Doctor of Business Administration (DBA) Learner Handbook

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Capella University

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WELCOME AND OVERVIEW OF THE DBA DEGREE PROGRAM

1.1 Introduction

Congratulations on selecting the Capella University Doctor of Business Administration (DBA) degree program for your graduate studies! As a doctoral learner, you are beginning a journey that will culminate in your achievement of the highest level of educational attainment. The DBA degree program is designed to deliver a high-quality doctoral education culminating with a major research study that effectively blends scholarly accomplishment with the practical application of theory to develop leadership and other competencies valuable in the workplace and in the communities within which our learners work and lead. On behalf of the faculty of the DBA degree program, we welcome you to Capella University and to this exciting opportunity for personal and professional development!

1.2 Accreditation

Capella University is accredited by the Higher Learning Commission. The Higher Learning Commission is one of six regional higher education accrediting bodies recognized by the U.S. Department of Education.

The DBA degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is one of two major business education accrediting bodies for business schools and programs operating world-wide.

Please refer to the Accreditation and Specialized Accreditation pages on Campus for more information about current accreditations.

1.3 Program Learning Outcomes

The DBA program established several learning outcomes for the curriculum which are intended to help learners develop valued skills and knowledge bases for professional and personal development and success in the field of business administration. The program learning outcomes are provided here:

- Integrate and apply theory and scholarly research to develop innovative approaches to business problems in global and diverse environments.
- Apply and communicate strategic approaches to business practice and planning.
- Develop and apply critical thinking to business problems and opportunities.
- Integrate internal and external data with analytical techniques to support evidence based decision making.
- Integrate ethical concepts and integrity into sustainable business models.
- Develop expertise within and across functional and cross functional disciplines.
- Apply collaborative techniques to develop relationships partnerships and alliances.
- Assess diverse types of risks faced by organizations to develop solutions in a globally competitive environment.

1.4 The Philosophy of the DBA Program

The DBA program is intended for learners who desire to gain skills and competencies needed for professional and personal success and development in the field of business administration and at the highest level of academic achievement with a doctoral degree. The program focus in on applied practice and the application of theory and
best practice toward solving business problems, advancing business opportunities, and addressing business challenges which inform effective executive decision making and successful business operation.

1.5 Learner-Faculty Connection

In the DBA program, our learners and faculty work together in a number of ways. Learners complete core and specialization courses which our DBA School of Business faculty teach. For residency, the DBA Residency Faculty team engages learners in online courses plus an on-site collaborative experience. For the major research requirement, learners work with other faculty who are mentors, committee members, Scientific Merit Reviewers, Field Specialists and Methodology Specialists. Faculty work in conjunction with academic advisors and the doctoral success team to ensure learners are progressing through the DBA degree program in a timely manner.

DBA DEGREE PROGRAM STRUCTURE AND REQUIREMENTS

2.0 Structure

Learners in the Doctor of Business Administration (DBA) program will learn foundational business theories and their practical application to creating and maintaining effective business operations through completion of core and specialization courses in business. Please note that all DBA courses appear in the University Catalog where further information is available. Overall, the program structure includes the following:

- Core Courses (48 quarter credit hours)
- Specialization Courses (16 quarter credit hours)
- Residency Courses (6 quarter credit hours)
- Dissertation Courses (12 quarter credit hours)
- Mentor Courseroom (non-credit) (dissertation version only)
- Dissertation Competency Course (optional)

2.1 DBA Core Courses (48 quarter credit hours)

All learners must complete the following core courses, each of which is 6 quarter hours of credit. Note that where the core courses differ in the project versus dissertation version of the DBA program, both are listed:

DB 8002 Introduction to Doctoral Studies in Business
DB 8008 Becoming a Business Researcher (project version)
   OR
DB 8020 Research Foundations (dissertation version)
DB 8015 Applied Business Research Projects (project version)
   OR
DB 8055 Research Design and Methodology (dissertation version)
DB 8025 Leading Processes, Technology and People
DB 8030 Global Operations
DB 8040 Financial Decision Making
DB 8075 Marketing in a Connected World
DB 8065 Contemporary Issues Impacting Organizational Success
2.2  DBA Specialization Courses (16 quarter credit hours)

All learners must select a specialization area of focus from among the following eight areas. Within each specialization, four courses are required to be completed.

**Accounting**

*Specialization courses:*
BMGT8110 Advanced Research in Accounting (4 quarter credits)
BMGT8112 Financial Reporting (4 quarter credits)
BMGT8114 Accounting in the Global Era (4 quarter credits)
BMGT8116 Forensic Accounting (4 quarter credits)

**Business Intelligence**

*Specialization courses:*
DB8210 Business Intelligence, Analytics, and Decision Support (4 quarter credits)
DB8212 Data Warehousing and Descriptive Analytics (4 quarter credits)
DB8214 Data Mining and Predictive Analytics (4 quarter credits)
DB8216 Data Modeling and Prescriptive Analytics (4 quarter credits)

**Global Operations and Supply Chain Management**

*Specialization courses:*
DB8321 Designing a Global Operations and Supply Chain Network (4 quarter credits)
DB8323 Supply Chain Transformation Through Innovation (4 quarter credits)
DB8325 Supplier Relationship Management (4 quarter credits)
DB8327 Global Supply Chain Design (4 quarter credits)

**Human Resource Management**

*Specialization courses:*
BMGT8410 Foundations of Human Resource Theory and Practice (4 quarter credits)
BMGT8412 Creating Adaptive, Innovative Workplaces (4 quarter credits)
BMGT8414 Attracting and Retaining Talent (4 quarter credits)
BMGT8416 Human Resource Practices for Developing Talent (4 quarter credits)

**Information Technology Management**

*Specialization courses:*
BMGT8210 Information Technology Leaders as Partners in Organizational Strategic Planning (4 quarter credits)
BMGT8212 Leading Information Technology Strategic Planning in Complex and Global Environments (4 quarter credits)
BMGT8214 Guiding the Implementation of Information Technology Policies and Processes (4 quarter credits)
BMGT8216 Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4 quarter credits)
Leadership

Specialization courses:
BMGT8610  Leadership Theory and Practice in a Global Environment (4 quarter credits)
BMGT8612  Leadership as Personal Practice (4 quarter credits)
BMGT8614  Leading the Organizational System (4 quarter credits)
BMGT8616  Leading Dynamic Systems with Multi-Dimensional Thinking (4 quarter credits)

Project Management

Specialization courses:
BMGT8430  Advanced Concepts of Project Management Methodologies (4 quarter credits)
BMGT8432  Projects as Complex Adaptive Systems (4 quarter credits)
BMGT8434  Advanced Risk Management Systems and Research (4 quarter credits)
BMGT8436  Dynamics of Program and Portfolio Management (4 quarter credits)

Strategy and Innovation

Specialization courses:
BMGT8130  Foresight: Anticipating the Future (4 quarter credits)
BMGT8132  Identifying Opportunities for Innovation (4 quarter credits)
BMGT8134  Competing with Disruptive Innovation (4 quarter credits)
BMGT8136  Building an Innovation Strategy (4 quarter credits)

2.3  DBA Residency Courses: (6 credit hours)

In the dissertation version of the DBA program (launched pre-January 2018), there are three required residency courses:

DB 8921  DBA Residency Track 1
DB 8922  DBA Residency Track 2
DB 8923  DBA Residency Track 3

In the project version of the DBA program (launched in January 2018), there are two required residency courses:

DB 8957  Conceptualization Strategies for Applied Business Research
DB 8959  Research Design and Implementation Planning

2.4  DBA Dissertation/Capstone Courses (12 credit hours)

In the dissertation version of the program, the following courses are required to be completed:

DB 9940  Mentor Courseroom (non-credit, with enrollment each quarter)
DB 9921  Dissertation Courseroom (6 quarter credits and learners must enroll a minimum of two times to fulfill their program requirement)

In the project version of the program, the following course is required to be completed:
DB 9971 Capstone Courseroom (4 quarter credits and learners must enroll a minimum of three times to fulfill their program requirement)

2.5 Dissertation Competency Course (optional)

In the dissertation version of the program, if a learner falls behind in completing dissertation milestones, enrollment in DB 9950 is an option. In this course, an instructor works with the learner, the mentor and (if applicable) the committee to organize and facilitate the work needed for the learner to catch up with his/her milestones. This course does not carry credit and does not fulfill any program course requirement. Multiple enrollments are permitted.

2.6 Research Technique Seminar Series

Beginning in Summer Quarter 2016, this Seminar Series was launched to provide focused guidance to learners working on their dissertations to help improve their knowledge base and skills associated with various types of research techniques commonly used for dissertation research and other major research studies. The links inventory appears on the DBA home page in iGuide and provides access to individual recorded sessions on different techniques. The sessions are conducted by DBA and other doctoral faculty. Please note that our inventory of recorded sessions will continue to expand each quarter as new sessions are added.

2.7 DBA Applied Business Research Project Resources

DBA learners who began the program in 2018 or later complete an Applied Business Research Project for their major research requirement. This paper will include research on existing theory and business practice, solve specific business problems, advance business opportunities, address business challenges, or answer business questions. Also, an outcome of the paper may be to provide an understanding of how businesses can improve performance for organizational efficiency or effectiveness. The Handbook will be periodically updated so please be sure you are familiar with the most recent version published.


https://campus.capella.edu/web/doctoral-programs/professional-doctorates/dba/capstone

2.8 DBA Dissertation Resources

DBA learners who began the program prior to 2018 complete a Dissertation as their major research requirement. Learners develop a DBA dissertation that focuses on a business problem within the realms of business administration and the learner’s specialization.

DBA Dissertation learners should use their DBA Dissertation Handbook for all stages of their dissertation process. The handbook contains information vital for completing the DBA dissertation. Be sure you have an updated version every quarter.
DOCTORAL SKILLS EXPECTATIONS

3.0 Overview

DBA learners are expected to initiate and maintain communications with their mentors throughout their matriculation.

The relationship between learners and faculty is expected to be professional, respectful, and courteous. DBA learners are expected to work proactively with their faculty in the event of questions or to resolve miscommunications, disagreements, and other conflicts.

3.1 Scholarly Research Skills

As a doctoral researcher, DBA learners have an accountability to become a producer of knowledge so that they may add to the body of knowledge available to the business practitioner and/or the academic scholar audience. As a researcher, learners need to develop the following skills:

- synthesize the existing academic literature in order to support a research question
- design a research method to support the answering of the question
- execute the research and analyze the data in order to answer the research question
- extrapolate implications to both the practitioner and academic audience

3.2 Library Skills

DBA learners should become thoroughly familiar with Capella’s comprehensive online library, including its support services and personnel. Current library services include real-time access to databases, scholarly journals, magazines, newspapers, e-books, and dissertations. Learners can also access interlibrary loans, review proprietary online training guides, and schedule an appointment with a Capella librarian for a literature review consultation.

3.3 Written Communications

Excellent writing skills are integral to scholarship and doctoral studies in particular. Moreover, the acquisition of excellent writing skills is truly a lifetime endeavor. DBA learners should seek to become better writers throughout their DBA degree program and leverage opportunities to do so. DBA learners can visit the Capella University Writing Center in the online library for specific assistance in writing. Additionally, learners should expect to receive general feedback on writing and suggestions from the faculty and are expected to follow through in acquiring better writing skills associated with the feedback they receive. Learners should understand that there are three major areas of writing skills they are expected to demonstrate at a fluent level of accomplishment. The first is mastery of the mechanics of writing, which includes proper use of grammar,
sentence construction, use of punctuation, tenses, etc. The second is mastery of the skill of citation. This requires knowledge of the APA Manual and standards for citing academic and other publications and research. The third is mastery of the ability to craft doctoral level work which demonstrates a logical flow of ideas, critical thinking, integration and synthesis of thought, etc. The first two of these categories can be assisted through editing help, if the learner so chooses but learners are expected to have the baseline skills themselves in these areas. In terms of doctoral level thinking and writing, this is a skill that may be developed through working with the *Smartthinking* program at the Capella Writing Center, taking a doctoral level writing course, workshop, or seminar, or pursuing other related development.

DBA learners should become expert users of the *Publication Manual of the American Psychological Association* (APA, 2010) early during their program. APA seeks to simplify research procedures into style rules that codify the many components of scientific writing, while enabling reading comprehension. APA provides explicit rules and examples that help researchers express the key elements of quantitative and qualitative research using carefully crafted copy, tables, figures, and other formatting that clarifies communication and focuses intellectual energy upon the substance of the research. Said another way, APA is the professional standard for scholarly writing in the social sciences and business. DBA learners can find useful tools in the Capella library or in Capella’s online writing center for acquiring expert skills in APA, including online tutorials and other materials. Early mastery of the APA writing style is strongly encouraged for all DBA learners.

**3.4 Time Management and Study Skills**

DBA learners should develop appropriate time management and project management skills to succeed in the program. DBA learners should develop excellent reading and study skills, library proficiency, and be open to feedback, critiques, and comments offered by the faculty and peers.

**LEARNING ENVIRONMENT EXPECTATIONS**

**4.0 Workspace**

DBA learners are expected to have access to a personal workspace that is equipped and outfitted for private study and research-related office activities. This workspace should include proper lighting, comfortable seating, a desktop free of clutter, accessible shelving, office supplies, and personal computing technology sufficient to support the various activities associated with doctoral studies.

**4.1 Software**

DBA learners are expected to become proficient users of Microsoft Word, Microsoft PowerPoint, and Microsoft Excel. Some DBA courses require Mac users to install Windows in parallel with the Mac operating system. Refer to the latest edition of the *Capella University Catalog* for more about university software and technology requirements.
4.2 Equipment

DBA learners need to have the office equipment necessary to engage effectively with online learning. In addition to a laptop computer, DBA learners may want to invest in a high-quality external monitor that delivers exceptional size and screen resolution sufficient to read documents and websites in detail. Additionally, DBA learners should invest in high-speed broadband Internet access. Making provisions for regular backup of data is also essential. Other equipment useful for online learners includes a high-quality headset with microphone, a reliable printer and scanner, and high-quality desk lighting.

4.3 Online Basics

Modern online learning management systems require that learners master an array of technologically enabled synchronous and asynchronous methods of communication. DBA learners with previous experiences in online education and training are already familiar with the technologies that enable online learning. DBA learners who are new to online education should seek to acquire the personal computing and software literacy skills that are fundamental to success in an online learning environment.

Learning in an online environment increases the risk of miscommunications due to the absence of verbal tone and inflection coupled with the missing visual cues. Virtual teleconferences can provide many of the benefits of face-to-face meetings while working in remote locations. DBA learners and mentors should be proficient in the use of synchronous (e.g., telephone calls, teleconferences, etc.) and asynchronous communications (e.g., email, voicemail, etc.). Both synchronous and asynchronous communication requires connecting with others in different time zones, and working with colleagues with different cultural backgrounds and experience levels.

An important point of etiquette is to avoid joining teleconferences and calls using a mobile phone while one is in motion. Nothing is more disconcerting to participants than realizing that a colleague is driving while technical details are being discussed. In addition, it is dangerous to do so. Likewise, background noises of all types are a significant distraction for others. Ensuring that one is fully engaged and undistracted is a common courtesy and standard that tacitly communicates a person’s commitment to excellence, both professionally and scholastically.

When beginning a new course, learners should immediately become familiar with the syllabus, participation requirements, assignment activities, and schedule for each new course. Posting welcome and introduction messages are an effective way to become acclimated to the course room. Because research courses build upon existing resources, use the ePortfolio link in the courseroom to access Pathbrite, the best-in-class, cloud-based Portfolio Platform used by thousands of higher education and companies. Capture documents, and media by drag and drop. Learners will have a lifetime access to their work with desktop and mobile access. To learn more about creating your own eportfolio, watch this short video.

Online discussions and assignments require additional skills in communicating without audio or visual context. Typing characters on a screen is often subject to misinterpretation leading some online learners to resort to emoticons, capital letters, or special characters. However, these techniques are better suited for informal communication. Clear and concise writing is most appropriate in the online courseroom. When communicating in your online courseroom, learners should be visibly present and active. The way we determine presence or “visibility” is the documented posting of messages in the discussion forum. For
example, responses to Discussion Questions are considered in this category. The way we determine and define the “active” characteristic is the frequency of posting and diversity of posting, including both quantity and quality of the postings. The desired outcome is for every learner to demonstrate on a weekly basis in at least four days of seven that they are visible and active in the courseroom.

PROFESSIONAL EXPECTATIONS

5.0 Overview

Advanced doctoral learners are expected to know and comply with all university policies and procedures as outlined in the University Catalog and Capella University Doctoral Manual.

5.1 Academic Honesty

Academic honesty and integrity are central to the experience of learners in doctoral education. DBA learners are expected to demonstrate the highest standards of ethics and professionalism in their conduct and behavior and in their work performance. Plagiarism and cheating are violations of academic honesty and DBA learners are expected to avoid both.

5.2 Turnaround Time for Reviews

Mentors, committee members, and university reviewers may require up to ten (10) business days to complete reviews of draft working papers submitted by learners. It is important to note that reviews typically do not occur during quarter break periods. DBA learners should plan for this turnaround time for each draft submission during the dissertation development process. Additionally, learners can expect that committee members may require revisions and resubmission of a given draft triggering another ten(10) business days for review. Submission of multiple drafts for any given milestone is not unusual during the dissertation production process. The submission deadline is the Friday of Week 9.

Learners must be registered and active during the quarter in which they submit their work for faculty evaluation or receive guidance from faculty regarding their work. Non-registered learners are not eligible for such reviews or guidance on their work during the quarter they are not active.

5.3 Use of Third Party Services by Dissertation and Applied Business Project Researchers

Capella University is committed to ensuring academic integrity within the doctoral research process. Dissertation and applied business project researchers are responsible for ensuring that they have conducted their own research and completed their own data analysis, and that their dissertation or applied business project is their own work. Link to Capella University policy regarding the use of third party services researchers.

https://assets.capella.edu/campus/doctoral-programs/ThirdPartyServicesDoctoralResearch.pdf
5.4 Personal Accountability

DBA learners are expected to assume responsibility for their own work and behavior and to exhibit personal leadership at all times in their interactions with others. Learners are expected to “own” their work and expected to be proactive in their communications with faculty. It is up to the learner to initiate communication, to act appropriately on the feedback given by faculty, to demonstrate behavior which is professional and respectful at all times toward their faculty, their peers, and other Capella team members.

5.5 Interpersonal Relationships

The behavior of each learner is expected to exhibit appropriate professional standards at the doctoral level. Interpersonal relationships and communication must be respectful and courteous. Inappropriate behavior and language is not tolerated and has no place in the DBA doctoral community. Learners should understand that they are expected to write and produce their own work as well as edit it. Faculty are not writing instructors nor are they editors or wordsmith experts. They provide general guidance but, ultimately, it is up to the learner to carry out the guidance and ensure it is satisfactorily addressed. It is not acceptable behavior to argue with, challenge or disrespect any faculty member or peer. The Learner Code of Conduct governs all such behavior.

5.6 Constructive Feedback and Critique

Throughout the DBA experience, learners can expect to receive constructive feedback and critique about their work and performance from their DBA mentors, the DBA faculty, academic advising, and their peers. Learning to accept and build upon constructive feedback and critique is integral to the mastery of competencies, as well as the achievement of excellence and ultimately scholarship at the university. In the next section, please consider the top ten ways for responding constructively to mentor feedback.

5.7 Ten Tips for Mentees

1) **Initiate.** In order to sustain the mentoring relationship, take the initiative to ask your mentor a question, to let him or her know your educational and professional interests and objectives, and to ask about his/her own experiences.

2) **Honor your commitment.** Your mentor probably has a very demanding job. He or she has volunteered to take on the added responsibility of mentoring. Please be appreciative of your mentor’s time and investment; respond promptly to your mentor’s questions and comments. If you do not have the time to respond at length, send a short message letting this person know you will be in contact when you have the opportunity.

3) **Help Your Mentor Help You.** Tell your mentor how she/he can be most helpful to you.

4) **Expect Support, Not Miracles.** You can expect a certain level of support and advice from a mentor, but he or she can’t solve your problems for you. Perhaps the most valuable quality a mentor can offer is an alternative point of view. A mentor can put the situation in perspective, offer feedback, serve as a sounding board, and identify others whose brain you might pick or activities you can engage in or small ways you can position your work to meet your goals as well as resources that may be helpful to you.

5) **Communicate clearly.** Initiate contact with your mentor if you have questions or would like to discuss. Identify your needs and communicate them as clearly as possible to your mentor. It may be helpful to put some focused energy into organizing your thoughts and concerns before talking to your mentor, so that the time is spent wisely.
6) **Be Teachable.** Be willing to learn new things, obtain another perspective, and be responsive to suggestions and constructive criticism.

7) **Keep Up Your End.** Work hard at being a good mentee.

8) **Follow Through.** When you decide to act on your mentor’s suggestions, act in a timely manner and then report back to him/her.

9) **Look ahead at your calendar.** Are there any days you know that you'll be offline or ultra-busy? If so...let the other person know, so that if s/he doesn't hear from you, she knows it's because you're away or you're swamped.

10) **Correct Misunderstanding When They Happen.** Get in touch with your mentor before a concern becomes a problem.

### INSTITUTIONAL REVIEW BOARD AND HUMAN SUBJECT PROTECTION

#### 6.0 Introduction

As a researcher, learners must develop a deep knowledge and understanding of the principles of human subject protection. Federal regulation governs academic research dealing with human subjects, and all Capella learners and those in the academic community must follow the federal regulations pertaining to research. The federal government established Institutional Review Boards (IRB) to operate in academic and other organizations for the purpose of reviewing research protocols and verifying compliance with federal regulation. As such, Capella University has a dedicated IRB which reviews all dissertation and project research study. IRB approval of every study is required prior to data collection and implementation.

Academic research that involves human subjects and which is conducted at educational institutions must be in compliance with federal regulations. The Belmont Report, written in 1979 by the National Commission for the Protection of Human Subjects in Biomedical and Behavioral Research, outlined key ethical parameters for research involving human subjects. The U.S. Department of Health and Human Services along with the Food and Drug Administration revised their human subject’s regulations in 1991, and the Federal Policy for the Protection of Human Subjects, known as the “Common Rule,” was subsequently published. The HHS regulations, known as 45 CFR 46, outlined provisions for Institutional Review Boards (IRBs), informed consent, and Assurances of Compliance. Those regulations specify that an IRB shall oversee and review all research involving human participants to ensure human protections and ethics are in place.

The Capella University IRB, in accordance with federal regulations, reviews all research involving human subjects for compliance with federal regulations and other best practices. This includes proposed DBA dissertations before any data is collected. The focus of the IRB includes:

- Protecting the privacy and confidentiality of human participants
- Respecting the autonomy and dignity of participants
- Ensuring that human subjects are treated fairly and without deception, undue influence, or coercion
- Safeguarding vulnerable subject groups so that they are afforded appropriate protections
- Making sure that participants have adequate information about what their participation entails, and that they understand the information in order to make informed decisions as to whether they agree to participate in any research
• Weighing the benefits and risks of research, seeing to it that any risk mitigation is in place, and ensuring that the benefits of doing the study justify any risks inherent in the study to human subjects
• Ensuring data is kept secured and confidential and that proper measures are in place to handle or dispose of the data once the study is ended

Before initiating the IRB review process, DBA learners register with the Collaborative Institutional Training Initiative (CITI) as a researcher affiliated with Capella University. Once registered, DBA learners are able to access and complete the required and optional training modules. DBA learners must earn a satisfactory grade for each module to achieve CITI qualification as a researcher. The CITI qualification is required prior to the conduct of any research study, including dissertations and research projects.

To register in the CITI system, a CITI registration guide produced by Capella is available for assistance. There are on-screen instructions to register as a new researcher. Once a login ID and password have been established, the learner may revisit the site at any time. A record of completed training modules is maintained on the CITI website for the convenience of the learner.

6.1 IRB Reviews

Once the CITI requirements have been completed, learners are encouraged to give careful thought to the methodology, site selection, and data collection elements of their research study, as these may involve human subjects and ethics. A clear plan of action is needed for the protection of any human subjects participating in a study. Each of the following may be a key area of consideration in the conduct of a dissertation:

• Field tests, pilot studies, test runs
• Recruitment
• Informed consent
• Site permission
• Instrument permission
• Conflict of interest
• Protected groups
• Data security, privacy, and destruction

Capella University uses IRBManager as its IRB submission management system. Upon submission, the IRB reviews and renders its decisions via email notifications to the learner and mentor. As a reminder, recruitment or collecting data from human participants may not begin until after IRB approval. After IRB approval, no changes should be made to the research protocol unless those changes are submitted to IRB and approved by IRB in an amended protocol. Such approval is required before any data collection is initiated. Failure to gain IRB approval of any protocol change in advance of their implementation is a non-compliance issue and may render the data gathered as invalid. For more information about IRBManager and the IRB process, visit Doctoral Resources and Support on iGuide.
7.0 Faculty in the DBA Degree Program

The DBA faculty is comprised of subject matter experts who have attained doctoral-level credentials combined with scholarly practitioner experience in their fields. The DBA faculty provides learners with guidance and direction intended to help them develop research skills and complete the required courses and other requirements of the DBA degree program. During the course of the DBA degree program, learners can expect to build rich relationships with the DBA faculty encountered during course work, residencies, and committee work. Refer to the most recent edition of Capella’s University Catalog and iGuide for a full listing of DBA faculty.

7.1 Doctoral Support Center

The Doctoral Support Center partners with DBA faculty and learners throughout the DBA degree program. Team members communicate with learners to provide strategies for support, clarify university procedures, and provide information about any changes that may affect learners.

7.2 DBA Passport

The DBA Passport is a program resource to support DBA learners and help them succeed in their program journey. It is a travel kit to help you understand the DBA program model, courses, milestone, and residency sequencing, as well as program requirements, expectations, and standards. DBA Passport provides important guidance and strategies for success in doctoral-level studies, and timely information as you proceed from quarter to quarter. It also details how to locate additional guidance and support within the university, the School of Business, and the DBA program. Follow the link below to learn more about the DBA Passport Program.

http://media.capella.edu/CourseMedia/DBA-Passport/DBA-Passport-Journey/wrapper.asp

7.3 Library

The Capella University Library is committed to providing innovative learning experiences and high-quality information resources that support scholarly research, program completion, and lifelong learning. The library delivers a wide array of services of interest to DBA learners, including literature review consultations, interlibrary loans, research management tools such as RefWorks, assignment calculators, and more. Follow the link below to learn more about the DBA program library research guide.

https://capellauniversity.libguides.com/DBA
7.4 Doctoral Enrollment and Advising Teams

Learners beginning their Capella program will work with an Enrollment team member who will help orient them to getting a good start in their studies. Advisors will be available once the learner has been enrolled in the program beyond the few couple of week to provide proactive coaching, motivation, and support as well in academic planning. In addition, all learners throughout their program are supported by a team of Program Advisors who have extensive program knowledge and offer support, guidance and issue resolution throughout your program. Follow the link below to learn more about Capella University’s advising team.

https://campus.capella.edu/web/advising-and-program-planning/home

7.5 Quantitative Skills Center

The Quantitative Skills Center provides resources and live support for learners in math, statistics, and other quantitative skill areas. Quantitative skills include the ability to manipulate numbers and reason using numbers. Strengthening these skills will boost your research, problem-solving, decision-making, and critical thinking skills in school and in the workplace.

https://campus.capella.edu/web/quantitative-skills-center/home

7.6 Writing Center

The Capella Writing Center has the information and hands-on practice to help you improve your writing. Everyone, regardless of experience or expertise, can find ways to improve their writing. The Writing Center is organized so that you can:

- Learn ways to improve your writing.
- Practice key writing skills.
- Check your knowledge.

Follow the link below to learn more about the Capella University Writing Center and its programs.

https://campus.capella.edu/web/writing-center/home

7.7 Resource Links

Link to DBA Learner Handbook, DBA Chapter and Milestone Rubrics, Research Technique Seminar Series, DBA Dissertation Template, and Research Guide - Doctor of Business Administration

https://campus.capella.edu/web/doctoral-programs/professional-doctorates/dba/dissertation
Doctoral Resources and Support, Doctorate in Business Administration (DBA) https://campus.capella.edu/web/doctoral-programs/professional/dba

DBA Programs of research http://assets.capella.edu/campus/doctoral-programs/DBA-programs-research.pdf

Time Management https://campus.capella.edu/web/time-management/home

Quantitative Analysis https://campus.capella.edu/web/quantitative-skills-center/home

Statistics https://campus.capella.edu/web/quantitative-skills-center/understanding-statistics


7.8 Writing Resource Links

Writing Center https://campus.capella.edu/web/writing-center/home

Writing Support Help https://campus.capella.edu/web/writing-center/help

Writing Workshops https://campus.capella.edu/web/writing-center/writing-workshops

Writing Courses https://campus.capella.edu/web/writing-center/writing-courses


Writing, Revising and Format Editing https://campus.capella.edu/web/doctoral-programs/research-scholarship/writing-revising-format-editing-review?deepLink=true

7.9 APA Resource Links

APA Style and Format https://campus.capella.edu/web/writing-center/apa-style-format


APA Style Online Courses http://www.apastyle.org/learn/courses/

APA Style Blog http://blog.apastyle.org/apastyle/
7.10 Library Links

Capella Library Home https://campus.capella.edu/web/library/home

Capella Library Help https://campus.capella.edu/web/library/library-help

Capella Library Services and Tools https://campus.capella.edu/web/library/more-services-and-tools

RefWorks https://campus.capella.edu/web/library/more-services-and-tools/refworks

Spelling and grammar checker. https://app.grammarly.com/

Reciteworks APA reference checker http://reciteworks.com/