

DBA 671: Doctoral Seminar I

School of Business and Management

2 Credits

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

Doctoral Seminar I

Doctoral Seminar I is the first of three courses in the Doctoral Seminar series. In the Doctoral Seminar series, students plan, conduct, and complete an Applied Business Research Project aligning with their dissertation. Emphasis is placed on connecting coursework, research, and applying communication strategies to the dissertation and dissemination of findings. Emphasis focuses on examining aspects of the program to provide a roadmap for the students to complete their doctoral journey. Students analyze the connections between coursework, research, and dissemination, and draft an outline of the student's Applied Business Research Project. Upon completion of this course, students have completed the initial components of their Applied Business Research Project.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Examine program expectations and dissertation milestones to complete the doctoral journey.
- Analyze connections between coursework, research, and dissemination.
- Draft a plan to complete an Applied Business Research Project.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

OVERVIEW OF REQUIRED ASSIGNMENTS	% OF FINAL GRADE	POINTS
Instructor Determined Activities	25%	250 points
Quizzes	25%	250 points
Project Proposal and Agreement Paper	50%	500 points
TOTAL	100%	1,000 points

Course Assignments and Grading

Instructor Determined Activities: Discussions (25% of Final Grade)

Students participate in weekly discussions/other activities designed to enhance learning and meeting the course outcomes. Discussions/other activities are measured using formative rubrics that are connected to the discussion/other activities; all of which are an integral part of this course. Discussion/other activities may be journals, research exercises, group activities, short papers, quizzes, discussions, or other activities determined by the course manager and/or instructor. Each discussion/other activity includes a rubric and a due date as outlined within the discussion/other activity. Whether in-person, online, or in a mixed mode, students will be graded on their ability to present, explain, and/or defend viewpoints and the degree to which they have

mastered course concepts, principles, writing clarity, research, and APA. Work is assessed on relevance to the subject presented, adherence to writing mechanics and organization, and professional presentation.

Single component grading rubric:

Overall Score Row Value		0	80	85	92
Value Range		0.00 - 79	80.0 - 84	85 - 91	92 - 100
Decimal Range		0.0 – 2.4	2.5 - 2.9	3.0 - 3.6	3.7 - 4.0
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Overall Quality and Presentation: Including Course Concepts, Research, Writing, and Delivery	100	Little or no connections are made to course concepts. No researched sources used to develop an argument. Many opinions are stated as fact. Multiple perspectives are not acknowledged or evident.	Incorporates some course concepts, but accuracy and development are not consistent. Incorporates variable researched source types, none that are scholarly, to develop an argument but in the end, the argument is weak showing no critical evaluation. Most opinions are stated as opinions.	Incorporates many course concepts but sometimes does not fully develop the ideas of the concept. Incorporates multiple researched source types to develop an argument that includes both pros and cons but with limited critical evaluation. Evaluates multiple perspectives within the argument. Incorporates the minimum number of scholarly references to support analysis. Writing is clear, with minimal	Incorporates course concepts accurately, consistently, and frequently. Critically evaluates variable researched sources to support a fully developed argument that is defended with both pros and cons. Compares and contrasts multiple perspectives and contexts. Incorporates more than the minimum number of scholarly references. Writing is clearly organized with

				errors in organization and APA. Opinions are stated as opinions.	no errors in mechanics and no errors in APA. Opinions are stated as opinions.
TOTAL	100%				

Four component grading rubric:

Overall Score Row Value		0	80	85	92
Value Range		0.00 - 79	80.0 - 84	85 - 91	92 - 100
Decimal Range		0.0 – 2.4	12.5 - 2.9	3.0 - 3.6	3.7 - 4.0
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Contribution Quality	30	Superficial and undeveloped analysis. No argument developed. No insight or original perspectives or thoughtfulness. Not pertinent to class discussion topics.	Scattered and poorly developed analysis. Few, if any original perspectives or connections. Content is not structured into a logically understood argument. Merely rephrases or summarizes other postings. Some contributions are pertinent to class	Many comments are insightful and thoughtful. Some original perspectives. Content is developed, includes some synthesis, and attempts to show two sides of an argument. Some comments lack depth and/or detail. Most contributions are pertinent to class	Rich in content, thoughtful and insightful contributions. Original perspectives and/or connections. Content is logically written, synthesized, and includes two sides of an argument. Deliverable aligns with class discussions and broadens and/or deepens class

			discussion topics.	discussion topics.	understanding of topics.
Contribution Quantity and Interactions	30	Contributed less than 50% of required quantity and frequency criteria.	Contributed 50% to less than 80% of required quantity and frequency criteria.	Contributed 80% to less than 100% of required quantity and frequency criteria. Some peer and instructor comments were replied to on the student's initial post. Most comments were posted on time.	Contributed actively, answering all questions asked by both peers and instructor on student's initial post. Fully met the required quantity of peer postings. All comments were posted on time. Frequent visitations to the discussion activity, posting on at least 4 different days of the week.
Style, Mechanics, and Organization	20	Spelling, punctuation, and/or grammatical errors make understanding difficult. Contains numerous awkward or ungrammatical sentences. Paragraph and sentence structure are simple, to the point of monotonous. Frequently misuses words	Many spelling, punctuation, and/or grammatical errors may temporarily confuse the reader or impede the overall understanding. Paragraph and sentence structure are generally correct but may be wordy, unfocused, repetitive, or confusing.	Spelling, punctuation, and/or grammatical errors are minimal and do not impede understanding. Sentence and paragraph structure are generally clear and focused. Uses words accurately and effectively most of the time. Incorporates context to	Almost entirely free of spelling, punctuation, and/or grammatical errors. Paragraph structure is well-defined with clearly written sentences that are varied, clearly structured, carefully focused, and fit the assignment's purpose and

		or uses words that are abstract or informal for the topic. No clear sections. No context provided. No writing credibility. No flow of ideas within paragraph sequence.	Sometimes uses abstract or informal words and/or misuses words. Occasionally incorporates context to support writing credibility. Some division of ideas built into sections but lacks logical flow from one to the next.	support writing credibility though style is limited. All major parts of the report are included with ideas flowing logically from one idea to the next.	audience. Chooses accurate, effective, and appropriate words that are specific and have precise meaning. All authors are introduced with context, giving credibility to the ideas presented in the report. All major parts of the report are included and fully integrated.
Research, References, and APA	20	Resources selected are not appropriate for the purpose of this work and demonstrate little to no research. APA citation style is not followed. Writing is not supported by academic sources. Fails to apply APA document formatting.	Some resources are appropriate for the purpose of this work with limited research demonstrated. There are frequent errors in APA citation style. Writing is supported by fewer than the required number of academic sources. Inconsistently uses APA document formatting.	Resources selected are from credible academic sources. APA citation style and formatting are used with minor errors. Writing is supported by the required number of academic sources.	Resources selected are from credible academic sources. APA citation style and formatting are used with no errors. Writing is supported by more than the required number of academic sources.
TOTAL	100%				

Quizzes (25% of Final Grade)

Students complete scheduled equally weighted quizzes to reinforce course content, definitions, and expectations. Quizzes cover topics such as content inclusions by PPA components, understanding of connections between coursework, research, and dissemination, and DBA expectations that drive student success.

Overall Score Row Value		0	80	85	92
Value Range		0.00 - 79	80.0 - 84	85 - 91	92 - 100
Decimal Range		0.0 – 2.4	2.5 - 2.9	3.0 - 3.6	3.7 - 4.0
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Correctness	100	Answer less than 80% of questions correctly. Does not adequately demonstrate an understanding of course concepts.	Answers at least 80% but less than 85% of questions correctly. Limited ability to demonstrate an understanding of course concepts.	Answers at least 85% but less than 92% of questions correctly. Adequately demonstrates an understanding of course concepts.	Answers at least 92% of questions correctly. Demonstrates an understanding of course concepts with proficiency.
TOTAL	100%				

Project Proposal and Agreement (50% of Final Grade)

In this assignment, students propose the initial sections of their Applied Business Research Project. The Project Proposal and Agreement (PPA) serves as the draft of their project. Students use the Applied Business Research Project Handbook for detailed instructions on how to develop their PPA, which includes the following elements:

- Organizational audit providing a background of the organization or business.
- Identification of a problem and/or challenge the organization is experiencing.
- Statement of the problem to be addressed in the proposed study.
- Purpose statement explaining how the proposed study will address the problem being researched.
- Explanation of how the project aligns with the DBA program outcomes and the student's specialized study.
- Additional items as necessary, including a signed Non-Disclosure Agreement

More detailed guidelines and instructions for the PPA is provided in the course handbook.

Within the PPA, students are expected to use concepts learned in the program and, as appropriate and where applicable, incorporate the writing styles: application, analysis, synthesis, and evaluation. The PPA must meet APA requirements of format and style. Students must cite sources of all ideas, facts, and information used that are not their own, even if the student has put the information into their own words. Failure to do so is plagiarism, although the oversight may be unintentional.

Overall Score Row Value		0	80	85	92
Value Range		0.00 - 79	80.0 - 84	85 - 91	92 - 100
Decimal Range		0.0 – 2.4	2.5 - 2.9	3.0 - 3.6	3.7 - 4.0
	% of Grade	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Organizational Audit	15	Key background information on the company/department and context for the intervention is missing.	Some background information on the company/department is included. The audit includes context that supports the need for the intervention yet lacks detail.	All relevant company background information is included. The audit includes context that supports the need for the intervention.	All relevant company/department is included to support a complete understanding of the organization. The audit is thematically unified and points to the clear need for an intervention.
Problem identification	15	A problem is identified but is vague and not well defined.	Problems are discussed and one is identified but lacks detail to understand how it is a problem.	Problems/ issues are discussed. The discussion includes how a single researchable problem from the many is identified. A single problem is clearly identified.	Several organizational problems/ issues are discussed. A focused discussion includes the process of how the researcher determined the single researchable problem from the many discussed. Analysis of a single problem is clearly defined.
Problem Statement	20	The problem statement section misses the mark. Sections are missing, details are not present, no literature supports the problem. No lens	The problem statement is included but does not separate the general or specific components of the problem. Discussion is not well developed;	The problem statement section discusses both the general and the specific problem. Though each section is included, developing the context could be	The problem statement section contains two parts: the general and the specific problem. The general section provides context from synthesized literature along with theory,

		to view the problem is included.	synthesis of the literature is not present or appears vague. Theory, models, frameworks, and/or principles are present, but not well defined.	written in more concise language; increased literature synthesis is necessary to develop the statement. Some context includes theory, models, frameworks, and/or principles to act as a lens to view the problem. The specific problem is separate and provides an adequate view to understand the need for the study.	models, frameworks, and/or principles to act as a lens to view the problem. The specific problem is concise and points to the need for the proposed study.
Purpose Statement and Appendix	20	Some of the requirements discussing the purpose are included but is vague and not clear. Appendix components may not be included.	The purpose statement vaguely connects the study to the problem statement. The appendix is not complete.	The purpose statement connects the study to the problem statement. The appendix is nearly complete.	A clearly written purpose statement explains how the study addresses the problem being studied. The appendix is complete.
Style, Mechanics, and Organization	20	Spelling, punctuation, and/or grammatical errors make understanding difficult. Contains numerous awkward or ungrammatical sentences. Paragraph and sentence structure are simple, to the point of monotonous. Frequently misuses words or uses words that are abstract or informal for the	Many spelling, punctuation, and/or grammatical errors may temporarily confuse the reader or impede the overall understanding. Paragraph and sentence structure are generally correct but may be wordy, unfocused, repetitive, or confusing. Sometimes uses abstract or informal words and/or misuses words. Occasionally	Spelling, punctuation, and/or grammatical errors are minimal and do not impede understanding. Sentence and paragraph structure are generally clear and focused. Uses words accurately and effectively most of the time. Incorporates context to support writing credibility though the style is limited. All major parts of the report are included with ideas flowing logically from one idea to the next.	Almost entirely free of spelling, punctuation, and/or grammatical errors. Paragraph structure is well-defined with clearly written sentences that are varied, clearly structured, carefully focused, and fit the assignment's purpose and audience. Chooses accurate, effective, and appropriate words that are specific and have a precise meaning. All authors are introduced with context, giving credibility to the ideas presented in the

		topic. No clear sections. No context was provided. No writing credibility. No flow of ideas within the paragraph sequence.	incorporates context to support writing credibility. Some division of ideas is built into sections but lacks logical flow from one to the next.		report. All major parts of the report are included and fully integrated.
References and APA	10	Resources selected are not appropriate for this work and demonstrate little to no research. APA citation style is not followed. Writing is not supported by academic sources. Fails to apply APA document formatting.	Some resources are appropriate for this work with limited research demonstrated. There are frequent errors in APA citation style. Writing is supported by fewer than the required number of academic sources. Inconsistently uses APA document formatting.	Resources selected are from credible academic sources. APA citation style and formatting are used with minor errors. Writing is supported by the required number of academic sources.	Resources selected are from credible academic sources. APA citation style and formatting are used with no errors. Writing is supported by more than the required number of academic sources.
TOTAL	100%				

Course Policies

Late Assignments

Students are required to submit all assignments by the due dates stated in the course schedule. A late assignment is one that is submitted after the due date or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student must contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis.

Being busy, pressured with outside work, technical issues, or having competing academic commitments are just some of the not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Your instructor will require you to provide an explanation for requesting an extension. You will also be requested to provide a date you expect to have the assignment submitted to the grade book.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5% deduction in grade each day or part of the day that the assignment is late up to a maximum of 25% off. Coursework received after 10 days will not be graded and will receive a zero grade unless prior arrangements have been made.

Participation and Professional Writing

Detailed course policies on topics such as *Participation* and *Professional Writing* are found in the Brightspace course content. Students will be provided this information and they are responsible for reviewing and applying these policies while enrolled in this course.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [CityU website](#) or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University

believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a user name and password.