

Franklin University

FUSE (Franklin University Scholarly Exchange)

Learning Showcase 2014

International Institute for Innovative Instruction

11-14-2014

Doctor of Business Administration at Franklin University

Wendell Seaborne

Franklin University, wendell.seaborne@franklin.edu

Follow this and additional works at: <https://fuse.franklin.edu/ss2014>



Part of the [Higher Education Administration Commons](#), and the [Scholarship of Teaching and Learning Commons](#)

Recommended Citation

Seaborne, Wendell, "Doctor of Business Administration at Franklin University" (2014). *Learning Showcase 2014*. 16.

<https://fuse.franklin.edu/ss2014/16>

This Presentation is brought to you for free and open access by the International Institute for Innovative Instruction at FUSE (Franklin University Scholarly Exchange). It has been accepted for inclusion in Learning Showcase 2014 by an authorized administrator of FUSE (Franklin University Scholarly Exchange). For more information, please contact fuse@franklin.edu.

Overcoming Doctoral Education Deficiencies

With the Introduction of the DBA at Franklin University
Wendell Seaborne, Ph. D. – Ross College of Business, Franklin University

Rogers (1969), commenting on graduate education, suggested that every student who leaves without completing a degree should be considered a failure, either in selection, teaching, faculty-student relationship, or the provision of a stimulating professional and scientific climate. Student attrition should be carefully considered from each of these perspectives in order to correct deficiencies. Goulden (1991) stated that the loss of students during the dissertation phase is a significant problem. She further pointed out that an extensive delay in the failure to successfully finish graduate research may be a personal tragedy for individual students, but it is also a wasteful, negative outcome for departments and institutions.

Goulden, N. R. (1991). A report of the perceptions of communication and relationships during the dissertation process by speech communication doctoral advisors and advises. *ACA Bulletin*, 76, 39-48.

Rogers, C. R. (1969). *Freedom to learn: A view of what education might become*. Columbus, OH: Charles E. Merrill Publishing Co.

Four Conditions for Optimal Doctoral Completion	
Condition	Description
#1: The right people apply for doctoral study.	Applicants must be realistic about the demands and expectations of doctoral study.
#2: The right applicants are admitted as doctoral students.	Admissions committees must properly screen applicants and, upon enrollment, orient them to the program.
#3: Students and faculty form productive working relationships.	Faculty members and students must interact in a mutually respectful and task- oriented manner.
#4: Students experience social support from fellow students.	Students must recognize themselves as members of a community of learners facing common challenges and opportunities.

A study conducted by Katz and Hartnett (1976) listed nine problems frequently associated with doctoral education:

1. When selecting a graduate or professional department, students are rarely provided with enough information about the department or the institution that allows them to make a sufficiently informed choice.
2. Students hope to join a community of scholars. Instead, they find themselves being pushed into relative intellectual isolation from other people and concentrating in a narrow specialty that few can share with them.
3. Students expect lively interactions - - that is, sharing ideas and working with fellow graduate students. Yet they often find very competitive atmospheres and inadequate opportunities for working with others.
4. Students desire to work with professors who will guide them and reflect on their work. Instead, they find access to professors limited, and at times they are subjected to treatment they consider demeaning.
5. Students want to engage in learning that will enhance their capabilities. Instead, professional students complain of being lectured too as in high school and being asked to study topics that they feel have a tenuous relation to their future practice.
6. Most graduate students express a strong interest in teaching; usually, however, they are taught to neglect teaching, if not to have contempt for it.
7. Students would like to advance on the road to independence and adult identity that they began in their undergraduate years. Instead, upon entering graduate or professional school, they are often treated like college freshman. Their status in graduate school often drives these young adults back to infantile patterns of behavior and feelings.
8. Students want friendship and expansion of their personal and social being. Instead, they are overworked or emotionally pressed, with insufficient time and energy for the cultivation of their personal lives.
9. Students expect the joy and excitement that comes with creative work and the pursuit of the intellect. Instead, they find their lives crammed, their moods serious if not grim, and their energies beset by relentless requirements and even busywork.

Katz, J., & Hartnett, R. T. (1976). *Scholars in the making: The development of graduate and professional students*. Cambridge, MA: Ballinger.

- Degree Course Requirements
- GRAD 800 – Writing Foundations
 - GRAD 805 – Research Methodology and Design
 - GRAD 810 – Applied Statistics
 - GRAD 820 – Advanced Quantitative Research Design and Analysis
 - GRAD 822 – Advanced Qualitative Research and Design
 - MGMT 840 – Development of Management Theory & Practice
 - MGMT 845 – Organizational Behavior, Culture and Effectiveness
 - MGMT 850 – Organizational Leadership
 - MGMT 855 – Organizational Systems Perspectives Theory and Application
 - MGMT 860 – Strategic Thinking, Decision-Making and Innovation
 - MGMT 865 – Organizational Performance Analysis
 - MGMT 870 – Business Ethics and Corporate Social Responsibility
 - MGMT 875 – Change Management and Organizational Development
 - GRAD 901 – Comprehensive Exam
 - GRAD 902 – Dissertation I
 - GRAD 903 – Dissertation II
 - GRAD 904 – Dissertation III

- Program Outcomes**
- The program outcomes will measure graduates’ technical and research skills. These four common program objectives are:
1. Demonstrate effective research skills;
 - Formulate a research problem
 - Integrate previous literature into an appropriate literature review
 - Design a research study
 - Analyze data
 - Summarize and present research results
 - Discuss research results
 2. Demonstrate advanced knowledge and competencies in a major field of study in business
 3. Create and present advanced forms of oral and written communication
 4. Evaluate and assess the ethical obligations and responsibilities of business for the purpose of responsible management

