REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education  College: Human Sciences and Education
Date: March 1, 2017

PROPOSED COURSE DESCRIPTION

Rubric & No. | Title | Counseling Skills for Substance Use Problems
---|---|---
ELRC 7348 | |

Short Title (< 19 characters) | SUBSTANCE USE COUNSELING
---|---

Semester Hours of Credit

If combination course type, # hrs. of credit for

| Lecture: 3 | Lab/Sem/Rec: |

Repeat Credit Max. (if repeatable): credit hours  Graduate Credit? Yes

Credit will not be given for this course and:

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

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Recitation</th>
<th>Lec/Rec</th>
<th>Lec/Sem</th>
<th>Lec/Lab</th>
<th>Res/Ind</th>
<th>Clin/Pract</th>
<th>Intern</th>
</tr>
</thead>
</table>

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

Grading System: Letter Grade X  Pass/Fail  Final Exam:** Yes X  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)

ELRC 7348 Counseling Skills for Substance Use Problems (3) Review assessment issues and counseling interventions for those who have substance use problems. Counselor identity and the American Counseling Association’s ethical standards are examined with regards to counseling individuals with substance use problems.

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

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

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

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 11-16-17  College Faculty Approval Date 1-23-17

Department Chair Signature 1-18-17  College Dean Signature (date)

Graduate Dean Signature 5-29-17  Chair, FS C&C Committee (date)

Casey Bennett/cbennett@lsu.edu  Academic Affairs Approval (date)
JUSTIFICATION:
MEd in Counseling has two concentrations, Clinical Mental Health Counseling and School Counseling. The programs are accredited nationally through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Currently both program concentrations are going through reaccreditation to meet updated national standards. One of these new requirements is a new core program course in Substance Abuse Counseling. The proposed course addresses eight core counseling accreditation standards in this area (see syllabus) and highlights the development of counseling skills, counselor identity and ethical practice. While we acknowledge this course is similar to SW 7804, we believe it needs to be a standalone course. As a core program course it not only must address these accreditation standards but do so in the spirit of promoting counselor identity and ethical practice as recommended by our national professional association, the American Counseling Association. While the content of SW 7804 and ELRC 7348 do have aspects that replicate, SW 7804 is an elective course that surveys the general field of addictive disorders in contemporary society with topics ranging from policy, program development, and practice issues. In contrast, ELRC 7348 is a more applied course that focuses on the development of fundamental assessment and counseling skills. For example, three classes are devoted to assessment and interviewing skills with a capstone assignment of conducting and then staffing a substance use assessment interview- similar to what would be expected at a mental health clinic.
Programmatically, students develop a set of skills that are built upon in subsequent classes. As a result, this course is needed as it serves a pivotal role as far as accreditation, our program of study and our efforts to promote our students’ professional counselor identity.
ELRC 7348
Counseling Skills for Substance Use Problems

Brief Course Description: This course helps students learn fundamental diagnostic, assessment and counseling skills applicable to working with those with substance use problems. Counselor identity and the American Counseling Association’s (ACA) ethical standards for professional practice are examined with regards to counseling individuals with substance use problems.

Instructor: Gary G. Gintner, Ph.D., LPC-S
Office: 122C Peabody Hall
Contact information: 225-578-2199 (office phone)
gintner@lsu.edu
Office Hours: Monday and Tuesday from 2:00-4:00

Course Text and Reading


American Psychiatric Association (2013), Diagnostic and Statistical Manual of Mental Disorders (5th ed.). Washington D.C.: Author. (Chapter on Substance-related and addictive disorders)


Useful Substance Abuse Websites:
American Counseling Association https://www.counseling.org/
Alcoholics Anonymous http://www.aa.org
Al-Anon & Alateen http://al-anon-alateen.org
Brown University Center for Alcohol and Addictions Study http://center.butler.brown.edu
Center for Substance Abuse Treatment http://www.samhsa.gov/centers/csat2002/csat_frame.html
Narcotics Anonymous http://www.na.org
National Center on Addiction and Substance Abuse at Columbia University http://www.casacolumbia.org/
National Addiction Technology Transfer Center http://www.nattc.org
National Institute on Alcohol Abuse and Alcoholism http://www.niaaa.nih.gov
Substance Abuse and Mental Health Services Administration http://www.samhsa.gov
National Council on Alcoholism & Drug Dependence http://www.ncsdd.org
Course Overview

This course examines assessment, diagnostic and counseling issues for working with clients who have substance use problems. The first part of the course surveys different types of drugs with regards to drug effects, psychological complications, course, and individual differences such as gender, race, ethnicity, age and sexual orientation. The assessment portion of the course covers a number of broad-band screening instruments and narrow-band assessment methods that are critical in differential diagnosis and treatment planning. DSM-5 and ICD-10-CM Substance Use and Addictive Disorders are discussed and clinical vignettes are used to provide practice in using various diagnostic codes. Students conduct a substance use assessment with a volunteer outside of class and then staff their findings in a clinical class setting. The course emphasizes the development of fundamental counseling skills applicable to a range of substance use problems. The Transtheoretical model is used to highlight the role of different skills at different stages of readiness to change. Fundamental skills for implementing motivational interviewing, cognitive-behavior therapy, family counseling, and relapse prevention are highlighted and students have opportunities to implement these skills in role-play activities. The role of pharmacological interventions are also reviewed. Diversity and developmental issues are examined relative to treatment tailoring considerations. Counselor identity and ACA ethical standards for practice are examined in the context of counseling individuals with substance use problems.

Student Learning Objectives:
1. CACREP CMHC Standard A.6: Student recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
2. CACREP CMHC Standard C.4: Student knows the disease concept and etiology of addiction and co-occurring disorders.
3. CACREP CMHC Standard D.4: Student applies effective strategies to promote client understanding of and access to a variety of community resources.
4. CACREP CMHC Standard D.8: Student provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
5. CACREP CMHC Standard G.4: Student identifies standard screening and assessment instruments for substance use disorders and process addictions.
6. CACREP CMHC Standard H.4: Student applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
7. CACREP CMHC Standard K.3: Student knows the impact of co-occurring substance use disorders on medical and psychological disorders.

15-Week Outline

<table>
<thead>
<tr>
<th>Week Assignments</th>
<th>Topic</th>
<th>Reading and</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Models of Substance Use Problems</td>
<td>Text, chapter 1 and 4</td>
</tr>
<tr>
<td>5.</td>
<td>Assessment Issues I: Screening tools and interview skills</td>
<td>Text, chapter 5</td>
</tr>
<tr>
<td>7.</td>
<td>Assessment III: Narrow-Band Assessment Tools and Conducting a Substance Use Assessment Interview</td>
<td>Substance Use History Interview Guide (provided in class)</td>
</tr>
<tr>
<td>8.</td>
<td>Midterm exam</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Determining the Treatment Setting: Levels of Care</td>
<td>Text, chapter 6 Substance Use Problem Assessment assignment due</td>
</tr>
<tr>
<td>11.</td>
<td>Cognitive-Behavioral Interventions</td>
<td>Text, chapters 7 and 8</td>
</tr>
<tr>
<td>12.</td>
<td>Couple and Family Counseling</td>
<td>Text, chapter 9</td>
</tr>
<tr>
<td>13.</td>
<td>Adjunct Interventions: Self-help Groups, On-line Support and Bibliotherapy</td>
<td>Text, chapter 10</td>
</tr>
<tr>
<td>14.</td>
<td>Diversity Issues and Special Populations</td>
<td>Text, chapters 11 and 12 Group Projects due</td>
</tr>
<tr>
<td>15.</td>
<td>ACA Ethical Code and Legal Issues</td>
<td>Text chapter, 2</td>
</tr>
</tbody>
</table>

**Grading**

The grade will be based on the total number of points earned using the following scale:

- A+= 145-142
- A = 141-135
- A- = 134-130
- B+= 129-126
- B = 125-120
- B- = 119-116
- C+= 115-113
- C = 112-106
- C- = 105-101
- D+= 100-98
- D = 97-91
- D- = 90-87
- F = 86 and below

**Description of Graded Activities**

**Exams (110 points).** There will be a midterm and final examination, each worth 55 points. Exams will consist of multiple choice, true and false, and essay questions. Exam questions will come from assigned readings, class lectures, class discussions and exercises, and video case presentations. Students must take every examination at the scheduled time. In the event of a documented emergency situation where a regularly scheduled exam is missed, students must provide evidence of the emergency or get permission in advance to take the exam at a later date.

**Substance Use Problem Assessment (10 points).** This assignment helps students implement assessment and interviewing skills for conducting a substance abuse evaluation. Students will interview a volunteer and administer substance problem screening instruments. The student is then required to staff the case in class. The staffing includes a substance abuse history as well as an interpretation of screening instrument results. Students can earn one point for each of the 10 sections of the staffing outline. Specific directions and training as far as conducting the assessment will be provided in class during the assessment section of the course.

**AA Reaction Paper (10 points).** Students are required to attend two *open* AA or other approved self-help meeting in the area. The required reaction paper includes two parts: a description of the meetings (times, places and what occurred), and a personal reaction and reflection. The paper should be four pages long, double spaced and in APA style.

**Group Project (15 points).** Students will present a 20-minute PowerPoint presentation in class on an approved topic. The project involves addressing five areas in the presentation each worth three points for a total of 15 points. The areas include
statement of the problem, method of information search, findings, counseling applications and recommendations. The projects will be presented during the last two class periods.

Expectations
LSU’s general policy states that for each credit hour, you (the student) should plan to spend at least two hours working on course related activities outside of class. Since this course is for three credit hours, you should expect to spend a **minimum of six** hours outside of class each week working on 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).

LSU student code of conduct
The LSU student code of conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described here: [http://students.lsu.edu/saa/students/code](http://students.lsu.edu/saa/students/code). Any violations of the LSU student code will be duly reported to the Dean of Students.

Disabilities
Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact Disability Services in 115 Johnston Hall, 225-578-5919 or www.lsu.edu/disability.

Academic Success
The primary ingredients of your academic success are attending class, managing your time efficiently, taking good notes, and developing good critical thinking and communication abilities. LSU has a number of excellent resources that will assist you in developing these skills. The place to begin is the Center for Academic Success (http://students.lsu.edu/academicsuccess). The CAS offers guidance on what learning strategies are best suited to your talents, tutoring in the basic subjects, and workshops on a variety of topics, from note taking to time management. Communication Across the Curriculum (http://cxc.lsu.edu) assists students in developing the communication skills necessary for academic and professional success. Finally, with respect to professional success, the LSU Olinde Career Center (http://students.lsu.edu/careercenter) can assist you in choosing a major and a profession that best suits your talents and passions and help you develop a four year career plan.
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. ELRC 7392 Title Couples and Marriage Counseling

Short Title (≤ 19 characters) COUPLLES & MARRCNNS

Semester Hours of Credit 3

If combination course type, # hrs. of credit for Lecture: X Lab/Sem/Rec:

Repeat Credit Max. (if repeatable): 3 credit hours Graduate Credit? X Yes No

Credit will not be given for this course and:

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

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Recitation</th>
<th>Lec/Rec</th>
<th>Lec/Sem</th>
<th>Lec/Lab</th>
<th>Res/Ind</th>
<th>Clin/Pract</th>
<th>Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 15

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

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

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

ELRC 7392 Couples and Marriage Counseling (3) Linking elements of counseling theory, family system theory, research and practical intervention for couple and marriage counseling.

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

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

Will additional space, equipment, special library materials or other major expense be involved? Yes X 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 Chair Signature Neil Mathews 1-18-17 (date)

Graduate Dean Signature Michelle A. Maric 5-29-17 (date)

College Dean Signature (date)

College Contact E-mail Casey Bennett/cbenne5@lsu.edu

College Faculty Approval Date 1-23-17
JUSTIFICATION:
The proposed course to ELRC 7396: Couples Counseling, is designed needed to offer an elective class for specialized accreditation. The Counselor Education Program has recently moved from a 48-hour accredited program to a 60-hour accredited program due to the requirement of meeting CACREP 2016 Standards and Louisiana state licensure laws for Licensed Professional Counselors. In this course we will focus on counseling theories specific to the couplehood, the cycles of relationships, traditional and non-traditional dyads, and relationship factors affecting couplehood stress (i.e., communication patterns, health and well-being, extended family and systemic issues impacting the couple, finance, child rearing, etc.) After extensive research, we have concluded that there are no other similar courses offered at Louisiana State University.

This does not duplicate any other course.
ELRC 7396 Couples Counseling

College of Human Sciences and Education (CHSE) – School of Education (SOE)  
Educational Leadership Research & Counseling (ELRC) Division

Location: LSU Main Campus – Peabody Hall, Room #  
Day & Time: xxxx, 00:00 PM - 00:00 PM

Instructor:  
Imre Emeric Császár, PhD, LPC-S, NCC  
Office Hours: Mondays 12:00 PM - 1:00 PM (12:00 – 13:00) & by appointment  
Peabody Hall 122 A - Counselor Education  
Phone #: 225.578.3953 (office)  
E-mail: icsasz1@lsu.edu

Conceptual Framework:

All programs at LSU which prepare educational professionals are committed to producing graduates who are reflective in practice, actively engaged in the rich research tradition of the university and are highly skilled in using sophisticated approaches for educating a diverse population in a complex and interdependent world. Preparing for a complex world that has become ever more interconnected and interdependent, largely through advancements in technology, the acquisition of skills in technology and social cooperation are increasingly important features and therefore integral strands in the embodiment of the conceptual framework.

CATALOG DESCRIPTION:
The focus of this course is to prepare counselor education students to work with the couple dyad. This course is designed to link elements of couple’s counseling theory with research and practical intervention for couples counseling.
PREREQUISITES: Successful completion of ELRC 7395 – Family Counseling or by the discretion of the instructor.

COURSE DESCRIPTION: This course is designed to introduce students to the theory, philosophy, and methods of working with clients, by means of the couple dyad as the primary client. The role of the clinician and strategies of intervention will be emphasized. Focus will be given to the following widely accepted and applied methodologies employed by the field of couples counseling: Prepare & Enrich Couples’ Empowerment Program, experiential learning, expressive arts, outdoor behavioral health, contemplative approaches and cognitive-behavioral couples therapy.

METHOD OF INSTRUCTION: Teaching strategies for this course will include lectures, demonstrations, discussions, role plays, and processing of student engagement in various experiential learning activities. A core emphasis is placed on the development of personal theory, professional development, and therapeutic change/outcome as it relates to common factors in couples therapy. Students will utilize themselves as a therapist who influences the therapeutic system and will expand their repertoire of specific treatment skills and interventions.

STUDENT RESPONSIBILITY: Students are expected to read the assigned topics prior to class for the background necessary to participate actively in the discussions and think critically about the concepts addressed. As a general policy, for each hour the student is in class, the student should expect to spend at least two hours preparing outside of class. That is, since this is a three-hour course, the student should expect to spend around six hours outside of class each week reading or working on projects.

REQUIRED TEXTBOOK:

RECOMMENDED TEXTBOOKS:


COMPETENCIES: This course will satisfy the Council for Accreditation of Counseling and Related Education Program’s (CACREP, 2016) common core curriculum standards outlined in Section II.G (Standards II.G.1, II.G.2, II.G.3, II.G.5, II.G.6, II.G.7, II.G.8, & III.F).
COURSE OBJECTIVES:
The development of a conceptual understanding of couples therapy practice and theoretical integration will be emphasized along with the acquisition of specific treatment skills. Although students may draw from earlier traditional therapy models (structural, strategic, trans-generational / psychodynamic, experiential, etc.), greater emphasis will be placed on more emergent postmodern ideas/approaches in the field of couples counseling particularly with the focus on: Prepare & Enrich Couples’ Empowerment Program, experiential learning, expressive arts, outdoor behavioral health, contemplative approaches and cognitive-behavioral couples therapy.

1. Understand a systems perspective and how theoretical concepts are used for conceptualizing cases, developing treatment plans, and applying techniques/interventions with the couple dyad (CACREP G5e).
2. Describe assessment techniques in couples counseling.
3. Analyze current literature that outlines theories, approaches, strategies, and techniques known to be effective in working with the couple dyad.
4. Demonstrate how to critically evaluate research, how to utilize evidence-based treatments, and how to evaluate outcomes in couple counseling (CACREP G8e).
5. Develop online resources that include a variety of agencies and other community resources that provide assistance to couples.
6. Understand legal and ethical issues and apply legal and ethical codes relevant to the practice of couple therapy.

METHODS OF INSTRUCTION AND INSTRUCTIONAL PHILOSOPHY:
This course utilizes a combination of lectures, role-plays, experiential activities and informal as well as formal student demonstrations. For this process to be successful, each student must participate fully by reading assigned materials, attending class, and participating in class exercises and discussions.

The instructional philosophy for the current course and the primary textbook is based on a learning-centered, outcome-based approach, which is briefly summarized below:

- Learning Centered. A cross-disciplinary, constructivist pedagogical model, learning- or learner-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content. In this approach, learning is the focus of curriculum design. Student learning is frequently measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it. Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship. In this course, students will be learning theory using experiential activities to enhance understanding and application.

- Outcome-Based: Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives. Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum. In the
case of this course, the learning objectives focus on aspects of theory that are relevant to everyday couples therapy practice. Thus, the knowledge gained partially is measured through experiential activities.

ASSIGMENTS:

I. **Expressive Evaluation and Treatment Plan of a Couple Project (20 points)**

To support the students’ understanding of the couple dyad, assessments and intervention strategies, as well as increase the students’ self-awareness, students will create an *expressive* evaluation and informal treatment plan for a couple. The expressive evaluation component of the assignment will be based on the students’ perceptions of a couple evaluated by observation of a videotaped assessment session (provided by the instructor). Information to consider (a) demographic information (including country of origin, previous relationships, marriages, divorces, deaths, children, etc.); (b) dynamics (closeness/separation, fused, diffused, enmeshed, conflicts, etc.); (c) presenting problems, issues and conditions (including current/past mental status and counseling history); (d) chemical use and addictive behavior history; (e) projection patterns; (f) medical history; (g) social and cultural history; (h) educational and employment history; (i) legal history; (j) financial history; (k) religious and spiritual practices; (l) political orientations; (m) strengths; (n) deficits and needs; and (o) social/peer identify factors.

Once the student will consider this information, she/he will create a 15 to 25 minute written, auditory, visual, tactile, or dramatic representation of his/her project. *Written examples* might include writing a story, poem; creating a PowerPoint or Prezi; or play based on the student’s family dynamics. *Auditory examples* might include locating different songs to represent the couple and/or their relationship or different songs to represent different times segments of the couple’s phase of life. *Visual representations* might include depicting the couple dyad using well-known animal or insect characters or general characteristics of animals or insects. *Tactile examples* might include describing the couple dynamics using movement or dance. *Dramatic representations* might include describing the couple through cartoon or sitcom characters in shows or movies’ and/or (re)enacting certain elements/stages in the couple’s life through sculpting or psychodrama. The student will then develop an informal treatment plan to provide suggested treatment goals or suggestions for the couple. This portion of the assignment can either be discussed verbally or depicted using the expressive arts (writing, music/sound, visual, movement/dance, or drama).

*(This is as much a creative as it is an evaluative assignment, so feel free to have fun with it.)*

*Additional specifics for evaluating this assignment can be found in the rubric in Appendix A.*

II. **Experiential Learning Activity Project (20 Points)**

Students will be familiarized with the major concepts of experiential learning
activities that research has indicated has a high value potential for successful applications in couples therapy. Various exercises, low and high ropes course elements, adventure/outdoor therapy techniques and skills will be introduced and discussed including industry ethical and safety standards. This assignment includes participation in hands on activities thus increasing the student awareness of the effectiveness of the techniques. A case scenario of a couple dyad will be provided to the student as a potential client and the student’s task will be assigning two experiential learning activities with the clients. The student will provide logical reasoning for his/her decision choosing the particular approach (how are the activities an appropriate match to address the couple’s issues), describe the technique, show evidence in research for its effectiveness, explain how she/he would implement it as well as provide a prognosis for immediate and future outcomes.

Additional specifics for evaluating this assignment can be found in the rubric in Appendix B.

III. Contemplative Techniques in Couples’ Therapy Group Assignment (20 points)

Ethical standards in counseling require treatment of the individual and the couple from a holistic perspective (American Counseling Association Ethical Standards 2014). A major part of this method is addressing the spiritual (not necessarily religious) nature of the couple and the couple’s relationship. As part of this assignment the student will be introduced to various contemplative practices that has relevance in the treatment of couples. The student will also be placed in a group and will present on their choice of topic of contemplative practices. The following questions will be answered through the presentation:
1. The origin and history of the contemplative technique
2. How is practice related to and what is the relevance in couples’ therapy?
3. Any research pertinent to the particular technique/practice
4. Demonstration of the technique

Additional specifics for evaluating this assignment can be found in the rubric in Appendix C.

IV. In class activities, attendance and Participation (20 points)

An integral part of learning in this course takes place through discussions and interactive activities, which require the students’ active & thoughtful participation. Therefore, students are expected to attend all classes and participate fully in exercises and assignments. Demonstrating commitment to the student’s learning is also expected as part of being a professional. Students are expected and need to complete the assigned readings for each of the class sessions. Students are expected and need to prepared for class discussion and participation in the way of comments, questions, observations, reactions to the readings, etc. so that students may have useful and stimulating discussions throughout the class. It is most productive to come prepared with some perspective and reactions to the readings. This will also facilitate the students’ understanding and participation in class
activities that will be based on readings as well.

*Additional specifics for evaluating this assignment can be found in the rubric in Appendix D.*

V. Final Exam (20 points)

**GRADING:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>67-69</td>
</tr>
<tr>
<td>D+</td>
<td>63-66</td>
</tr>
<tr>
<td>D</td>
<td>60-63</td>
</tr>
<tr>
<td>D-</td>
<td>60-52</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

Total: 100 points

**PROFESSIONALISM:**

As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time: to class and with assignments
- Respectful interactions with other students and faculty
- Proactive engagement in the learning process and assignments
- Organized and prepared
- Managing paperwork and technology effectively
- Managing personal crises effectively
- Managing personal information (own and others’) appropriately

**Laptops and Cell Phones:**

Due the experiential nature of the class laptops may be used **ONLY** for writing class notes, and/or completing projects. Cell phones **MUST** be silenced and text messaging
is **NOT** allowed during class time. If there is an emergency, you may exit the class to use your mobile.

**B. Email Etiquette:**
Students are expected to communicate in a professional manner at all times whenever emailing your classmates, professor, or any employee of LSU. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face interactions. Students' emails need to be courteous and well thought out to avoid knee-jerk responses that will be interpreted as “flaming” or sarcasm. Communicate complaints directly to the individual involved. Avoid posting messages on social media concerning this class if it would have any personal connection to any student attending. Furthermore, make attempts to avoid offensive language of any kind.

**Disability Services:**
If a student has a disability that may have some impact on her/his work in this class and for which she/he may require accommodations, the *Coordinator* in the Office of Disability Services (112 Johnston Hall) needs to be contacted so that such accommodations may be arranged. After the student receives her/his accommodation letters, please meet the instructor to discuss the provisions of those accommodations as soon as possible. For more information please visit: [http://disability.lsu.edu/](http://disability.lsu.edu/)

**ACADEMIC INTEGRITY:**
**Student Conduct & Academic Integrity:** All students are expected to adhere to the standards of conduct, academic integrity, and rules established by Louisiana State University. If a student is unfamiliar with these requirements or have questions about the protocol of conduct, please refer to the links below to find more information.

[http://students.lsu.edu/saa/faculty/academicintegrity](http://students.lsu.edu/saa/faculty/academicintegrity) &
[http://students.lsu.edu/saa/students/code](http://students.lsu.edu/saa/students/code)

**TENTATIVE COURSE SCHEDULE:**

**Class #1**
- Assessment and Case Formulation
- Orienting Couples to Therapy

**Class #2**
- Moving from Content to Process
- Common Factors of Change in Couple Therapy

**Class #3**
- Enhancing Intimacy in Relationships
- Working with Emotions

**Class #4**
- Communication Techniques
- Conflict Resolution

**Class #5**
- Cognitive Techniques and Interventions
Techniques of Relationship Contracting

Class # 6  Treating Infidelity
           Working with Highly Reactive Couples

Class # 7  Solidifying Change and Maintaining Progress
           Experiential Activities for couples - theory

Class # 8  Experiential activities for couples: practical implementation #1

Class # 9  Experiential activities for couples: practical implementation #2

Class # 10 Contemplative techniques in Couples' Therapy #1

Class # 11 Contemplative techniques in Couples' Therapy #2

Class # 12 Expressive Evaluation and Treatment Plan of a Couple Project
           Class demonstrations

Class # 13 Expressive Evaluation and Treatment Plan of a Couple Project
           Class demonstrations

Class # 14 Contemplative Techniques in Couples' Therapy Group
           Assignment – group demonstrations

Class #15  Final Exam
Appendix A
Expressive Evaluation and Treatment Plan of a Couple Project Rubric

This rubric is used to assess each presentation. Please be sure to review this document in its entirety. The standards described below are based on research in best practices within higher education.

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA (20 points possible)</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressive Evaluation (5 points possible)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The expressive evaluation component of this assignment is based on the student’s perception of the couple. The presenter includes a description of the couple, their relationships, key dates and events and a visible representation of the couple that is easily understood by the group being presented to.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment Plan (5 points possible)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An informal treatment plan is created for the couple that discusses what future interventions or treatment the counselor would use with this couple that may reduce some of the symptomology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity (5 points possible)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The use of creativity is evident in the practical application of case conceptualization and integrating creativity into the presentation to increase the interest during the class presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation (5 points possible)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presentation should be organized in a manner that makes sense as to the elements of the case and how the presenter can envision the application of interventions will look in practice. The presenter uses good presentation skill. Those skills include (but are not limited to) good pacing (not too rushed or too slow), using good voice projection, connecting with those in the audience and finding a way the presentation can be meaningful to the audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B
Experiential Learning Activity Project

This rubric will be used to assess the paper submitted. Please be sure to review this document in its entirety. The standards described below are based on research within higher education.

The two techniques applied are:

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA (20 points possible)</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Techniques (5 points possible)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technique is clearly, thoroughly, and accurately described and includes the theory it originates from.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstration (5 points possible)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student uses logical reasoning for his/her decision choosing the particular techniques (how are the activities an appropriate match to address the couple’s issues) and shows evidence in research for its effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facilitate technique (5 points possible)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student explains how she/he would implement the approach as well as provide a prognosis for immediate and future outcomes. The student may also reveal how her/his experience impacted her/him (if at all) during participation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation Quality (5 points possible)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenter is organized and appears knowledgeable of the technique and has professional <em>delivery</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix C

**Contemplative Techniques in Couples' Therapy Group Assignment**

**Group:**

**Technique:**

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA (20 points possible)</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **The origin and history of the contemplative technique**  
(5 points possible) |               |          |
| The presenters clearly identify the origin and address the history of the technique elected for presentation. |               |          |
| **How is practice related to and what is the relevance in couples' therapy?**  
(5 points possible) |               |          |
| The presenters examine how the aspects of the practice related to possible improvements made in the couple dyad and discuss its relevance to couples' therapy. |               |          |
| **Pertinent research to the particular technique/practice**  
(5 points possible) |               |          |
| The presenters discuss results of significant research for the particular technique. |               |          |
| **Demonstration of the technique**  
(5 points possible) |               |          |
| The presenters demonstrate the technique in an organized manner that makes sense as how it is applied with couples.  
The presenter uses good presentation skills. Those skills include (but are not limited to) good pacing (not too rushed or too slow), using good voice projection, connecting with those in the audience and finding a way the presentation can be meaningful to the audience. |               |          |
| **Total** |               |          |
Appendix D
In Class Activity Rubric

This rubric will be used to assess the paper submitted. Please be sure to review this document in its entirety. The standards described below are based on research in best practices within higher education.

<table>
<thead>
<tr>
<th>Contributions</th>
<th>Description</th>
<th>Points Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provocative</td>
<td>Response goes beyond simply answering the prompt, attempts to stimulate further thought &amp; discussion</td>
<td>20</td>
</tr>
<tr>
<td>Substantial</td>
<td>Response provides most of the content required by the prompt, but does not require further analysis of the subject</td>
<td>15</td>
</tr>
<tr>
<td>Superficial</td>
<td>Response provides obvious information without further analysis of the concept; lacks depth of knowledge or reasoning</td>
<td>10</td>
</tr>
<tr>
<td>Unfitting</td>
<td>Response does not accurately address the prompt; rambling and/or without consistency</td>
<td>5</td>
</tr>
<tr>
<td>None</td>
<td>No response provided to the prompt within the associated timeframe</td>
<td>0</td>
</tr>
</tbody>
</table>

(Adopted from Dr. Denise Lowe, Instructional Designer at University of Central Florida’s Center for Distributed Learning)
REQUEST FOR **ADDITION** OF NEW COURSE

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>HRE 7002</th>
<th>Title</th>
<th>Perspectives on Leadership and Human Resource Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title (≤ 19 characters)</td>
<td><strong>P E R S P E C T I V E S</strong></td>
<td>L H R D</td>
<td></td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for Lecture:</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab/Sem/Rec:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>credit hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>X Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Lab</td>
<td>Seminar</td>
<td>Recitation</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade X</td>
<td>Pass/Fail</td>
<td>Final Exam:**</td>
</tr>
<tr>
<td><strong>(Attach justification if the proposed course will not hold a final exam during examination week.)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

HRE 7002 Perspectives on Leadership and Human Resource Development (3) Survey of the evolving perspectives and critical pillars that illuminate and link the fields of leadership and human resource development.

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

If this course is approved, will additional staff be needed? Yes ___ No ___ X  
Will additional space, equipment, special library materials or other major expense be involved? Yes ___ No ___ X  
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**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>3/20/2017</th>
<th>College Faculty Approval Date</th>
<th>4-3-17</th>
</tr>
</thead>
</table>

Department Chair Signature  
3-27-17  
(date)

Graduate Dean Signature  
5/29/17  
(date)

Casey Bennett/cbenne5@lsu.edu  
College Contact  
E-mail

Opaline B. Baer for Damon Andrews  
4-3-17  
(date)

Chair, FS C&C Committee  
(date)

Academic Affairs Approval  
(date)
Justification: HRE 7002 Perspectives on Leadership and Human Resource Development

The fields of leadership and human resource development share multiple theoretical and research perspectives and, as relatively young fields of study and practice, are rapidly evolving on multiple fronts. This survey course explores this evolution by examining the diverse theories and streams of research that inform these closely allied fields, the areas of linkages between them, and the dynamics of burgeoning professional practice. These issues underlie the content of our graduate programs in leadership and human resource development yet there is currently no advanced course in the curriculum that addresses them.
Course Title: Foundations of Leadership & Human Resource Development  
HRE 7112  
Professor: Jenny L. Daugherty

Course Description: This course is designed to provide students with an understanding of the critical pillars of the field of human resource and leadership development. Students will explore the concepts and theories underlying human resource development and leadership development and how those concepts and theories inform research and practice.

Office: Coates 282

Contact information:  
Telephone: 225-578-7065  
Email: jdaugherty@lsu.edu

Office hours: Tuesday/Thursdays 2-3:00pm

Objectives:  
Upon completion of this course, the learner should be able to:

1. Describe the critical pillars and historical evolution of leadership and human resource development.
2. Explain the roles, competencies, and trends influencing the profession and practice of leadership and human resource development.
3. Describe core concepts related to training, career, organization development and leadership development.
4. Critically reflect upon various theories, models, and research and develop a personal perspective about the relevance, appropriateness, and potential of human resource development theory and practice in contemporary organizations and institutions.

Textbook:  

15 Week Course Outline:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Overview of LHRD Critical Pillars</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Theoretical Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Week</td>
<td>LHRD Future Trends and Issues</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Finals Week</td>
</tr>
</tbody>
</table>

**GRADING Scheme:**
LSU letter grades will be assigned according to this table. Your end of semester numerical grades are rounded up to whole numbers.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>71-75</td>
</tr>
<tr>
<td>C-</td>
<td>68-70</td>
</tr>
<tr>
<td>D+</td>
<td>65-67</td>
</tr>
<tr>
<td>D</td>
<td>62-64</td>
</tr>
<tr>
<td>D-</td>
<td>58-61</td>
</tr>
<tr>
<td>F</td>
<td>57 and below</td>
</tr>
</tbody>
</table>

Final grades will be computed from the following activities:

- **Reading responses**  15 points
- **Lead-a-Class**  20 points
- **Deeper Dive Paper**  25 points
- **Conference Proposal**  15 points
- **Final Exam**  25 points

Total possible points = 100

**Description of Activities that will be Graded:**

- **Reading responses (RR)** – Throughout the semester, students will be asked to respond to a prompt focused on assigned readings and submit a 1-2 double-spaced page paper prior to the assigned class meeting. Prompts and further instructions can be found on the course Moodle site.
- **Lead-a-class** – Pairs of students will be responsible for facilitating a 40-50 minute engaging class session on a foundational topic that extends our understanding. Sign-up for dates will occur early in the semester.
- **Deeper Dive paper** – Individually, students will identify a leadership and human resource development topic, concept, or theory that they find intriguing to investigate
more deeply. Students will prepare an academic paper that explores the topic identifying practical implications for the field.

- **Conference proposal** – Individually students will identify an academic or practitioner conference and prepare and submit a proposal to present their Deeper Dive paper.
- **Final Exam** – A comprehensive exam will be taken in class on scantrons. Exam content will address definitions, theories, and constructs.

**Attendance** – Students cannot expect to do their best in class if they do not attend and participate. Students with valid reasons for absence are responsible for providing reasonable advance notification and appropriate documentation of the reason for the absence and for making up course work, obtaining lecture notes, and otherwise compensating for what may have been missed. For each unexcused absence without proper documentation, the student’s grade is subject to a 10% point decrease for each absence. For more information about LSU’s attendance policy, please see PS 22, “Student Absence from Class.”

**LSU student code of conduct**

The LSU student code of conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described here: http://students.lsu.edu/saa/students/code. Any violations of the LSU student code will be duly reported to the Dean of Students.

**Academic Integrity** – Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community. All students are expected to work alone on all individual assignments for this course. Students who are suspected of violating the Code of Student Conduct will be referred to the office of Student Advocacy & Accountability.

Note that plagiarism constitutes a violation of LSU’s academic integrity policy. For more information on how to avoid plagiarism, please see the “What is Plagiarism and How to Avoid It” document under Student Resources on Moodle. For graduate students, suspension is the appropriate outcome for the first offense. Please note work from another course or a previous semester may not be submitted to fulfill a graded requirement in this course.

**Disability Services** – The Office of Disability Services assists students in identifying and developing accommodations and services to help overcome barriers to the achievement of personal and academic goals. Services are provided for students with temporary or permanent disabilities. Accommodations and services are based on the individual student’s disability-based need. Students must provide current documentation of their disabilities.
**Equity Statement** – LSU does not condone and will not tolerate discrimination, harassment, or intimidation of any person in the University community for any reason. Please make every effort to maintain an atmosphere where everyone feels comfortable sharing and responding to ideas. Students will show respect for others in the classroom. In addition, a student who disrupts instruction will be asked to leave the classroom and will lose participation points for the day/week.

**Academic Success**
The primary ingredients of your academic success are attending class, managing your time efficiently, taking good notes, and developing good critical thinking and communication abilities. LSU has a number of excellent resources that will assist you in developing these skills. The place to begin is the Center for Academic Success (http://students.lsu.edu/academicsuccess). The CAS offers guidance on what learning strategies are best suited to your talents, tutoring in the basic subjects, and workshops on a variety of topics, from note taking to time management. Communication Across the Curriculum (http://cxc.lsu.edu) assist students in developing the communication skills necessary for academic and professional success. Finally, with respect to professional success, the LSU Olinde Career Center (http://students.lsu.edu/careercenter) can assist you in choosing a major and a profession that best suits your talents and passions and help you develop a four year career plan to ensure success when you graduate from LSU.

**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?cato=12&navoid=822
REQUEST FOR ADDITION OF NEW COURSE

Department: SHREW
College: College of Human Sciences and Education
Date: 2/13/17

PROPOSED COURSE DESCRIPTION

Short Title (≤ 19 characters)   PHILOSOPHY OF SCIENCE IN LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT

Semester Hours of Credit 3

Repeat Credit Max. (if repeatable): Credit hours 4

Graduate Credit? Yes

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 ___

Lab/Sem/Rec: ___

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

Grading System: Letter Grade X Pass/Fail ___ Final Exam:** Yes XX No ___

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

Course Description:

HRE 7200 Philosophy of Science in Leadership and Human Resource Development (3) Survey of the philosophy of science underlying the scientific method in the study of leadership and human resource development.

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

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

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

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 3/20/17 College Faculty Approval Date 4/3/17

Signature 3-27-17

College Chair Signature (date)

Signature 5-29-17

Graduate Dean Signature (date)

Casey Bennett/cbenne5@lsu.edu College Contact E-mail

Signature 6/3/17

Academic Affairs Approval (date)
Justification

HRE 7200 Philosophy of Science in Leadership and Human Resource Development

Students in the MS and PhD programs in SHREWD focus their studies and practice on the complexity of human behavior in organizational settings as it applies to leadership and human resource development. The questions we are concerned with are often quite difficult to answer and opinions about what are satisfactory answers vary widely. As a result, students need to understand the debates around such issues as:

- What are facts (what is true)?
- How do we find facts or determine what is true?
- What assumptions do we make in this search?
- How is observation, theory, evidence and “truth” connected?
- What is an explanation?
- What is the logic through which scientific knowledge and understanding is developed?
- What are the different views of science and what it means to do science?

No course in our curriculum or on this campus addresses these issues. This course is essential for helping our graduate students build a sound understanding of the philosophy of science and the underlying assumptions about reality, objectivity, truth, values, and so on that inform the fields of leadership and human resource development.

HRE 7200 - has not been taught as a special topics course. It will be a required course for students in the MS and PhD programs. The cohort therefore will be all graduate students in our program.
Philosophy of Science in Leadership and Human Resource Development  
HRE 7200

**Instructor:** Tracey Rizzuto, Ph.D.  
**Office:** 257 Coates Hall  
**Contact:** 578-2534; trizzut@lsu.edu  
**Office Hours:** By appointment  
**Class Time**  
**Class Place:** --- Coates

**Course Objectives:** This course covers various schools of thought in philosophy that build the foundation of scientific method in the study of leadership and human resource development. It explores the various ways scientific projects can be positioned and clarifies the numerous hidden assumptions about reality, objectivity, truth, values, etc. that underlie their own doctoral projects and those of their colleagues. Students will learn to apply a critical lens to the measures, models, concepts, theories and practice in leadership and human resource development.

**Course Prerequisites:** None

**Required Assigned Readings:** None. All readings will be primary source and made available on the Moodle class website.

**Student Learning Outcomes.** Successful completion of this course will result in the ability to...
1. Understand and explain basic concepts, theories, and issues related to origins of thought;
2. Apply scientific knowledge about issues and debates presented in the academic literature; and
3. Analyze academic writing and deliver peer feedback in a timely, sensitive, and effectual manner.

**COURSE ASSIGNMENTS AND ASSESSMENTS:** To be able to participate fully in assignments and exams, you must:
- Have reliable and speedy internet access - You will be completing all assignments and exams online.
- Have computer competency – You must be comfortable using email and discussion boards, up/downloading documents, and accessing internet search engines and websites.

| Participation | 15% |
| Reviewer Critiques | 20% |
| Final Exam | 30% |
| Final Term Paper | 35% |

A+ = 100 - 97, A=96-93, A-=92-90  
B+ = 89 - 87, B=86-83, B-=82-80  
C+ = 79 - 77, C=76-73, C-=72-70  
D+ = 69 - 67, D=66-63, D-=62-60  
F+ = 59 - 57, F=56-53, F- < 52

All calculations will be carried out to two decimal places; there will be no rounding of final grades.

**Participation.**
There are several activities throughout the semester. They will be graded according to rubrics that explained with each assignment. Collectively, these activities are worth 15% of your grade. Your participation in these activities is critical not only for your personal learning, but also for the learning of your classmates. Much of the value of the class comes from prepared, thoughtful, and informed dialog between you and your classmates. You will be evaluated on the timeliness, completion, and quality of your assignments and contributions. Quality comments include adding new insights to the readings, offering a unique and relevant perspective on the issues, contributing to moving the discussion and analysis forward, extending rather than repeating others’ comments, and demonstrating reflective thinking.
Assignments will be announced on Monday of each week. You will have until the end of the week (Sunday at midnight, i.e., 11:59 PM) to submit your work. These assignments will draw on the required reading, materials, and case studies posted in each week’s Moodle section. Please review these materials to be able to complete the assignments to the best of your ability. If you know in advance you will be late for an activity, you are still responsible for contributing to forum discussions in advance of class (or after if necessary). This will be a way for you to earn partial participation credit for the assignment.

Reviewer Critiques.
The peer-review process is an essential element of the academic scientific process. Not only can access to feedback improve your own capacity to learn, critically analyzing and articulating feedback to others help you to hone your own research and writing skill. Throughout the semester you will be assigned two peer-review assignments. Your abilities to accurately and sensitively evaluate your peer’s work will constitute 20% of your overall course grade. You will be provided an evaluation form to assist you in the analytic critique of your fellow students’ writing assignments, as well as a rubric that will be used to evaluate the quality of your critique. You will be evaluated on your ability to issue timely, sensitive, and effectual written comments. Reviewer assignments will be announced on Monday mornings; critiques will be due Sunday at midnight.

Final Exam.
One structured online exam valued at 30% of your grade will be administered on Moodle. The exam will be comprised of multiple choice, true/false, and short-statement items that will assess your ability to understand, analyze, and evaluate applications of key concepts and theories. The exam will cover material presented in the assigned readings and discussed in weekly activities. (See next sections for more detail about missing the exam.)

Term Paper.
The Term Paper is the major deliverable for this course. It will be developed in a cumulative fashion with each week’s homework assignment helping to advance thought and written skill in the completion of the term paper. Do the weekly assignments and you’ll have a complete final paper by the end of the term. Drafts will be submitted periodically to allow for opportunities to acquire feedback about the paper. The final term paper will be submitted Sunday (11:59p.m.) April 30th and is worth 35% of your grade. A grading rubric will be made available at the time the paper assignment is announced.

The Final Term Paper will incorporate your synthesis of the literature, themes and debates discussed throughout the course. The final written product will be approximately 12-15 pages in APA format

TIPS:
- I expect that your paper will make a number of references to class readings and discussions. While you do not need to footnote, you should cite the reading by putting the author’s name and the date of the publication in parentheses following the reference. Where quotes are used directly, put the page number the quote appears on. A list of all readings you referenced in the paper should appear at the end of the paper.
- Use of supplemental material to support the paper: Please include graphs, process flow diagrams, organizations charts, survey results, etc. that help tell the story more vividly. Present these materials in APA format.
- Use supporting data. If you make an assertion such as “Morale at my company was at an all-time low,” on what do you base this? If you suggest, “This project has had an enormous impact on customer satisfaction,” how do you know this to be true? While it is acceptable to occasionally insert some subjectivity into the analysis – be clear to identify what is subjective opinion and what is based on more objective data sources.
ASSIGNMENT RULES: (More information about these facets can be found in the COURSE OVERVIEW on Moodle)

1. General Rules:
   - Your computer and connection MUST be reliable.
   - Assignments and graded materials will be available for submission during announced windows of time. Your work must be submitted during those time frames.
   - Once you begin a test, you will be given a certain amount of time to finish it before it “closes” for you. During the times that the test is “open” you WILL be able to revised answers.

2. Academic Integrity:
   - You must work alone and without notes or other resources as you take the exam.
   - Do not discuss test questions with your peers or attempt to copy the test in any way. Violation of this code will result in being reported for academic dishonesty.
   - Report breaches of honesty if you know they have occurred.

3. Missed Assignments:
   - Graded materials must be submitted within the prescribed time frame.
   - The exam and/or activities assignments may be made-up at a later date for full credit provided PS-22 documentation. Such documentation must be provided to Dr. Rizzuto within 48 hours of the missed assignment. The make-up work must be completed without one week of the assignment deadline.
   - Failure to submit a Term Papers or Draft Paper for reasons that are NOT authorized by PS-22 will result in 0% for the graded assignments. Draft or Final Papers may be submitted late with the following grade deductions applied:
     i. Immediate deduction of 15 points (out of 100) upon missing the deadline
     ii. A total of 25 points (out of 100) will be deducted for papers submitted within 24 hours of the deadline.
     iii. A total of 35 points (out of 100) will be deducted for papers submitted within 48 hours of the deadline.
     iv. Late papers will not be allowed after 48 hours. Failure to submit papers within 48 hours will result in 0% for the graded assignment
   - Course exercises and activities will be graded within one week of the due date. Course exams and papers will be graded and returned within two weeks of the due date.

Additional LSU Resources can be obtained at the following websites:

**COURSE SCHEDULE**

You will find an activity To-Do list in each module below. Please follow the suggested class routine to stay abreast of materials and to complete the course successfully.

**Monday:** Check the course site for announcements of weekly assignments.

**Tuesday-Sunday:** Complete the module assignments as directed in the Monday announcement. Submit initial discussion postings by 5 p.m. Wednesday of each week. Review classmates’ postings and respond by 11:59 PM Sunday of each week.

**Saturday-Sunday:** Please review the course readings and materials posted in the weekly topic sections on Moodle in preparation for the upcoming week’s exercise activity.
<table>
<thead>
<tr>
<th>SCHEDULE OF READINGS AND ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION (January 11-15)</strong></td>
</tr>
<tr>
<td>Class welcome; locate Moodle resources; technology and enrollment checks</td>
</tr>
<tr>
<td><strong>THEORY</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Weeks One and Two (January 16-29)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSITIVISM</strong></td>
</tr>
<tr>
<td><strong>Readings &amp; Resources</strong></td>
</tr>
<tr>
<td>• Otto Neurath: The scientific world conception</td>
</tr>
<tr>
<td>• Karl Popper: The problem of induction</td>
</tr>
<tr>
<td>• John Elster: The nature and scope of rational-choice explanations.</td>
</tr>
<tr>
<td>• Steven Lukes: Methodological individualism reconsidered.</td>
</tr>
<tr>
<td>• Milton Friedman: The methodology of positive economics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EMPIRICISM/INTERPRETIVISM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings &amp; Resources</strong></td>
</tr>
<tr>
<td>• Ludwig Wittgenstein: Language games and meaning</td>
</tr>
<tr>
<td>• Thomas Kuhn: A role for history</td>
</tr>
<tr>
<td>• Imre Lakatos: Falsification and the methodology of scientific research programmes</td>
</tr>
<tr>
<td>• Paul Feyerabend: Against method</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Weeks Three and Four (January 30-Feb 12)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRITICAL TRADITION</strong></td>
</tr>
<tr>
<td><strong>Readings &amp; Resources</strong></td>
</tr>
<tr>
<td>• Max Horkheimer: Traditional and critical theory</td>
</tr>
<tr>
<td>• Jürgen Habermas: Knowledge and human interest/The tasks of a critical theory</td>
</tr>
</tbody>
</table>
** Weeks Seven and Eight (February 27-March 12) **

** STRUCTURALISM/PRAGMATISM **

** Readings & Resources:**
- Emile Durkheim: What is a social fact?
- Claude Lévy-Strauss: Structural analysis in linguistics and in anthropology/Language and the analysis of social laws
- Michel Foucault: The order of things/Power and knowledge

---

** Weeks Nine through Eleven (March 13-26) **

** POST-MODERN **

** Readings & Resources:**

---

** Weeks Twelve and Thirteen (March 27-April 10) **

** SPRING BREAK (April 10-16) **

---

** SCIENTIFIC WRITING & CRITIQUE **

** Readings & Resources**
- Vaccaro, N. and Palazzo, G. 2013. Using values against violence. Institutional entrepreneurship in hyperstable organizational fields (manuscript under review at the Academy of Management Journal)

---

** Week Fourteen (April 17 -30)**

** DISCUSSION/DEBATE **

No readings
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: http://catalog.lsu.edu/content.php?catoid=12&navoid=822

Academic Integrity

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense. The most recent version of the Code of Student Conduct is available at http://www.lsu.edu/saa

Special Needs

Students are expected to communicate with instructors regarding special circumstances (such as illness, emergency, learning disabilities, etc.) that might impact their learning in the course. There is a commitment to the success of each student in class. Students living with disabilities that require accommodation should contact the Office of Disability Services (578-5919). The instructor will work with ODS registered students to ensure that all educational needs are met. If any other special need or concern that may affect student learning and full participation in the course are identified, contact the instructor to discuss how to collaboratively ensure classroom success.

LSU Student Code of Conduct

The LSU student code of conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described here: http://students.lsu.edu/saa/students/code. Any violations of the LSU student code will be duly reported to the Dean of Students.

Attendance

Policy Statement 22 governs what will be accepted as an excused absence in this course. A student is required to notify the instructor in advance of the deadline if the student is unable to complete the assignment by the deadline due to an excuse consistent with Policy Statement 22. In the event of an emergency, a student must notify the instructor within five days and request an extension for any missed assignments. The instructor reserves the right to request documentation before granting approval for a make-up assignment.
REQUEST FOR ADDITION OF NEW COURSE

Department: SHREWDS
College: College of Human Sciences & Education
Date: 01/19/17

PROPOSED COURSE DESCRIPTION
Rubric & No.:
Title: Introduction to Leadership Development
Short Title (≤ 19 characters): INTRO LEADER D EV
Semester Hours of Credit: 3
If combination course type, # hrs. of credit for:
Lecture: Lab/Sem/Rec: 3
Repeat Credit Max. (if repeatable):
Credit will not be given for this course and:
Course Type (Indicate hours in the appropriate course type.):
Lecture Lab Seminar Recitation Lec/Rec Lec/Sem Lec/Lab Res/Ind Clin/Pract Intern
Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 20
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 7700 Introduction to Leadership Development (3) A comprehensive look at classic and contemporary theory and research in the twin domains of leadership and leadership development.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)
If this course is approved, will additional staff be needed? Yes No X
Will additional space, equipment, special library materials or other major expense be involved? Yes No X
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: 3-20-17 College Faculty Approval Date: 4-3-17

Department Chair Signature: 3-27-17 (date)
Graduate Dean Signature: 5-29-17 (date)

College Dean Signature: (date)
Chair, FS C&C Committee: (date)
Academic Affairs Approval: (date)

Casey Bennett/cbenne5@lsu.edu
HRE 7700: Course Justification

SHREWD is currently in the process of revising its curriculum to focus more on leadership and human resource development. Introduction to Leadership Development will be a foundational course in the new curriculum. This course is unique in that it covers classic and contemporary theory and research in both the leadership and leadership development domains. This content is not covered by any of the other leadership courses in our curriculum. Moreover, the course is designed to provide students with the requisite knowledge to critically examine the validity of leadership theory and research and understand its applicability to organizations.
HRE 7700 INTRODUCTION TO LEADERSHIP DEVELOPMENT
AQ 2017

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Tyree Mitchell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>286 Coates Hall</td>
</tr>
<tr>
<td>Phone:</td>
<td>225/578-7362</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:Tyree.mitchell@lsu.edu">Tyree.mitchell@lsu.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Wednesdays and Thursday 1:00-3:00PM or by appointment</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION
This course will take a comprehensive look at classic and contemporary theory and research in the leadership and leadership development domains.

We will start by reviewing foundational issues in leadership and leadership development, including key definitions as well as important models and frameworks for leadership and leadership development. Then, we will examine the content or the "what" of leadership and leadership development to gain a better understanding of the factors that play a role in leadership emergence, development, and effectiveness. This section will cover intrapersonal factors (e.g., personality, skills, experience) and interpersonal factors (e.g., coaching and mentoring). Next, we will examine process issues or the "how" in leadership development. The purpose of this section is to describe organizational methods and tools that facilitate effective leadership. Subsequently, we will examine scholarly research on evaluation methods in leadership development. We will conclude by reviewing research on special topics in leadership development, such as global leadership development.

COURSE STRUCTURE
Weekly meetings will consist of discussions around assigned readings from the scholarly literature. I will start with a short overview of the topic then the class facilitator will lead discussion on the articles. Students are expected to read and be familiar with the assigned material before class. Consequently, students are expected to be able to critically answer questions and discuss issues raised in class using the appropriate professional terminology, and integrating and citing supporting literature. I expect each student to be an active participant in class whether or not he/she is the discussion leader for that week.

TEXTBOOKS AND OTHER MATERIALS

Assigned readings will come from the course text, various academic journals, handbook chapters and book chapters. Non-textbook readings will be available to you on the course Moodle website.

COURSE REQUIREMENTS AND GRADING
There are three major components of the course including a research proposal, a final exam, and class participation. The course requirements are detailed below. These course requirements are designed to improve students' ability to:

- Critically examine the validity of leadership theory and research and understand its applicability to organizations
- Conceptualize and articulate ideas through verbal and written forms of communication
Develop ideas for scholarly research.

Research Proposal & Presentation
Students will work in pairs (i.e., a group of 2 people) to prepare a research proposal in the area of leadership or leadership development. There are three parts to the research proposal.

1. Conceptual Development I. First, your group will provide me with your research question. Develop a brief rationale for why it is an interesting/value-added/unanswered question. Your group should also provide a list of initial/potential references. Conceptual Development I will not be formally graded.

2. Conceptual Development II. After you have received feedback on your research question, your group will revise/refine your ideas. A list of hypotheses that you plan to test should be included. In addition, you will begin to generate a concrete research plan by selecting and describing the study design. Specifically, you will tell me how you plan to test the hypotheses and how you plan to measure your variables. Do you want to conduct a laboratory experiment? Survey design? Your rationale for your choice of design and measures should be made explicit. Also, a tentative outline of the paper as well as a reference section should be included.

3. Final Research Proposal. Finally, your group will write an empirical research proposal that looks like the first half of a journal article (Final Research Proposal). The final product will have: 1) an introduction leading to clearly stated well-grounded/justified hypotheses and 2) a method section including subsections such as sample, measures, and research design. The paper should not exceed 30 pages (typed, double-spaced, all inclusive) and should conform to APA style guidelines.

4. Final Presentation. Your group will also give a 10-15 minute presentation to the class outlining your research proposal.

Final Exam
In order to assess your proficiency in the topics covered, there will be a final exam administered at the end of the semester during the final exam period. The final exam will cover assigned readings and all material covered in class discussions over the entire semester. The exam will consist of several broad essay questions.

Class Participation
Students are also expected to actively participate in this class, as specified below.

1. Weekly Discussions. Reading assignments are given to provide a basic foundation for the weekly material and to stimulate further inquiry and investigation. Active participation in discussions is critical for individual and group learning to occur in this class. Students should attend class prepared to thoughtfully discuss the readings (see Appendix A). Both the quality and quantity of one's contributions to the discussion will be evaluated. Types of participation include:

   * **Showing evidence of thorough preparation.** Outlining each assigned reading is recommended to facilitate your participation. In doing so, make note of (1) the purpose of the study or article, (2) method employed, (3) results, (4) strengths and weaknesses, (5) contributions of the research, and (6) critical research questions raised by the study

   * **Participating constructively** (e.g., listening attentively, volunteering ideas)

   * **Adding value to discussions** (e.g., integrating material, providing relevant examples, playing devil's advocate)

2. Weekly Question. By noon the day before each class, please post at least one question or comment pertinent to the assigned readings on the Moodle discussion board. The nature of questions/comments is up to each student (e.g., substantive research question, point of
clarification, integrative question across all readings, specific question on one reading). This will allow me and the discussion leaders to gauge what students are thinking about during their reading and will also help to structure the discussion time.

3. Discussion Leader: Each member of the class will serve as the facilitator for one week. We will assign topics the first week of class. Given the size of the class, you will likely work in pairs or small groups to facilitate a class (this group can be different from your research proposal group). When you are discussion leader, it is your responsibility to facilitate the discussion of the week’s readings, as well as provide additional background information or tutorials as needed. How you lead the discussion is up to you. You can utilize videos to encourage discussion, divide the class in half for debates, or find relevant newspaper articles to generate discussion of theories or findings presented in the assigned articles. You can even include a class exercise to get people thinking about the topic. At least one member of the group should schedule a meeting with the course instructor in advance of the class facilitation to discuss other relevant articles and activities for the topic. The goal is to facilitate an engaging discussion about the concepts covered in the readings.

Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Proposal</td>
<td>50%</td>
</tr>
<tr>
<td>Conceptual Development II</td>
<td>15%</td>
</tr>
<tr>
<td>Final Research Proposal</td>
<td>25%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Preparation as Discussion Leader</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Questions</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

The following grading scale will be used to determine final course grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97%</td>
</tr>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
</tr>
<tr>
<td>D-</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

GENERAL INFORMATION

Attendance
Students are required to attend class. Policy Statement 22 governs what will be accepted as an excused absence in this course. A student is required to notify the instructor in advance of the deadline if the student is unable to complete the assignment by the deadline due to an excuse consistent with Policy Statement 22. In the event of an emergency, a student must notify the instructor within five days.
and request an extension for any missed assignments. The instructor reserves the right to request documentation before granting approval for a make-up assignment.

**Expectations**
LSU's general policy states that for each credit hour, you (the student) should plan to spend at least two hours working on course-related activities outside of class. Since this course is for three credit hours, you should expect to spend a minimum of six hours outside of class each week working on assignments for this course. For more information, see: http://catalog.lsu.edu/content.php?catoid=12&navoid=822.

**Withdrawal from the course**
Policy governing withdrawal from the course is consistent with current university regulations.

**Makeup Policy**
No late assignments will be accepted. If you are unable to take an exam, you must notify me prior to the time that the exam is scheduled, otherwise, your absence will be unexcused and you will not be given the opportunity to make up the exam. If you are unable to take an exam for any reason, you must:

1. Notify me **prior** to the time that the exam is scheduled
2. Provide a valid reason for missing the exam. Policy Statement 22 governs what will be accepted as an excused absence in this course. Valid reasons are defined as:
   a. illness of the student that is too severe or contagious for the student to attend class
   b. serious family emergency (e.g., death or major illness of a student's immediate family member)
   c. special curricular requirements such as judging trips or field trips
   d. court-imposed legal obligations such as subpoenas or jury duty
   e. required participation in military duties
   f. serious weather conditions
   g. religious holidays. See the interfaith calendar website (www.interfaithcalendar.org) for an updated calendar of holidays and primary holy days of the various religions.
   h. participation in a university activity that has been authorized by the university to allow the student to miss class (e.g., events for sports teams, musical events)

3. Provide acceptable documentation of the reason for your absence

Coming to me "after the fact" is unacceptable.

**Academic Integrity**
Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/esa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Student Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense. Please note work from another course or a previous semester may not be submitted to fulfill a graded requirement in this course.

**Avoiding Plagiarism**
Plagiarism means that you have used the words or ideas of another person as if they were your own. Note that plagiarism has multiple meanings, including the following: (1) turning in a paper written
entirely or partially by someone else, (2) using someone else's ideas without citing that person, (3) copying substantial portions of a text without using quotation marks, and (4) turning in material that you have already turned in for another class as if it were original work. Note that plagiarism constitutes a violation of LSU's academic integrity policy. For more information on how to avoid plagiarism, please see the "What is Plagiarism and How to Avoid It" document under Student Resources on Moodle.

Special Accommodations
Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. Students seeking disability-related accommodations are required to register with Disability Services (DS) enabling you to access accommodations and support services to assist your success. DS is located in 115 Johnston Hall. The phone number is 225-578-5919. To receive academic accommodations for this class, please obtain and complete the proper DS forms and submit them to me at the beginning of the semester.

Copyright Notice
All materials generated for this class, which include but are not limited to syllabi, exams, notes, review sheets, and assignments are copyrighted. Because these materials are copyrighted, you do not have the right to copy and/or distribute the documents, unless I expressly grant permission.

Writing Center
Louisiana State University provides writing tutors free of charge to all students of Louisiana State University. Tutors help writers become more confident in their writing abilities and processes by engaging them on their writing projects. Tutors assist during any stage of the writing process from prewriting to drafting to revising. I encourage you to utilize this service for help with your assignments. This service is offered by the Office of Academic Affairs. The outpost is staffed by tutors who are available to meet with all LSU Students on any type of writing project. All sessions are by appointment only. See the website below for more information or to make an appointment.
https://sites01.lsu.edu/wp/cxc/studios/studio151/writing/

Course Evaluations
Louisiana State University greatly values student feedback of course performance. To demonstrate the importance of feedback, this course allows students the opportunity to complete course evaluations. I will provide more information about when and how to complete the course evaluations in advance of the designated evaluation period.

Changes to Syllabus
I reserve the right to make changes to the syllabus during the quarter. Any changes will be announced on Moodle. It is the students' responsibility to be aware of any changes.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>Foundations for Development: Defining leadership and leadership development</td>
<td></td>
</tr>
<tr>
<td>Wk 2</td>
<td>Foundations for Development: Models, Taxonomies, and Frameworks in Leadership and Leadership Development</td>
<td></td>
</tr>
<tr>
<td>Wk 3</td>
<td>Intrapersonal Content Issues in Leadership and Leadership Development I</td>
<td></td>
</tr>
<tr>
<td>Wk 4</td>
<td>Intrapersonal Content Issues in Leadership and Leadership Development II</td>
<td></td>
</tr>
<tr>
<td>Wk 5</td>
<td>Intrapersonal Content Issues in Leadership and Leadership Development I</td>
<td>Conceptual Development I Due</td>
</tr>
<tr>
<td>Wk 6</td>
<td>Interpersonal Content Issues in Leadership and Leadership Development II</td>
<td></td>
</tr>
<tr>
<td>Wk 7</td>
<td>Interpersonal Content Issues in Leadership and Leadership Development III</td>
<td></td>
</tr>
<tr>
<td>Wk 8</td>
<td>Interpersonal Content Issues in Leadership and Leadership Development IV</td>
<td></td>
</tr>
<tr>
<td>Wk 9</td>
<td>Interpersonal Content Issues in Leadership and Leadership Development V</td>
<td>Conceptual Development II Due</td>
</tr>
<tr>
<td>Wk 10</td>
<td>Methods &amp; Tools for Leadership Development I</td>
<td></td>
</tr>
<tr>
<td>Wk 11</td>
<td>Methods &amp; Tools for Leadership Development II</td>
<td></td>
</tr>
<tr>
<td>Wk 12</td>
<td>Evaluation Methods in Leadership Development</td>
<td></td>
</tr>
<tr>
<td>Wk 13</td>
<td>Special Topics in Leadership Development</td>
<td></td>
</tr>
<tr>
<td>Wk 14</td>
<td>Presentations of Research Proposals</td>
<td>Final Research Proposal &amp; Presentation Due</td>
</tr>
<tr>
<td>Wk 15</td>
<td>Wrap up/Final Exam Review</td>
<td></td>
</tr>
<tr>
<td>Wk 16</td>
<td>final exam</td>
<td></td>
</tr>
</tbody>
</table>
COURSE READINGS

*Readings in italics are optional (it is highly recommended that facilitators for the week read these articles).

Week 1

FOUNDATIONS FOR DEVELOPMENT: DEFINING LEADERSHIP AND LEADERSHIP DEVELOPMENT

Chapter 1 of Text


Week 2

FOUNDATIONS FOR DEVELOPMENT: MODELS, TAXONOMIES, & FRAMEWORKS IN LEADERSHIP AND LEADERSHIP DEVELOPMENT


Week 3

INTRAPERSONAL CONTENT ISSUES IN LEADERSHIP AND LEADERSHIP DEVELOPMENT I

Traits & Personality

Chapter 6 of Text


Week 4

INTRAPERSONAL CONTENT ISSUES IN LEADERSHIP AND LEADERSHIP DEVELOPMENT II

Skills, Experience, & Learning


Week 5
INTERPERSONAL CONTENT ISSUES IN LEADERSHIP AND LEADERSHIP DEVELOPMENT I

Coaching & Mentoring


Week 6
INTERPERSONAL CONTENT ISSUES IN LEADERSHIP AND LEADERSHIP DEVELOPMENT II

Neo-Charismatic Theories and Transformational Leadership

Chapter 12 of text


Week 7
INTERPERSONAL CONTENT ISSUES IN LEADERSHIP AND LEADERSHIP DEVELOPMENT III

Ethical, Spiritual, Servant, and Authentic Leadership

Chapter 13 of text


Week 8
INTERPERSONAL CONTENT ISSUES IN LEADERSHIP AND LEADERSHIP DEVELOPMENT IV

Power and Influence

Chapter 8 of text

Week 9

INTERPERSONAL CONTENT ISSUES IN LEADERSHIP AND LEADERSHIP DEVELOPMENT V

Dyadic and Team Processes

Chapters 9 and 10 of text


Week 10

METHODS & TOOLS FOR LEADERSHIP DEVELOPMENT I

360-Assessments and After-Event Reviews


Week 11

METHODS & TOOLS FOR LEADERSHIP DEVELOPMENT II

Assessment Centers


Week 12

EVALUATION METHODS IN LEADERSHIP DEVELOPMENT


Week 13
SPECIAL TOPICS IN LEADERSHIP DEVELOPMENT

Gender, Diversity, Cross-Cultural, and Global Leadership

Chapter 14 of text


**Week 14**

PRESENTATIONS OF RESEARCH PROPOSALS

**Week 15**

WRAP UP/FINAL EXAM REVIEW

**Week 16**

FINAL EXAM
APPENDIX A

INTEGRATING YOUR READING ASSIGNMENTS

What are the main issues, ideas, etc. that you learned from this week’s reading assignment?

What if anything did you find confusing, contradictory, or difficult to follow? What questions arose during or after your reading of the materials? What criticisms do you have of the authors’ approaches or research?

How does what you read either fit or not fit with previous readings?

How might the reading materials (possibly in combination with previous readings) be useful in your area(s) of interest?
REQUEST FOR ADDITION OF NEW COURSE

Department: SHREWD  
College: College of Human Sciences & Education  
Date: 02/13/17

PROPOSED COURSE DESCRIPTION

Rubric & No.  
HRE 7900  
Title: Applied Research Methods and Analysis in Organizations

Short Title (≤ 19 characters):  
APPL  
RES  
MTD  
ANL  
YS

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?  
X Yes  
No

Credit will not be given for this course and:  
- 

Course Type (Indicate hours in the appropriate course type.)  
Lecture _____  
Lab _____  
Sem _____  
Recitation /  
Lec/Rec /  
Lec/Sem /  
Lec/Lab /  
Res/Ind _____  
Clin/Pract _____  
Intern _____

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

Grading System:  
Letter Grade X  
Pass/Fail _____  
Final Exam:**  
Yes XX  
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 7900 Applied Research Methods and Analysis in Organizations (3) An experiential introduction to the applied research process in organizations including the conceptualization of research, designing studies, analyzing data, and reporting results to stakeholders.

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

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

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

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  
3-20-17  
College Faculty Approval Date  
4-3-17

Department Chair Signature  
3-27-17  
College Dean Signature  
4-3-17

Graduate Dean Signature  
5-29-17  
Chair, FS C&C Committee  
(6/15/17)

Casey Bennett/cbenne5@lsu.edu  
Academic Affairs Approval  
(6/28/17)
HRE 7900 Applied Research Methods and Analysis in Organizations Justification
An updated and more advanced course is needed in the MS and PhD programs in SHREWD that familiarizes students with the elements for building applied research projects and analyzing research in organizational settings. This course does this by addressing issues including the development of research questions, research hypotheses, use of theory in applied research projects, and the distinction between qualitative and quantitative methods. Students will learn how to select the best methods for the issue or problem being researched. Methods covered in the class include interviewing, survey research, focus groups, content analysis, case study methods, observations, and an overview of foundational statistical methods. This course replaces HRE 7973 Data Collection and Analysis in Organizations.
Professor: XXX
Office: 283 Coates
Louisiana State University - SHREW
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 an experiential introduction to the research process, and will give you a strong foundation in conceptualizing research in organizations, designing studies, analyzing data, and reporting results to stakeholders.

This course is recognized by Louisiana State University as a service learning course. Students are expected to identify and engage with a community partner, and provide the partner with a professional-quality research study with the goal of supporting their organizational mission. A detailed explanation of the Service-Learning requirements may be found on pages 4-5 of this syllabus.

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 theoretically-grounded 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. Present the data-collection and analysis procedures in a formal written report
9. Describe the political nature of applied research
10. Describe the ethical considerations in conducting applied research

*Service learning objectives: At the completion of this course, you will be able to*

11. Describe the role of research and inquiry in promoting democracy and social justice
12. Describe how the reflection process used in this course helped you connect course content with the needs of your community partner
13. Apply the research process to a project that can be used to enhance the conceptual functioning of your community partner.
14. Apply the research process to developing a proposal that can be used to enhance the operational functioning of your community partner.

**Prerequisites**
This course is only offered to Master’s and Doctoral students.

**Course Structure**
This class is conducted as an experiential 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**


**Recommended 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

Course Components

**Applied methods project (45 points – group grade):** This project is the culminating work of the course. Students will work in teams of 2-4 to complete all the tasks below. A detailed outline of the project will be distributed in class.

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 approved before moving forward with the project or collecting any data.

The 45-point group grade is comprised of the following components:

**Final paper (15 points):** Students will work in groups of 2-4 to develop and implement an applied research study, and write up the process and results in a formal APA-style report, approximately approx. 10-15 pages in length, for a community member of your choosing.

**Participation in data collection instruments refinement in-class lab (5 points):** Students will present drafts of their data collection instruments to their colleagues for formative feedback.

**Participation in data analysis and interpretation in-class lab (5 points):** Students will present preliminary interpretations of the data and results to their colleagues for formative feedback.

**Final presentation (10 points):** 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.

**Self-and-peer review (10 points):** 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.

**Reflective notes on meeting with community partner (5 points):** An important skill that all researchers need to develop is active reflective practice and note-taking. To help develop this skill, students will submit a 2-3 page reflective essay on the major take-away points that were
discussed in the initial meeting with the community partner. Guidelines for this paper will be distributed in class.

**Theory Presentation and Analysis (20 points):** A major component of conducting credible applied research is grounding the work in empirical (data-based) theory. In teams of two, students will give a 15-minute presentation on a social science theory that can be used to frame the key construct(s) of the applied project. Student teams will also submit a short (5-page) paper that details the key construct(s) of the theory, the case for the theory’s internal and external validity, the population that the theory was based upon, and the theory’s methodological strengths and limitations.

**Final Exam (15 points):** 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 (15 points):** 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.

To receive credit for attending class: Students are expected to bring a 1-2 page job description that illustrates job opportunities for individuals with master’s or doctoral degrees in human resources, evaluation, and/or applied research. Missing more than two class sessions will negatively impact your final grade.

---

**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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-97.00%</td>
</tr>
<tr>
<td>A</td>
<td>96.99-93.00%</td>
</tr>
<tr>
<td>A-</td>
<td>92.99-90.00%</td>
</tr>
<tr>
<td>B+</td>
<td>89.99-87.00%</td>
</tr>
<tr>
<td>B</td>
<td>86.99-83.00%</td>
</tr>
<tr>
<td>B-</td>
<td>82.99-80.00%</td>
</tr>
<tr>
<td>C+</td>
<td>79.99-77.00%</td>
</tr>
<tr>
<td>C</td>
<td>76.99-73.00%</td>
</tr>
<tr>
<td>C-</td>
<td>72.99-70.00%</td>
</tr>
<tr>
<td>D+</td>
<td>69.99-67.00%</td>
</tr>
<tr>
<td>D</td>
<td>66.99-63.00%</td>
</tr>
<tr>
<td>D-</td>
<td>62.99-60.00%</td>
</tr>
<tr>
<td>F</td>
<td>60.00% or below</td>
</tr>
</tbody>
</table>

---

**LSU Service Learning Requirements and Justification**

**Description:** A service-learning course has been purposefully designed to:

- **Address a community-identified need.**
  - HRE 7900 does this by requiring students to seek out a community partner and learning about the research needs that are specific to that particular organization or initiative.
- **Demonstrate a clear connection between course content and addressing community-identified need(s).**
  - HRE 7900 does this by teaching students valuable applied research skills that are used to address and explore the community partner’s specific questions.
• Include reciprocity between the course and community in that it has the potential to result in an increase in students’ civic awareness and engagement, and provides support to enhance the community partner’s operational or conceptual capacity.
  o HRE 7900 does this by requiring student projects to address the community partner’s specific questions while engaging in a research process that brings clarity and mutual understanding to the organization’s processes, activities, and outcomes.
• Include structured reflection on the service experience and its relationship with the course goals.
  o HRE 7900 does this by integrating a reflection period at the beginning of each class session and integrating reflection into the final exam.
• Include collaboration with an appropriate community partner.
  o HRE 7900 does this by requiring collaboration with a community partner of the student teams’ choosing.
• Involves either a set number of hours in direct service for the community partner or the development of a tangible deliverable.
  o HRE 7900 does this by requiring that the culminating applied research study be given as a tangible deliverable to the community partner at the end of the semester.

More information about service learning is available at:
http://www.lsu.edu/academicaffairs/cell/

Reflection
Each class session will begin with a reflection activity linking the course content with service.

LSU Travel Insurance
You will need to submit the service learning travel insurance form each time you travel off campus to meet with your community partner. Detailed instructions are at:
http://www.lsu.edu/academicaffairs/cell/faculty_resources/trip_insurance.php

Other classroom information

Classroom Behavior
I expect students to behave professionally and value other students’ right to learn. To limit distractions, 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.
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>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>▶ Introductions ▶ Overview of course ▶ Getting entrée to a community partner ▶ Asking important questions ▶ Establish teams</td>
<td>Review course syllabus Jones, Ch 1: Introduction Jones, Ch. 2: Research &amp; Organizations Jones, Ch. 3: The Research Process</td>
</tr>
<tr>
<td>Week 2</td>
<td>▶ Getting entrée to a community partner ▶ In-class meeting with community partner ▶ Ethics in applied research</td>
<td>Jones, Ch. 4: Ethics in Organizational Research Jones, Ch. 5: Getting in: Seeking and Negotiating Access Jones, Ch. 6: Getting in: In the Organization</td>
</tr>
<tr>
<td></td>
<td>Establish Teams/Team Meeting</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>▶ Debrief in-class meeting with community partner ▶ Constructs &amp; operational definitions ▶ Utility &amp; analysis of theory ▶ Theory versus frameworks</td>
<td>Shadish, Cook, &amp; Campbell, Ch. 3: Construct Validity and External Validity Reflective notes on meeting with community partner</td>
</tr>
<tr>
<td>Week 4</td>
<td>▶ Study design and internal validity ▶ Aligning design to key questions ▶ Surveys</td>
<td>Shadish, Cook, &amp; Campbell, Ch. 2: Statistical conclusion validity and internal validity Preskill, Ch. 8: Surveys</td>
</tr>
<tr>
<td>Week 5</td>
<td>▶ Observations ▶ Interviews &amp; Focus Groups</td>
<td>Sapsford &amp; Jupp, Ch 3: Observational Research Sapsford &amp; Jupp, Ch 4: Asking Questions</td>
</tr>
<tr>
<td>Week 6</td>
<td>▶ Selecting one or more methodologies ▶ In-class data collection instrument lab</td>
<td>Bring draft data collection instruments</td>
</tr>
<tr>
<td>Week 7</td>
<td>▶ Theory Presentations &amp; Analysis Sampling</td>
<td>Sapsford &amp; Jupp, Ch. 2: Survey sampling Team presentation and analysis of social science theory Bring final data collection instruments</td>
</tr>
<tr>
<td>Week 8</td>
<td>▶ Analysis of data: Descriptive Statistics</td>
<td>Sapsford &amp; Jupp, Ch. 7: Preparing numerical data Sapsford &amp; Jupp, Ch. 8: Extracting and presenting statistics Draft due in class: Sections A-E</td>
</tr>
<tr>
<td>Week 9</td>
<td>▶ Analysis of Data: Inferential Statistics 1</td>
<td>Sapsford &amp; Jupp, Ch. 9: Statistical techniques</td>
</tr>
<tr>
<td>Week 10</td>
<td>Analysis of Data: Inferential Statistics 2</td>
<td>Sapsford &amp; Jupp, Ch. 9: Statistical techniques</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Week 11</td>
<td>Analysis of Data: Qualitative Data Analysis</td>
<td>Sapsford &amp; Jupp, Ch 10: Analysis of unstructured data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sapsford &amp; Jupp, Ch 11: Discourse analysis</td>
</tr>
<tr>
<td>Week 12</td>
<td>Reporting results for diverse audiences</td>
<td>Jones, Ch. 7: Getting out: Leaving the field and reporting research in organizations</td>
</tr>
<tr>
<td></td>
<td>Politics in research</td>
<td>Jones, Ch. 8: Getting back</td>
</tr>
<tr>
<td></td>
<td>Data analysis and interpretation lab</td>
<td>Draft due in class: Sections F-G</td>
</tr>
<tr>
<td>Week 13</td>
<td>Intensive meeting with professor</td>
<td>Intensive meeting with professor to address last-minute issues related to project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare for final presentation to stakeholder</td>
</tr>
<tr>
<td>Week 14</td>
<td>Final project presentations</td>
<td>Final project presentation for stakeholder</td>
</tr>
<tr>
<td></td>
<td>Course evaluations &amp; debrief</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final exam distributed</td>
<td></td>
</tr>
<tr>
<td>FINALS WEEK</td>
<td>Final Exam Due</td>
<td>Final reports are due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final exam due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self and peer evaluations are due (online)</td>
</tr>
</tbody>
</table>

**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

**Academic Integrity**

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be...
suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense. The most recent version of the Code of Student Conduct is available at http://www.lsu.edu/saa

Special Needs

Students are expected to communicate with instructors regarding special circumstances (such as illness, emergency, learning disabilities, etc.) that might impact their learning in the course. There is a commitment to the success of each student in class. Students living with disabilities that require accommodation should contact the Office of Disability Services (578-5919). The instructor will work with ODS registered students to ensure that all educational needs are met. If any other special need or concern that may affect student learning and full participation in the course are identified, contact the instructor to discuss how to collaboratively ensure classroom success.

LSU Student Code of Conduct

The LSU student code of conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described here: http://students.lsu.edu/saa/students/code. Any violations of the LSU student code will be duly reported to the Dean of Students.

Attendance

Policy Statement 22 governs what will be accepted as an excused absence in this course. A student is required to notify the instructor in advance of the deadline if the student is unable to complete the assignment by the deadline due to an excuse consistent with Policy Statement 22. In the event of an emergency, a student must notify the instructor within five days and request an extension for any missed assignments. The instructor reserves the right to request documentation before granting approval for a make-up assignment.