M., & O'Reilly, C. (2007). Research and relevance: Implications of Pasteur's quadrant for doctoral programs and faculty development. *Academy of Management Journal*, 50, 769-774.

Whetten, D. A. (1989). What constitutes a theoretical contribution? *Academy of Management Review*, 14(4), 490-495

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.
3. 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

Alpha Designator/Number: DBA 790 ☐ Graded ☒ CR/NC

Contact Person: Dr. Nancy Lankton

Phone: 696-2656

NEW COURSE DATA:

New Course Title: Dissertation Design

Alpha Designator/Number: DBA 790

Title Abbreviation: Dissertation Design
(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course is an individualized scholarly investigation of an important topic in business. It prepares students for the dissertation process and focuses on issues such as dissertation committee selection.

Co-requisite(s): None

First Term to be Offered: Spring 2022

Prerequisite(s): Permission of the DBA Program Director

Credit Hours: 3-6

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 Nancy Lankton Date 11/13/19

Registrar Sony HCF 520101 Date 11/14/19

College Curriculum Chair [Signature] Date 19 NOV 19

Graduate Council Chair Lauri M. Munn Date 2-1-2020

Request for Graduate Course Addition - Page 2

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 790

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, Dr. Richard Agesa, Dr. Nancy Lankton

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. Apply theories, principles and concepts to individual doctoral dissertation research in written dissertation proposal;
2. Comprehend a range of research approaches and techniques, strategies, models, methods, and tools of analysis used in individual doctoral dissertation research in written dissertation proposal;
3. Demonstrate skill in the formulation of research concepts, research questions and testable hypothesis appropriate in written dissertation proposal; and
4. Successfully present an oral presentation of a dissertation research proposal.

Request for Graduate Course Addition - Page 3

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

Spring 2022

Week 1: Face-to-Face Meeting, Introduction to the Course

Weeks 2-4: Discuss Student Research Questions

Week 5: Dissertation Committees and Related Issues

Weeks 6 and 7: Development of Conceptual and Research Approaches

Weeks 8 and 9: Literature Search and Synthesis

Weeks 10-13: Writing the Literature Review

Weeks 14-15: Methodological Issues

Summer 2022

Weeks 1-6: Writing Research Methods

Weeks 7-9: Titles, Assumptions, Limitations

Weeks 10: Conclusion and General Structure of Proposal

Weeks 11-12: Writing Style

Weeks 13: Preparation for Oral Defense of Proposal

Weeks 14-15: Preparation for Oral Defense of Proposal

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

There is no standard text for this course, however some useful references are given.

- Writing the Dissertation Proposal: Some dos and don'ts. <https://gsas.harvard.edu/news/stories/writing-dissertation-proposal-some-dos-and-don%E2%80%99ts>
- Writing conference, Thesis and Dissertation Proposals. <https://sites.psu.edu/writingandrhetoric/files/2016/09/Writing-Conference-Thesis-and-Dissertation-Proposals-John-Fall-2010-umrd2t.pdf>
- Demystifying the Dissertation Proposal. <https://www.chronicle.com/article/Demystifying-the-Dissertation/128916>

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.)

Dissertation Proposal
Defense of Dissertation Proposal

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 9

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 790: Dissertation Design

Catalog Description: This course is an individualized scholarly investigation of an important topic in business. It prepares students for the dissertation process and focuses on issues such as dissertation committee selection.

Prerequisites: Permission of the DBA Program Director

First Term Offered: Spring 2022

Credit Hours: 3-6



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

Course

DBA 790: Dissertation Design

Course Description

This course is an individualized scholarly investigation of an important topic in business. It prepares students for the dissertation process and focuses on issues such as dissertation committee selection.

Credits

3-6 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
<https://www.marshall.edu/muonline/>.

Students take this course two times. By the end of the second time, they should have proposed their dissertation study.

Academic Calendar

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

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 Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/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.
- Adobe Acrobat Reader 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 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:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (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

Prepare students to develop a technically accurate and complete dissertation research proposal that describes a business study with a significant contribution to the field. The first part of the course in the spring semester will focus on laying the theoretical foundation; the second part of the course in the summer semester will focus on the actual writing of the dissertation proposal.

Course Objectives/Outcomes

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

1. Apply theories, principles and concepts to individual doctoral dissertation research in written dissertation proposal;
2. Comprehend a range of research approaches and techniques, strategies, models, methods, and tools of analysis used in individual doctoral dissertation research in written dissertation proposal;
3. Demonstrate skill in the formulation of research concepts, research questions and testable hypothesis appropriate in written dissertation proposal; and
4. Successfully present an oral presentation of a dissertation research proposal.

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 apply theories, principles and concepts to individual doctoral dissertation research in written dissertation proposal.	Written work, exercises	Final written proposal

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 comprehend a range of research approaches and techniques, strategies, models, methods, and tools of analysis used in individual doctoral dissertation research in written dissertation proposal.	Written work, exercises	Final written proposal
Students will be able to demonstrate skill in the formulation of research concepts, research questions and testable hypothesis appropriate in written dissertation proposal.	Written work, exercises	Final written proposal
Students will be able to successfully present an oral presentation of a dissertation proposal.	Oral presentations	Final written proposal

Course Structure

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

Course Requirements/Due Dates

The course requires each student to prepare and present a dissertation proposal. More information will be provided.

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 and Evaluation Criteria

For both the spring and summer terms, the overall grade on the dissertation proposal will be either pass (P) or fail (F) depending on the quality of your work. The overall quality of your work follows the scheme detailed in the rubric below.

Trait	Fail	Pass
Topic Choice	The student is unable to choose an appropriate topic even after extensive interaction with the instructor	The student is able to choose an appropriate topic with minimal or no interaction with the instructor.
Development of conceptual research approaches.	The student is unable to tie the research question to the relevant theory	The student is able to tie the research question to the relevant theory
Literature search and Data Collection	The student is unable to cover comprehensive literature review and gather relevant primary data.	The student is able cover a comprehensive literature review and to gather relevant primary data.
Methodological issues	The student is unable to tie the research question to the relevant theory	The student is able to tie the research question to the relevant theory
Writing research methods	The student is unable to coherently integrate the theory the method and the data in a useful manner.	The student is able to coherently integrate the theory the method and the data in a useful manner.
Titles, assumptions and limitations	The student is unable to coherently integrate and identify limitations of the research within the confines of the existing literature	The student is able to coherently integrate and identify limitations of the research within the confines of the existing literature
Writing style	The student is unable to demonstrate academic writing consistent with the	The student is able to demonstrate academic writing consistent with the expectations of a

Trait	Fail	Pass
	expectations of a Ph.D. dissertation proposal	Ph.D. dissertation proposal
Conclusions and general stricture of the proposal	The student is unable to explicitly tie the theoretical approach, the results, and the value added of the research	The student is able to explicitly tie the theoretical approach, the results, and the value added of the research
Oral defense of dissertation proposal	The student is unable to articulate the significance of the research in the literature	The student is able to articulate the significance of the research in the literature

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.

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 MU Academic Affairs: University Policies (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

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 Marshall IT: Office 365 (URL: <https://www.marshall.edu/it/office365/>).

Course Schedule

Week	Activity/Topic	Assignments Due
	Spring 2022	
1	Face-to-Face Meeting, Introduction to the Course: <ul style="list-style-type: none"> • Course overview • Course assignments and expectations • Individual needs assessment 	No assigned work during this period.
2, 3 and 4	Discuss Student Research Questions <ul style="list-style-type: none"> • How to select a research topic 	Present well defined research topic
5	Dissertation Committees and Related Issues <ul style="list-style-type: none"> • Dissertation committees and academic politics • Begin discussion of analysis of a dissertation assignment • What to consider in choosing a dissertation committee 	Select dissertation committee
6 and 7	Development of Conceptual and Research Approaches <ul style="list-style-type: none"> • What goes into introduction of a proposal • Begin discussing individual research questions 	Present theory driving the research question
8 and 9	Literature Search and Synthesis <ul style="list-style-type: none"> • What goes into literature review of a proposal? 	Present contribution of the research
10, 11, 12 and 13	Writing the Literature Review <ul style="list-style-type: none"> • Discussion of each students literature search, review and progress • Connecting the literature review to the main thesis of the proposal 	Present how the research fits in the overall literature
14 and 15	Methodological Issues <ul style="list-style-type: none"> • Purpose • Design • Subjects • Measurement • Procedures • Data analysis plan 	Present method to be used in the research

Week	Activity/Topic	Assignments Due
	Summer 2022	
1 to 6	Writing Research Methods <ul style="list-style-type: none"> Continued discussion of methodological options Discuss each students methodological plan What goes into research methods? 	Present writing of work done thus far
7 to 9	Titles, Assumptions, Limitations <ul style="list-style-type: none"> Assumptions made in designing and conducting research Limitations of the research and how to write them in the proposal Discussion of plans for data analysis including statistical packages/software selection 	Update of writing done thus far
10	Conclusion and General Structure of Proposal <ul style="list-style-type: none"> What goes into the conclusion 	First draft of research
11 and 12	Writing Style <ul style="list-style-type: none"> Writing style and format issues Sample Table of contents Continue discussion of critical analysis assignment and of attendance of proposal or dissertation defense Tables as preparation for data analysis Discussion of options for data presentation 	Present revised version of first draft
13	Preparation for Oral Defense of Proposal <ul style="list-style-type: none"> Preparing for a proposal review and proposal defense Presentation styles and process 	Present research defense to instructor
14 and 15	Oral Defense of Dissertation Proposal	Defend research to dissertation committee and faculty

Bibliography

Becker, H. S. (1986). (with a chapter by Pamela Richards). *Writing for social scientists: How to start and finish your thesis, book, or article*. University of Chicago Press.

Students in any discipline will find Becker's advice helpful. Sample chapter titles: "Persona and Authority," "Learning to Write as a Professional," "Getting It out the Door," and "Terrorized by the Literature".

Bolker, J. (1998). *Writing Your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis*. Holt, Henry & Company. By a co-founder of the Harvard Writing Center, now a clinical psychologist who specializes in helping dissertators. In her words, "This book is a collection of successful field-tested strategies for writing a dissertation; it's also a guide to conducting an experiment, with you as your own subject, your work habits as the data, and a writing method that fits you well as the goal."

Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research*. Chicago, IL: University of Chicago Press.

Thorough and sophisticated treatment of the research process: moving from a topic to a research problem, building a convincing argument, drafting, and revising. Also includes a helpful chapter on "Communicating Evidence Visually."

Cassuta, L. (2011). *Demystifying the dissertation proposal*. The Chronicle of Higher Education. Retrieved from: <https://www.chronicle.com/article/Demystifying-the-Dissertation/128916>

DeBakey, L., & DeBakey, S. (1978). The art of persuasion: Logic and language in proposal writing. *Grants Magazine, I*, 43-59.

The focus is on writing; the content is useful, detailed, and timely despite the early date of publication.

Krathwohl, D. R. (2005). *How to prepare a research proposal: Guidelines for funding and dissertations in the social and behavioral sciences*.

The emphasis is on grant proposals, with a section on dissertation proposals; much of the material applies to any proposal. Useful "Checklist for Critiquing Proposals" (pp. 146-153) and "Writing Tips" (pp. 183-185).

Levine, J. (2008). Writing and presenting your thesis or dissertation. Michigan State University. Retrieved from: <http://www.learnerassociates.net/dissthes/>

Locke, L. F., Spirdoso, W. W., & Silverman, S. J. (2013). *Proposals that work: A guide for planning dissertations and grant proposals*. SAGE Publications, Inc. A useful general guide for students writing proposals. Annotated bibliography; annotated samples of experimental, qualitative, quasi-experimental, and grant proposals.

Meloy, J. M. (1994). *Writing the qualitative dissertation: Understanding by doing*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Based on a study of dissertations and on data collected from faculty and students. Shares their comments and offers questions to consider at various stages of the process in brief chapters that include "Selecting and Working with a Committee," "Preparing and Defending the Proposal," and "Connecting Focus, Literature, and Ownership."

Penn State Graduate Writing Center. *Writing conference, thesis and dissertation proposals*. Retrieved from:
<https://sites.psu.edu/writingandrhetoric/files/2016/09/Writing-Conference-Thesis-and-Dissertation-Proposals-John-Fall-2010-umrd2t.pdf>

Przeworski, A., & Salomon, F. (2002). *The art of writing proposals*. New York: Social Science Research Council.

Ries, J. B., & Leukefeld, C. G. (1995). *Applying for research funding: Getting started and getting funded*. SAGE Publications, Inc.
Three of the seven sections in this comprehensive guide concern writing a proposal: "What and When to Write: Rules of the Game," "How to Write: Unique Moves," and "Checking for Infractions: Preparing for the Audience."

Rudestam, K. E., & Newton. R. R. (2015). *Surviving your dissertation: A comprehensive guide to content and process*. SAGE Publications, Inc.
Treats the dissertation process from finding a topic to the oral defense. Chapter on results gives detailed information on presenting statistical information in tables and graphs. Section on process, subtitled "What You Need to Know to Make the Dissertation Easier," includes practical advice on managing time and dealing with writing anxiety, including "Twelve Tricks to Keep You Going When You Write."

Verba, C. (2016). *Writing the dissertation proposal: Some dos and don'ts*. Harvard University, Graduate School of Arts and Sciences. Retrieved from:
<https://gsas.harvard.edu/news/stories/writing-dissertation-proposal-some-dos-and-don%E2%80%99ts>

Watts, M. (2001). *The holy grail: In pursuit of the dissertation proposal*. Regents of the University of California. Retrieved from:
<https://iis.berkeley.edu/sites/default/files/pdf/inpursuitofphd.pdf>

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.
3. 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

Alpha Designator/Number: DBA 791

☐ Graded ☒ CR/NC

Contact Person: Dr. Nancy Lankton

Phone: 696-2656

NEW COURSE DATA:

New Course Title: Dissertation

Alpha Designator/Number: DBA 791

Title Abbreviation: Dissertation

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Coursework supports and guides doctoral candidates in their research and the development and defense of the dissertation. The course provides individual time with members of the student's dissertation committee.

Co-requisite(s): None

First Term to be Offered: Fall 2022

Prerequisite(s): Permission of the DBA Program Director

Credit Hours: 9-18

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 Nancy Lankton Date 11/19/19

Registrar Sony HCF 520101 Date 11/14/19

College Curriculum Chair [Signature] Date 19 NOV 19

Graduate Council Chair Lauri Hevaul Date 2-1-2020

Request for Graduate Course Addition - Page 2

College: College of Business

Dept/Division: NA

Alpha Designator/Number: DBA 791

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, Dr. Marc Sollosy, Dr. Richard Agesa, Dr. Alberto Coustasse, Dr. Doohee Lee

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. Apply theories, principles and concepts to individual doctoral dissertation research in written dissertation;
2. Comprehend a range of research approaches and techniques, strategies, models, methods, and tools of analysis used in individual doctoral dissertation research in written dissertation;
3. Successfully present an oral presentation of a dissertation.

Request for Graduate Course Addition - Page 3

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

This is an unstructured course where students work at their own pace on completing their dissertation.

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

Not applicable. Students will use references appropriate to the dissertation.

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

Discussions, and two face-to-face meetings

Request for Graduate Course Addition - Page 4

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

Completed Dissertation and Dissertation Defense

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

Not Applicable

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

Not applicable. Students will use references appropriate to the dissertation.

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 791: Dissertation

Catalog Description: Coursework supports and guides doctoral candidates in their research and the development and defense of the dissertation. The course provides individual time with members of the student's dissertation committee.

Prerequisites: Permission of the DBA Program Director

First Term Offered: Fall 2022

Credit Hours: 3