

<b>Course</b>	HRDV 5750 Research and Assessment Methods in Human Resources Development
<b>Term</b>	Summer 2008
<b>Instructor</b>	Name: Dr. Robert Gray Phone: 913-422-0337 Email: bgray@webster.edu
<b>Catalog Description</b>	This course introduces students to basic descriptive and inferential statistics, research principles, sampling designs, survey methodologies, and simple experimental and quasi-experimental designs. The course also introduces students to other assessment methods used in human resources development, such as learning assessments, performance evaluations, and program evaluation.
<b>Prerequisites</b>	None; although the design and content of the course is based on the assumption that students have completed the Introduction to Human Resources Development (HRDV 5000).
<b>Course Level Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will be able to <b>measure</b> their results against HRD theory-based criteria and standards of performance.</li> <li>2. Students will be able to <b>apply</b> a basic research method to <b>analyze</b> and <b>evaluate</b> the success of HRD programs.</li> <li>3. Students will be able to <b>appraise</b> the utility of the survey methodology tool for HRD research</li> <li>4. Students will be able <b>design</b> an appropriate survey feedback tool for an HRD situation.</li> <li>5. Students will be able to <b>recommend</b> an appropriate research tool to use in HRD program evaluation.</li> <li>6. Students will be able to <b>differentiate</b> between effective and ineffective HRD research.</li> <li>7. Students will be able to <b>prepare</b> a fairly simple HRD research plan.</li> </ol>
<b>Materials</b>	<p>Leedy, P., &amp; Ormrod, J.E. (2005) <i>Practical research: Planning and design</i>. (8<sup>th</sup> ed.). Upper Saddle River, NY. ISBN 0131108956</p> <p>The book may be obtained through MBS Direct Books at 1-800-325-3252 or <a href="http://www.mbsdirect.net">www.mbsdirect.net</a>.</p> <p>American Psychological Association. (2001). <i>Publication manual of the American Psychological Association</i>. (5<sup>th</sup> ed.). Washington D.C.: Author.</p>

	<p><i>Leedy Companion Website</i>. (2005). Retrieved June 5, 2005 from <a href="http://www.prenhall.com/leedy">www.prenhall.com/leedy</a> (no cost)</p>										
<p><b>Grading</b></p>	<p><b>The GRADUATE catalog provides these guidelines and grading options:</b></p> <ul style="list-style-type: none"> <li>• <b>A/A-</b> Superior graduate work</li> <li>• <b>B+/B/B-</b> Satisfactory graduate work</li> <li>• <b>C</b> Work that is barely adequate as graduate-level performance</li> <li>• <b>CR</b> Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.</li> <li>• <b>F</b> Work that is unsatisfactory</li> <li>• <b>I</b> Incomplete work</li> <li>• <b>ZF</b> An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.</li> <li>• <b>IP</b> In progress</li> <li>• <b>NR</b> Not reported</li> <li>• <b>W</b> Withdrawn from the course</li> </ul> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><b>Requirements</b></th> <th style="text-align: right;"><u>% of Grade</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Mid-Term Exam</td> <td style="text-align: right;">30%</td> </tr> <tr> <td style="text-align: left;">Final Exam</td> <td style="text-align: right;">30%</td> </tr> <tr> <td style="text-align: left;">Paper</td> <td style="text-align: right;">30%</td> </tr> <tr> <td style="text-align: left;">Class Presentation</td> <td style="text-align: right;">10%</td> </tr> </tbody> </table>	<b>Requirements</b>	<u>% of Grade</u>	Mid-Term Exam	30%	Final Exam	30%	Paper	30%	Class Presentation	10%
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<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>• Midterm and final examinations</li> <li>• One research proposal presented in APA style.</li> <li>• One class presentation on the research proposal</li> <li>• Discussions of journal articles.</li> <li>• Study group activities over selected topics and journal articles</li> <li>• Probing questions for each session</li> </ul>										
<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p><b>Academic Honesty</b></p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b>Drops and Withdrawals</b></p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals</p>										

	<p>(published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b>Special Services</b> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><b>Disturbances</b> Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p><b>Student Assignments Retained</b> From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p><b>Contact Hours for this Course</b> It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
<b>Course Policies</b>	See University Policies listed above
<b>Weekly Schedule</b>	<p>Session I      THE PROBLEM: THE HEART OF THE RESEARCH PROCESS Read <i>Leedy</i>, Chapter 3, (pgs. 43-63). Introduction to course Instruction in computer portion of the textook Selecting a suitable topic Questions and Provocations</p> <p>WHAT IS RESEARCH? Read <i>Leedy</i>, Chapter 1, (pgs. 1-11) Questions and Provocations:</p> <p>Session 2      TOOLS OF RESEARCH Read <i>Leedy</i>, Chapter 2, (pgs. 12-42) Review of Statistics Questions and Provocations</p>

	<p>THE REVIEW OF THE RELATED LITERATURE  Read <i>Leedy</i>, Chapter 4, (pgs. 64-84)  Read chapters 2 &amp; 3 in <u>APA Style Manual</u>  Questions and Provocations</p>
Session 3	<p>PLANNING YOUR RESEARCH DESIGN  Read <i>Leedy</i>, Chapter 5, (pgs. 85-114)  Questions and Provocations</p>
Session 4	<p>WRITING THE RESEARCH PROPOSAL  Read <i>Leedy</i>, Chapter 6, (pgs. 114-132)  Questions and Provocations  Take-Home Mid-Term Exam is given out</p>
Session 5	<p>QUALITATIVE RESEARCH  Read <i>Leedy</i>, Chapter 7, (pgs. 132-160)  Questions and Provocations</p> <p>HISTORICAL RESEARCH  Read <i>Leedy</i>, Chapter 8, (pgs. 161-178)  Questions and Provocations</p>
Session 6	<p>DESCRIPTIVE RESEARCH  Read <i>Leedy</i>, Chapter 9, (pgs. 179-216)  <b>First Draft of Proposal is due</b></p>
Session 7 DESIGN and	<p>EXPERIMENTAL AND CASUAL-COMPARITIVE  STATISTICAL TECHNIQUES FOR ANALYZING  QUANTITATIVE DATA  Read <i>Leedy</i>, Chapters 10-11, (pgs. 217-244 &amp; 245-281)  Questions and Provocations</p>
Session 8	<p>TECHNICAL DETAILS: STYLE, FORMAT &amp;  ORGANIZATION OF THE RESEARCH PROJECT  Read <i>Leedy</i>, Chapter 12 , (pgs. 282-301)  Questions and Provocations  <b>Final Draft of Research Proposal is recommended</b>  <b>Critique of an HR Assessment is due</b>  Take-Home Final Exam is given out.</p>
Session 9	<p>Final Exam Part I is due at the beginning of the session  Final Exam Part II is due before the end of the session  Presentation of Individual Research Projects</p>

<b>Additional Information</b>	N/A