REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No.  HRE 7912  Title  Qualitative and Mixed Research Methods

Short Title (≤ 19 characters)  QUAL & MIXED METHODS

Semester Hours of Credit  3

If combination course type, # hrs. of credit for

Lecture: 3  Lab/Sem/Rec:

Repeat Credit Max. (if repeatable):  credit hours  Graduate Credit?  Yes ✗  No

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)

Lecture 3  Lab  Seminar  Recitation  Lec/Rec  Lec/Sem  Lec/Lab  Res/Ind  Clin/Prac  Intern

Maximum enrollment per section: (use integer, e.g. 25 not 20-30)  30

Grading System:  Letter Grade X  Pass/Fail  Final Exam: ✗  Yes  No

/**(Attach justification if the proposed course will not hold a final exam during examination week.)**

Course Description:
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

HRE 7912 QUALITATIVE AND MIXED RESEARCH METHODS (3) Prereq: HRE 7901 and HRE 7905.
Study of how to apply qualitative research methods and mixed research methods that positively impact the community.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed?  Yes ✗  No

Will additional space, equipment, special library materials or other major expense be involved?  Yes ✗  No

Academic Affairs Approval:  (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses? SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date  02/03/2016  College Faculty Approval Date  4/7/2016

Reid Bates/ 4/11/16  College Dean Signature  (date)

Michelle Q. Massé 4/19/16  Chair, FS C&C Committee  (date)

Casey Bennett / cbenne5@lsu.edu  (date)

College Contact  E-mail  Academic Affairs Approval  (date)
Justification for HRE 7912:

This new course was developed to provide graduate students with a foundation in qualitative and mixed methods research. This knowledge and skills acquired in this course are critical for two basic reasons. First, it will enable students to adopt multiple mental models and employ different methodological approaches to the study and practice of human resource and organization development. Second, these skills are essential for addressing the complex issues encountered in research and practice in human resource and organization development. In short, the messiness of the complexity found in human resource and organization development demands the ability to utilize multiple investigative tools. The addition of this course to our curriculum will provide additional tools to our graduate students’ arsenal.
Professor: John LaVelle, Ph.D.  
Office: 283 Coates  
Louisiana State University - SHREWD  
Baton Rouge, LA 70803  
Phone: (225) 578 - 4465  
JLavelle@lsu.edu  
Office hours: Friday 9:30-12:30; by appointment.

Course Description
A strong foundation in research and evaluation skills can provide students with one of the most transferrable skill sets that can be developed through graduate study. Indeed, these skills are much sought by potential employers, and can be applied in a wide range of contexts, including for-profits, non-profits, education, health care, governance, think-tanks, domestic and international human welfare.

This course is designed as a capstone to give you a strong foundation in qualitative research methods as well as experience with mixed research methods. Drawing from both theory and practice, students will learn how these skills can be used to answer important stakeholder questions and make a positive impact in a range of communities.

Course Objectives
HRE learning objectives: At the completion of this course, you will be able to
1. Describe the role and function of utilization-focused data collection in organizations
2. Compare and contrast “basic” research with “action” research
3. Describe a set of general principles for the ethical data collection and utilization in organizations
4. Develop a qualitative data collection plan keyed to the key questions of your stakeholder
5. Implement a data collection and analysis plan keyed to the key questions of your stakeholder
6. Compile a formal, professional-quality written report that summarizes the results of the data collection and analysis efforts
7. Present the data-collection and analysis procedures in a formal oral report
8. Facilitate a group discussion
9. Describe how mixed methods can (or cannot) be used to enhance the credibility of the qualitative study
10. Apply mixed methods to your qualitative project proposal
Prerequisites
This course is only offered to Master’s and Doctoral students.

Students are required to have taken:
- HRE 7901: Scientific Methods in HRE
- HRE: 7905: Advanced Research Design

Course Structure
This class is conducted as a graduate course with students taking responsibility for discussing the readings with instructor facilitation. Lecture is limited to providing background or contextual information for the readings and/or projects. A majority of the class will be devoted to discussing readings and issues related to students’ data-collection and analysis projects, integrating previous class discussions, and small group activities. In addition, each class session will begin with a reflection activity linking the course content with service.

Required Books


Credit Hour Expectation
This is a three-hour graduate credit hour class. You can expect to meet once per week for three hours. Students are expected to spend approximately two hours per credit hour per week on assignments and readings for this course. Since this is a three credit course, you can expect to spend approximately six hours per week working on readings and assignments for this course. For more information see: [http://catalog.lsu.edu/content.php?catoid=12&navoid=822](http://catalog.lsu.edu/content.php?catoid=12&navoid=822)

Grading
You will be graded on a variety of activities and assignments throughout the course of the semester. The grading schema for this course is as follows:

1. Qualitative applied methods project  
   a. Presentation of context and key questions (5)  
   b. Presentation of data collection instruments for feedback (n.g.)  
   c. Final paper (20)  
   d. Final presentation (10)  
   e. Peer evaluation (5)  
   40 points
2. Mixed methods discussion facilitation  
   10 points
3. Mixed methods study proposal  
   30 points
4. Final Exam  
   10 points
5. Attendance & Participation  
   10 points

Total possible points = 100
Course Components

Qualitative applied methods project (total: 40% of grade – group grade): Students will work in groups of 2 or 3 to develop and implement a qualitative study, approximately approx. 20-25 pages in length, written in APA style, for a community member of your choosing. This project is the culminating work of the course. A detailed outline of the project will be distributed in class. You will be graded on quality of writing, clarity, organizational structure, and quality of the plan in addressing client questions (20% of grade – group grade).

Students will be expected to reach out to potential community partners under the guidance of Dr. LaVelle. There are a range of viable community partners, both on campus as well as off campus. Specific examples and methods of connecting with partners will be discussed in class.

Whichever organization or community partner you choose to work with, your selection must be ok’d before moving forward with the project or collecting any data.

Presentation on organizational context and key questions (5% of grade – group grade): Students will give a 10 to 15-minute presentation on their clients’ organizational context and key questions.

Presentation of draft data collection instruments for peer feedback (no grade): Students will present drafts of their qualitative data collection instruments to their colleagues for formative feedback.

Final presentation (10% of grade – group grade): Students will give a 20-minute presentation reminding the colleagues about the organizational context, key questions, and data collection instruments, but focusing on the data collection and analysis process and lessons learned.

Peer review (5% of grade): 5 points of your project grade will be based on the results of a team member peer review at the end of the semester. Each student will be asked to rate each of his/her team members regarding his/her contribution to the evaluation design process and final evaluation plan. To receive full credit, you need to be an active, engaged and equal partner in all aspects of the project.

Mixed methods readings facilitation (10%): In groups of 2, students will facilitate an hour-long discussion of the assigned readings. As part of this facilitation, students will be expected to come prepared with engaging questions prepared as well as either 1) develop an activity related
to the topic of the readings (25 minutes max, including debrief), or 2) facilitate discussion of a research paper related to the topic covered in the readings (note: the article must be submitted distributed to classmates at least one week before your session).

**Mixed methods study proposal (10%)**: Your qualitative methods team will write a short (10-page) addendum to your qualitative methods paper that describes how the project could be expanded to include mixed methods at the following levels: investigator, theoretical, methodological, or analytical.

**Final Exam (10%)**: The take-home final exam will be distributed on DATE and must be returned to Dr. LaVelle by DATE. The exam will be open-book/open-note.

**Participation and Attendance (10%)**: To pass this course, students need to attend and participate. This is an advanced course that requires active discussion and contribution from each member of the class. You must read all assigned readings prior to each class meeting and come prepared to discuss and challenge the content covered. Students are expected to bring two questions to each class session, which will be discussed. Missing more than two class sessions will negatively impact your final grade.

Other classroom information

**Classroom Behavior**
I expect students to behave professionally and value other students’ right to learn. To limit distractions, please avoid coming late to class, turn off cell phones, and disconnect from the Internet while class is in session.

*It is also assumed that you will:*
- Raise relevant questions and appropriate observations on the topic.
- Participate through reflection on both your relevant professional experiences, as well as your completion of the reading assignments.
- Attend all classes and arrange to get what you need from others if absent.
- Learn and have fun with the course.
- Share differing points of view. You, your colleagues, and I will learn from this dialogue.
- Depend on each other as well as me, for learning.

**Academic Dishonesty**
Cheating and plagiarism will be dealt with according to university policy. See your student handbook for information on what constitutes plagiarism and other violations of academic integrity.

**Additional Accommodations**
By the end of the second week, please let me know if you require additional accommodations to attend class and participate in activities. If you are having difficulty completing the reading and written assignments or are having any type of difficulty throughout the class, please talk to me as soon as possible.
## Semester Schedule

***This course schedule is subject to change.***

Syllabus items may be modified at instructor's discretion depending on class needs.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Class Topics</th>
<th>Assignments</th>
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| **Week 1**  | > Introductions  
> Overview of course  
> Getting entrée to a community partner  
> Establish teams | Review course syllabus |
| **Week 2**  | > Paradigms of inquiry  
> Utilization-focused inquiry  
> Roles in applied research and evaluation  
*Team Meeting* | Patton, *Utilization-focused evaluation*, chapters 1 and 7  
Patton, *Qualitative research & evaluation methods*, chapters 1 and 2  
| **Week 3**  | > Variety in Qualitative inquiry  
> Particularly appropriate qualitative applications | Patton, *Qualitative research & evaluation methods*, chapters 3 and 4  
Organizational context and key question presentations |
| **Week 4**  | > Designing qualitative studies  
> Observational methods | Patton, *Qualitative research & evaluation methods*, chapters 5 and 6 |
| **Week 5**  | > Interviews and focus groups | Patton, *Qualitative research & evaluation methods*, chapter 7 |
| **Week 6**  | > Qualitative analysis and interpretation | Patton, *Qualitative research & evaluation methods*, chapter 8  
Draft data collection instrument(s) presentation |
| **Week 7**  | > Foundations of mixed methods | Teddlie & Tashakkori, Chapters 1 and 2  
Student-facilitated discussion of readings |
| **Week 8**  | > Research design and sampling in mixed methods | Teddlie & Tashakkori, Chapters 3 and 4  
Student-facilitated discussion of readings |
| **Week 9**  | > No class, annual conference of the American Evaluation Association (Atlanta, GA). | |
| **Week 10** | > Data collection strategies  
> Alternatives to traditional data analysis strategies | Teddlie & Tashakkori, Chapters 5 and 6  
Student-facilitated discussion of readings |
*Bring your data to analyze in class* |
| Week 12 | Reporting results  
|        | Enhancing credibility of qualitative analysis | Patton, *Qualitative research & evaluation methods*, chapter 9  
| Week 13 | Project presentations  
|        | Final exam distributed |  
| Week 14 | Final Exam Due | Final reports are due  
|        | Peer evaluations due  
|        | Final exam due |