

DBA 640: Quantitative Research for Business Administration

School of Business and Management

3 Credits, Graduate Course

Effective Date 10/1/2024

Grading Type: Decimal

Pre-Requisite: None

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

This course covers quantitative methodology and design. Equal emphasis will be placed on the fundamental elements of: (1) quantitative design including variable identification, research question and hypothesis creation; and (2) quantitative data collection and analysis including sampling methods, data collection instruments, and an introduction to statistical tests.

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

As a result of this course, students will know or be able to do the following:

- CO.1: Explain the fundamental elements of quantitative methodology and design. (*Assignment #2*)
- CO.2: Critically evaluate the purpose, design, data analysis methods, and findings of quantitative studies in published articles. (*Assignment #1*)
- CO.3: Develop a quantitative research proposal. (*Assignment #2*)

Additional Information

Students will learn about the following concepts:

- Types of Quantitative Data
- Research Variables
- Research Questions and Hypotheses
- Descriptive vs. Inferential Statistics
- Normal Distribution, Standard Deviation, Variance
- Central Tendency Measures
- Validity, Reliability, Generalizability
- Common Quantitative Designs
- Common Parametric Statistical Tests

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 (<https://www.cityu.edu/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 to understand how it will be assessed.

Course Assignments and Grading

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

OVERVIEW OF REQUIRED ASSIGNMENTS	% OF FINAL GRADE	POINTS
Instructor Determined Activities	30%	300 points
Assign #1 – Quantitative Methods Article Evaluation	30%	300 points
Assign #2 – Quantitative Research Proposal Paper	40%	400 points
TOTAL	100%	1,000 points

Instructor-Determined Assignments (30% of Final Grade)

Students will complete a set of instructor-designed activities that support the course outcomes and major assignments of the class. These activities can include collaboration, discussion, participation, peer-review, learning reflections, quizzes, learning checks and/or other online (or in-person) activities. Descriptions are provided by the instructor on the course.

COMPONENTS	% OF FINAL GRADE
Quality of Content (Initial Post)	50%
Quality of Responses	40%
Timeliness	10%
TOTAL	100%

Assignment #1 – Quantitative Methods Article Evaluation

Course Outcome CO2:

- Critically evaluate the purpose, design, data analysis methods, and findings of quantitative studies in published articles.

Assignment Content:

Students will critically evaluate two quantitative articles found in the course module. For Part 1, students will identify the research questions and/or hypotheses, methodological variables (e.g., sampling technique, treatments, data collection instruments, etc.), and the type of statistical analysis used. For part 2, students will use their knowledge of quantitative fundamentals to critique the study in terms of appropriateness of the methodological choices given the purpose of the research.

This assignment will be presented in a table format in two parts.

Part 1 Article Analysis Components:

- A brief summary of the research problem
- Research question(s) and hypothesis(es)
- Dependent and independent variables
- Description of study sample (including sampling technique)
- Data instruments
- Grouping (if applicable)
- Type of statistical analysis (e.g., descriptive or inferential) used.

Part 2 Critical Evaluation Components:

- Did the research question(s) and hypothesis(es) align with the problem statement? Explain.
- Do you agree with the type of statistics used? Base your explanation on the purpose of the study.

- (c) Did the findings answer the research questions? Explain.
- (d) Did the findings affirm the alternative hypothesis(es) or the null hypothesis(es)? Explain.
- (e) Do you agree with the researcher/s' interpretation of the findings? Why or why not?
- (f) You're tasked with extending this study. How would you do a follow-up study?

The evaluation will be double-spaced (except for the table, which can be single-spaced), 12-point Times New Roman font, and follow APA writing conventions. A minimum of four (4) peer-reviewed academic resources should be included in this paper.

COMPONENTS	% OF GRADE
Article Analysis	40%
Critical Evaluation	50%
APA Formatting and Style	10%
TOTAL	100%

Assignment #2 – Quantitative Research Proposal Paper

Course Outcomes:

- CO.1: Explain the fundamental elements of quantitative methodology and design. (Assignment #2)
- CO.3: Develop a quantitative research proposal. (Assignment #2)

Assignment Content:

Students will develop a quantitative research proposal. The proposal will include the following sections:

- (a) Introduction that includes the purpose of the research, problem statement, and research question(s) and hypotheses (null and alternative pairs) (2pp);
- (b) literature review (3pp);
- (c) methodology section that includes descriptions of the research design, participants (and sampling technique), data collection instruments and process, and data analysis plan (including statistical test) (4-5pp);
- (d) threats to validity and reliability and ways to mitigate these (2pp); and
- (e) a conclusion. Alignment of the problem, purpose, research questions & hypotheses to the design and methodological choices is key.

Pages are approximations. The paper should be 12-15 pages (3,000-3,900 words), double-spaced, 12 pt. Times New Roman font. APA writing conventions must be followed and a minimum of five (5) peer-reviewed, scholarly resources (in addition to the resources provided in the course) must be included.

CRITERIA	% OF FINAL GRADE
Alignment	20%
Introduction	15%
Literature Review	15%
Methodology	20%

Validity and Reliability	15%
Writing Quality and Organization	10%
APA	5%
TOTAL	100%

Course Policies

Students are responsible for reviewing and applying these policies while enrolled in this course.

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.

Student Policy on the Ethical Use of AI

1. Introduction

This policy outlines guidelines for students regarding the responsible use of Artificial Intelligence (AI) in the School of Education and Leadership at City University of Seattle. Students are expected to uphold ethical standards, promote academic integrity, and respect the intellectual property rights of others.

2. Definition of AI

For this policy, AI refers to any technology or software that utilizes machine learning algorithms, natural language processing, or similar techniques to generate, analyze, and/or interpret concepts, content, and data.

3. Ethical Use of AI

Generative AI is experimental. Information quality may vary.

3.1. Policy

- Students must understand the course material and complete assignments on their own, using AI tools as a supplement (i.e. using it to generate ideas before you do your own research, to refine your writing, or to check your grammar) rather than a replacement for their own work.
- Using generative AI tools to substantially (more than 5% of your writing) contribute to an assignment or exam (e.g. by entering exam or assignment questions) is not permitted.
- Using AI to generate or modify content to evade plagiarism detection is unethical and violates the basic academic integrity policy of the university.
- Any student work submitted using AI tools should indicate what work is the student's work and what part is generated by the AI. Any AI work submitted must be reviewed and cited and referenced appropriately. AI-generated content should not exceed 5% of your work.

3.2. Explanation

Original Work: Students are required to produce original work in their academic assignments, research projects, and coursework (i.e.: discussion board posts). The use of AI-generated content, including essays, papers, code, or other materials, without proper citations is strictly prohibited. Students must do their own research for their papers, and they must cite and reference those sources.

Note: Using AI-created work with AI-created sources is still plagiarism because the source was not read by the student.

Proper Attribution: When students use AI tools or algorithms to assist in their academic work, they must provide precise location of the AI-generated content and provide accurate citations to acknowledge the AI used and how it was used in the paper. This can be in the form of a note, as seen above. Failure to provide proper attribution is considered a violation of academic integrity.

4. Conclusion

This policy serves to uphold the principles of academic integrity, ethical conduct, and responsible use of AI technologies. Students are reminded that the use of AI without proper citations is a violation of these principles and will result in academic penalties. It is essential for students to recognize the value of original work and to use AI tools responsibly and ethically in their academic pursuits. This policy is subject to change as AI changes and evolves.

5. Critical Thinking (The 'Why')

Using AI properly is a skill to learn. All AI programs require questions to be asked of them. Learning to ask the “right” question is a learned skill and can be helpful to students in developing critical thinking skills. While AI is a tool to learn to use correctly, it should not replace the process of learning from reading, researching, and thinking critically about the material.

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 [Title IX](#) portal page 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 the [CityU website](#) under the Policies section or 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 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. 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.

Online Tutoring

CityU students have access to free online tutoring offered through Brainfuse, including writing support, from certified tutors 24 hours a day, seven days a week. Visit the [Brainfuse](#) page on the my.cityu.edu portal for more information.