Online Doctorate in Business Administration

Athabasca University
Faculty of Business
A NEW EVOLUTION IN ADVANCED LEARNING.

Creating the world’s first online Executive MBA was just the beginning for Athabasca University (AU). With the introduction of Canada’s first online Doctorate in Business Administration (DBA), AU continues its long-standing tradition of leadership and excellence by taking management education to an even higher level.

The DBA program is approved by the Ministry of Advanced Education and Technology of the Province of Alberta, and is evaluated by the Campus Alberta Quality Council, an arms-length quality assurance agency.

Get connected

The Athabasca University online DBA is the ideal next step for experienced managers and senior leaders who hold an MBA (or an equivalent master’s degree) and want to pursue a comprehensive curriculum of advanced management theory and practice combined with the opportunity to conduct practical research that will make a difference in today’s complex business environment.

THE PROGRAM’S focus is on examining business and managerial issues through knowledge building, critique, and the systematic application of relevant theory and research. Through a rich mix of on site and online discussions, courses and research activities, students collaborate in a learning environment that supports leading edge research in management thinking and practice.

The DBA is for individuals from the business, government or not-for-profit sectors who want to acquire and share a deeper level of industry-related knowledge or prepare for an academic career outside the corporate world.

Athabasca University

ATHABASCA UNIVERSITY is a research-intensive, doctoral level public university, fully accredited by the Government of Alberta, and reports to the Government of Alberta through the Ministry of Advanced Education and Technology. AU is dedicated to distance learning, with more than 37,000 students enrolled in undergraduate and graduate study across Canada and internationally. Its reputation for leadership and excellence in distance education is well established.

In addition, AU is accredited in the United States through the Middle States Commission on Higher Education (MSCHE), one of six regional organizations in the US that accredits universities, and is a member of:

- Association of Universities and Colleges of Canada
- Canadian Association for Graduate Studies
- International Education Council
- Association of Commonwealth Universities
- International Council for Open and Distance Education
- Association to Advance Collegiate Schools of Business (AACSB)

For full information on AU, see our main campus web site (www.athabascau.ca).
Message from the program director

SINCE THE LAUNCH OF THE AU ONLINE DBA IN 2009, I have been privileged to associate on a regular basis with highly talented, energetic and committed individuals from across Canada and around the world. These individuals have, for a variety of reasons, become motivated to enter doctoral studies not only to pursue new knowledge, but to use that knowledge to impact the business, social, and political environments around them ... to make changes they clearly hope will improve the work experiences, opportunities, and prosperity of others.

Over the course of the program, our students learn to dissect and analyse complex issues through the clinical lens of formal academic research, while maintaining the empathy and insight they have gained through their own rich life experiences. They think critically and care deeply.

AU DBA students are not ivory-tower intellectuals. They are, to the individual, exceptionally bright, compassionate, hard workers who make me exceptionally proud to be the director of this program. Read their profiles. If they remind you of you, I would love to talk with you about joining our community.

Dr. Kay Devine  
DBA Program Director  
Athabasca University  
Faculty of Business  
kay_devine@dba.athabascau.ca
Online learning that works

AU’s Faculty of Business doctoral courses are designed within a unique and powerful learning environment that enables you to access course materials, discuss issues, and learn from your professors across geographic and organizational boundaries.

**PEER LEARNING** is at the heart of the AU DBA learning environment. Each course is designed to facilitate individual study, interactive learning, and collaboration. Discussions are lively and intense, generating ideas, questions and challenges as you analyse your own and others’ organizational issues. Your course professors facilitate group dynamics, link theory to practice, support critical thinking and add value to your learning through their knowledge, insights and experience. Interaction among academics and students is extremely high, providing you with exposure to broad perspectives and insights.

**DBA vs. PhD**

Whether you pursue a DBA or a PhD depends on your future career interests and what purpose you envision for the research you will pursue. DBA and PhD programs are both highly rigorous, demanding programs of study with a heavy emphasis on the development of critical and analytical research expertise. The main difference is that a PhD focuses on research as a vehicle to advance abstract theoretical thought, while a DBA focuses on research designed to contribute to professional knowledge and practice.

Both doctoral degrees are suitable preparation for academic careers as both emphasize critical thinking and writing skills, research design and methodology, and pedagogy. A PhD, however, focuses almost entirely on enhanced academic leadership, while the DBA focuses on enhanced professional management and leadership. PhD courses provide grounding in traditions of thought and highly specialized ideas in a chosen area of study, while DBA courses are cross-disciplinary and issues-based. Both are highly respected degrees; both allow you to put “Dr.” in front of your name.

**Margaret Law, Doctoral Candidate, Edmonton, AB** “It [the AU DBA] offered two things that I needed. One was that it is adaptable for people who work and you don’t actually have to be physically there, which is important to me since I travel a lot with my work. The other one is acceptance—unlike a traditional PhD program—of a practical problem for you to research as opposed to something more theoretical.”
Margaret Law is a librarian—with an exciting, challenging and globe-trotting career. That is because as Associate University Librarian at the University of Alberta, she is responsible for international relations with libraries across the world. “I negotiate, set up and implement all of our international partnerships with libraries in other countries,” says Margaret. “We share collections with them, expertise, we do training for them, we host their librarians here, and we do a lot of back and forth.”

As if that weren’t enough to keep her busy, Margaret is also director of the University’s Copyright Office. And since she already holds a master of library studies degree from the University of British Columbia and an MBA from AU—and does work she loves—Margaret didn’t really need to pursue a doctorate degree to further her career. And in fact, that is not why she enrolled in AU’s program at all. She enrolled because she had put a lot of thought into an issue many employers face—employee disengagement in the workplace—and was interested in researching a solution. If there is anything that drives Margaret, it is finding solutions to real-world problems.

“I am very curious about disengagement in the workplace and I wanted to study it,” says Margaret. “Because I am used to a university environment, I thought it would be easier to study it in a more structured setting.” So in between negotiating and setting up partnerships with libraries in countries across the globe and overseeing the copyright office at her university, Margaret somehow found the time to sign up for a doctoral degree at another university.

Eventually, she hit a roadblock in her studies, however. “The other university wasn’t supporting the practical nature of what I wanted to do, so for me it wasn’t working,” says Margaret.

As a result, half way through her doctorate, Margaret transferred to AU’s DBA. “It offered two things that I needed. One was that it is adaptable for people who work and you don’t actually have to be physically there, which is important to me since I travel a lot with my work. The other one is acceptance—unlike a traditional PhD program—of a practical problem for you to research as opposed to something more theoretical,” she says.

Even after she completes her DBA and her current research, Margaret plans to continue studying the issue and its solutions. “Whether my theory is right or wrong, I will have lots of follow up work to do,” says Margaret. “I very much want to figure out how it works so I can have that as a tool to say, here, this is what we can do about it.”

Margaret is well into her research on disengagement in the workplace, a problem some reports say costs employers millions of dollars per year.

“If you Google workplace disengagement, you’ll find there are many people you can hire to help you solve the problem in your organization, but there is very little research behind it. It is that piece I am interested in, providing some real empirical work to what’s being done by a lot of consultants.

I have developed what I hope is a model that will help predict disengagement in a workplace and I am going to test it.

What I am suggesting is that there are various elements in the workplace that could be managed, which might help prevent or at least help mitigate disengagement. One of the issues I am looking at is how tightly people associate themselves with their profession because I think the more tightly you are tied to your profession, the more upsetting it is to be doing work that you don’t think is appropriate.”
ON SITE COMPONENTS
Each year of the DBA program begins with five days of face-to-face workshops for both new and returning students.

For first year students, the week is an orientation to the program. They learn what to expect and what is expected of them, meet faculty members in person, and learn about the tools, resources and supports available to help them succeed.

For second and third year students, the week is a workshop forum designed to let them present, discuss and refine their research ideas with other DBA students and academic researchers.

Students in years four and beyond are not required to attend the annual research workshop, but may choose to participate as part of their continuous learning and development.

“Get to know your “classmates” during the on site sessions—you will need a support network that understands what you are going through—someone to laugh and cry with.”

Research intensive curriculum with real-world purpose

YEAR ONE:
- Orientation - Online
- Orientation - On site
- DDBA 800 Conceptual Foundations of Organizational Research
- DDBA 801 Current Research
- DDBA 802 Management Research in Practice

YEAR TWO:
- Year Two Research Workshop - On site
- DDBA 803 Quantitative Research Methods
- DDBA 804 Qualitative Research Methods
- DDBA 805 Advanced Readings

YEARS THREE AND FOUR:
- Year Three Research Workshop - On site
- Dissertation Proposal
- Candidacy Exam
- Dissertation Research*
- Dissertation Defence*

* Students will normally complete their requirements and defend their dissertations in approximately four years, but may have up to seven (7) years from their program start date.

TANVEER AHMED, DBA STUDENT, TORONTO, ON “When I did my MBA, I talked to a lot of academics ... but when I looked at their research and compared it with real life situations, there was a disconnect. It isn’t research alone that has use for practitioners. Because I am in the industry and seeing things in real life, I wanted to be able to do my doctorate without that disconnect. Financially, I could have survived as a full-time student, but I would have been out of touch with industry and I didn’t want that.”
Tanveer Ahmed had built a successful career and life in Pakistan before deciding that it was time for him and his family to leave. He was leading the finance department of the National Electric Power Regulatory Authority of Pakistan and had taught undergraduate accounting courses at a number of universities. Life was good, but it was the late 1990s and Tanveer worried about the political turmoil that was coming to a boil in his country. He had seen this before back in the days when as a child he had witnessed the violence in his village, which was close to the border with Afghanistan. “I didn’t want my children to go through all that,” he says.

Getting out of Pakistan was not easy, but Tanveer and his family finally arrived in Canada in the fall of 2000—with very little other than each other. It was tough at first, but Tanveer’s tenacity kicked in and he landed a job working with Bell Canada Enterprises Inc. as manager of a special project. His career began to take off once again, just as it had back home, and he was eventually promoted to the role of associate director of investment evaluations and analysis at Bell, where he works on economic studies, developing economic models and providing consultative assistance, advice and critiques on Bell’s operational efficiency, new technologies and strategic business initiatives.

Still, Tanveer longed to return to teaching. “So I was always looking for the opportunity to pursue a doctorate degree,” he says. He didn’t want just any degree, however. He wanted one that would satisfy his practical side as well as his academic one.

“When I did my MBA, I talked to a lot of academics, especially those in business management and economics,” he says. “There were academics who were very strong researchers, but when I looked at their research and compared it with real life situations, there was a disconnect. It isn’t research alone that has use for practitioners. Because I am in the industry and seeing things in real life, I wanted to be able to do my doctorate without that disconnect. Financially, I could have survived as a full-time student, but I would have been out of touch with industry and I didn’t want that.”

True to his goals, Tanveer’s DBA research topic is one that can potentially have real, practical impact, not just for business practitioners, but also for governments.

“I am researching cross-border mergers and acquisitions and their effect on domestic economies as well as on the long-term performance of the acquiring companies,” he says. “If I find negative effects on the domestic economy from a cross-border merger, that can help governments determine if they need policies to encourage or discourage acquisitions. From the perspective of the acquiring company, it means they may have short-term gains but in the long-run, if they’re negatively affecting the economy, they may not have more opportunities left in the world to make acquisitions.”

His research, in these days of rapid globalization and an increasing number of cross-border mergers, not just in Canada, but around the world, couldn’t be timelier. But Tanveer’s tenacity and his constant eye for the next challenge—the next positive step forward—points to the likelihood that this is just the beginning for his leading-edge research in Canada.
Work-life balance

Athabasca’s 24-hour online format makes it feasible and practical to work on a high quality doctoral degree while still meeting your commitments to work and family. Designed to fit individual schedules, the program can be successfully completed from home, work or even while travelling. Expect to be challenged, and to spend at least 25 hours per week on coursework, readings, discussions, and assignments.

At AU, you need not leave work for a month, a year, or even every second Friday. In fact, you are never required to be online at a specific date or time – a feature of our program that allows you to study from any time zone, any part of the world and at any time of day or night.

Courses have pre-defined start and end dates, and clearly defined expectations for discussions and assignments. However, you control your study hours, working at the time and place that is right for you as you participate in asynchronous discussions and complete assignments.

The only on-site component to the program is an annual one-week research workshop, normally held in September of each year.

Lee Henderson, DBA Student, Shanghai, China “In my opinion, the true advantage of the AU DBA is that some of the professors in the program did their own PhDs part time while working full-time in their careers. Their experience in juggling their studies and senior management positions allows them to really understand the students’ needs and challenges as part-time doctoral students.”
Very soon after he graduated from university with an undergraduate degree in finance and joined the Canadian Imperial Bank of Commerce in Fredericton, Lee Henderson realized banking was not for him.

A trip to China in 2002 set off a fascination with that country’s culture and the dramatic economic growth that was taking place there. He knew he was witnessing a huge shift, one that stayed on his mind while he completed his MBA at the University of Tampa and that led him to return—this time as a lecturer for the University of New Brunswick St. John’s satellite campus in Beijing.

In 2006, Lee saw the opportunity to be part of something new that had the potential to become a driver for change. He moved to Shanghai, where he started up the Sino-British College (SBC), a partner project for NCUK (Northern Consortium of UK Universities) and the University of Shanghai for Sciences and Technology. It is one of only three licensed foreign degree-granting institutes in China and is a pioneer for foreign education in that country.

Lee became head of the accounting and finance department at the college, which, with 25 staff members and roughly 1,000 students, is its biggest department. “Its popularity is not surprising given that Shanghai is poised to be the future global financial centre,” says Lee.

In spite of the demands of his career, Lee still had his eye on the future and a thirst for new challenges. “I had experience in both lecturing and management but was missing the final corner of the academic triangle: research. I planned to continue my career in academia and given this, it was essential for me to learn how to conduct research. I also wanted to experience the challenge required to complete a doctoral degree.”

In 2009, he learned of the new online DBA program at AU. “The AU DBA program was a perfect fit for me,” he says. “In my opinion, the true advantage of the AU DBA is that some of the professors in the program did their own PhDs part time while working full-time in their careers. Their experience in juggling their studies and senior management positions allows them to really understand the students’ needs and challenges as part-time doctoral students. I recommend anyone in Canada’s college or university system lacking a doctorate degree to consider AU’s DBA program.”

In his DBA research, Lee has focused on exploring how globalization will impact student enrollment levels in Sino-foreign university partnerships.

“I chose this topic because I have a decade of work experience in Sino-foreign universities and I feel that globalization will continue to change how universities operate and recruit students worldwide. A researcher’s role is to contribute to worldwide knowledge. For myself, my decade of experience in working at Sino-foreign universities is my way of distinguishing myself from others to contribute to academic knowledge in a very specialized area. My research touches on marketing, education, administrative strategy, and methodological contribution, so it is very exciting for me. Research in this area will enable me to become more valuable for my employer to help SBC’s strategic long-term planning.

As China continues to move from a low-tech manufacturing centre to a nation of high-research output, it is redeveloping its own education system, specifically in the area of research. Given that I am conducting research focused on Sino-foreign universities, the timing could not be better to help my career.”
The DBA emphasizes field-based, practical research and its immediate application.

MOST STUDENTS enter the program because they have already experienced a complex problem or opportunity to explore through the formalized structure of academic research, under the guidance of an experienced academic researcher in the same or similar field.

Many are already teaching or hope to teach in the future—some full time, some part-time in addition to their business careers—in which case the program helps them develop the research and writing skills they need to publish in academic or industry journals, something critical to the pursuit of a career in academia.

Overwhelmingly, doctoral management students are motivated to solve problems, whether in their classrooms or in their boardrooms. The AU DBA curriculum gives them the tools and techniques they need to clearly define issues and opportunities, thoroughly understand them through qualitative and quantitative research, and effectively present realistic plans for action.

“One of the problems in the real world, or the business world, is its inability to appreciate what happens in universities and similarly, there is a problem with universities understanding what happens in the private sector,” says Dr. David Stewart, a graduate instructor for the AU DBA. “There needs to be some bridge-building so the private sector is able to see what goes on in universities and perhaps take advantage of it. I think the AU DBA is something that offers that bridge-building potential.”

Applicability and ROI

Taking your DBA at AU is a big financial and time investment. Be sure you really have the drive to do it and the passion for something (i.e. dissertation topic) that will sustain you over several years. You’ll be amazed at what you learn. The program is rigorous, but it is rigorous for a reason: to prepare you to complete your dissertation and research on a topic...

Define your research interests early in the DBA program and set your goals for achievement and success … Athabasca’s program provides the framework to help you reach those goals.

NADINE ROBINSON, DOCTORAL CANDIDATE, SAULT STE. MARIE, ON

“There are times I liken the doctorate to working with start-ups because you invest so much time with the assumption the pay off will be there—but if you don’t have that faith you won’t be able to put the hours in.”
Nadine Robinson began her career as an accountant at Deloitte & Touche before moving on to fast-paced high tech. When she earned an international MBA at the University of Ottawa, she left Canada to work in Argentina’s high tech pharmaceutical industry. And when the Team Canada trade envoy went to Mexico, she helped revamp the Canadian Embassy’s trilingual web site. After that, she decided it was time to get back to friends and family and returned to Ottawa to work in a number of high tech start-ups.

“It was great, you worked hard but there was a definite risk-reward element. There are times I liken the doctorate to working with start-ups because you invest so much time with the assumption the pay off will be there but if you don’t have that faith you won’t be able to put the hours in.”

That high-flying life is far removed from Nadine’s life today in Sault Ste. Marie, Ontario where her number one priority is her two young children. The move to Sault Ste. Marie was the result of a value shift in her life. “I spent a lot of years making money for shareholders and I did that very well, but I felt I needed to contribute more, especially with becoming a mother,” says Nadine. “There was a series of realignments of my priorities and I put connections with people a lot higher up my list. Building strong universities and colleges became my goal because if you have strong universities and colleges you have a strong city. That is why I have only worked in academia up here, either on the administration side or on the faculty side.”

Nadine started looking for a doctoral program right around the time that Algoma University transitioned from university/college to independent university. “I knew that if I wanted to continue teaching full-time, I would require a DBA or PHD — and I definitely wanted to teach full-time. I get so jazzed about the teaching environment. It is just electric to be around students all the time and so rewarding.” Nadine still teaches at Algoma part-time.

Three years in to her studies, Nadine is happy to be in Athabasca University’s DBA program. “It has been a lot of work, incredibly challenging and it has pushed my limits. It has helped me stretch and grow in ways I wasn’t expecting. It made me realize how much I didn’t know. I used to be almost surlly about the fact that I couldn’t be full time faculty with just my MBA,” she says. “After the first course in the Athabasca DBA I realized very clearly why you need a doctorate. Now I feel I can offer my students more: a wider breadth of knowledge and critical thinking and research skills, not to mention research opportunities.”

As well, says Nadine, Athabasca has proven to be extremely supportive and generous in terms of scholarships and bursaries. “There were times I wasn’t sure I would be able to continue in the program and I would apply for a bursary and it would come through. Athabasca also supported me with funds to send me to two international conferences to present papers. I don’t know that I would have had access to that kind of support network had I been at another university. Because of the small cohort, we know the director of the program and she is wonderful. She is right there ready to write letters of recommendation and help us in any way possible. The faculty has been great.”

Nadine spoke in Chicago at the Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior biennial conference and in San Francisco at the American Marketing Association conference.

Nadine’s area of research is focused on consumer behaviour and more specifically how to understand why consumers provide feedback to companies. The working title for her dissertation is Customer feedback: the missing link in understanding customer engagement to accelerate firm improvements and innovation? A study of what makes customers more likely to provide feedback to a firm.

“This is dear to my heart because with more and more organizations saying they are getting 50% of their product ideas outside the company, I was shocked that no one seemed to be doing research on how to increase feedback coming into a company or even understanding why people provide feedback,” says Nadine, who is in the process of choosing a company to survey. “I am hoping to teach full time again and that this dissertation will widen my client base for consulting.”
TRANSFER STUDENTS
AU does accept transfer students into the DBA. Each applicant’s record is assessed individually to determine if admission is warranted and what courses are necessary to fulfill the doctoral degree requirements.

In all cases, a transfer student must meet the admission requirements and complete all DBA dissertation research with the Faculty of Business, Athabasca University.

“This is a very rewarding, but demanding program. Make sure you realistically have the time to put towards it so that you can get the most out of it.”

Admission requirements and time commitment

Base admission requirements

- an MBA or equivalent master’s degree from an accredited university
- five or more years of significant management and/or professional work experience
- an acceptable university level course in statistics
- English language proficiency
- an acceptable GMAT score
- an expression of research interests (1,000 - 1,500 words)
- three reference letters, preferably two business and one academic, but three business are acceptable

As a potential applicant for the AU DBA, your qualifications will be carefully evaluated to assess your suitability for doctoral studies. A strong base of experience and education is necessary for doctoral studies with an emphasis on applied research. Students admitted to the AU DBA program will have significant prior knowledge and experience in the area of management research they intend to pursue.

Time commitment

THE DBA demands that you be committed to your studies and able to balance the demands of education, work and family.

Each course is ten weeks long and students are expected to spend at least 25 hours per week on the program work. The AU DBA learning environment is asynchronous and provides you with the flexibility to work at times and places that best fit your schedule, however, the program is highly structured with clearly laid out expectations for readings, discussion, and individual assignments. Courses are completed one at a time with specific start and end dates.

Most students complete the DBA in four to five years; however, you may take up to seven years to complete all program requirements.

The AU DBA has one intake per year, and begins in September.

“Ensure your family, employers and any other social support system you have available understand what you’re doing. One does not understand how much this impacts them until the reality hits.”
# Tuition and fees

Tuition includes all textbooks and learning environment software. Travel costs associated with in-residence sessions are not included, nor are Graduate Student Association (GSA) fees of $12 per credit.

Once all coursework is complete, students will continue to pay a program fee of $2,100 every six months until their dissertation is also complete. Students have a maximum of seven years to complete the program.

A one-time surcharge of $400 applies to students residing outside of Canada when they begin the program.

Athabasca University reserves the right to adjust fees at any time without notice.

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## Tuition and Fees Table

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<th>Year</th>
<th>Program Fee</th>
<th>Tuition for Courses 1 to 3</th>
<th>Tuition for Courses 4 to 6</th>
<th>Tuition for Course 7</th>
<th>Dissertation Fee</th>
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<tr>
<td><strong>Year One</strong></td>
<td>$4,200 Payable in two equal installments</td>
<td>$12,600 $4,200 due upon each course registration</td>
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* Fees in effect as of September 1, 2012, and are subject to change without notice. For most current information, visit www.dba.athabascau.ca.

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Scholarships and other awards are available to graduate students.

**Information Regarding** scholarships, bursaries and other forms of financial assistance can be found at www.dba.athabascau.ca. Once you become a student, the Faculty of Business will send you information on scholarships and research funding opportunities as they become available.
A team devoted to your success

Academic

EACH DBA student is matched with a faculty member who is conducting research in a similar area of interest, and receives academic guidance from additional distinguished professors throughout their coursework. Following coursework, at the dissertation proposal stage, each student has a direct supervisor and a supervisory committee. Reference librarians at Athabasca University are available, if needed. During coursework, professors facilitate online seminars, and provide feedback, guidance, and encouragement.

Administrative

UPON ADMISSION to the program, students are assigned a student services coordinator who handles course registrations and all other administrative matters involved in supporting completion of the DBA program.

Technical

FACULTY OF Business help desk analysts are available week days, evenings, and Sundays to assist with any technical problems related to the program.
How to apply

To apply to the DBA program, you will need to submit the following:

1) A completed application form
   Apply online at www.dba.athabascau.ca under DBA - How to Apply.

2) A current and detailed resumé
   The required format is outlined on our web site.

3) Three letters of reference
   Two business references and one academic reference are preferred. For applicants without an academic reference, the Admissions Committee will accept three business references.
   References should be accompanied by the appropriate referee forms, found on our web site.

4) Official transcripts of post-secondary educational achievements, including professional designation transcripts
   Transcripts must be sent directly to Athabasca University’s Faculty of Business from the respective institution(s) before the application deadline.
   NOTE: Applicants with degrees obtained outside of Canada or the United States may need to have their transcripts independently assessed.

5) An expression of research interests
   A 1,000 to 1,500 word expression of research interests is required. Note that you are expected to have significant knowledge and experience related to the area of management research you intend to pursue. The proposal should include your research topic, its purpose and practical contributions, its relation to your prior learning and experience, some research questions of interest, and intended methodology in general terms.

6) Graduate Management Admissions Test (GMAT) results
   GMAT scores must be sent directly to the Faculty of Business. GMAT results are normally expected to be above 550 for admission. The GMAT must have been taken within the past ten years.

7) Demonstration of English language proficiency
   Applicants without a high school diploma or a university degree from Canada, Australia, Ireland, New Zealand, U.S.A., United Kingdom, or English speaking West Indies must complete an English language proficiency test.
   Test scores must have been obtained within the past two years and must be sent directly to the Faculty of Business from the testing institution.

8) A non-refundable application fee of two hundred dollars in Canadian currency ($200 CAD).
Athabasca University
Faculty of Business

Athabasca University
Faculty of Business Graduate Programs:

Doctor of Business Administration (DBA)
Executive Master of Business Administration (MBA)
Post Baccalaureate Diploma in Management (PBDM)
Leadership and Management Development (LMD)