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**Course Syllabus for HRD 6310**  
**Advanced Theoretical Foundations of HRD**

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**Virtual Office Hours:** See Course Shell for Dates and Times

### Course Overview

#### Course Description:

The review and assessment of human resource development theories and theory development methodology required for advanced studies in applied disciplines. Historical HRD models, frameworks, and perspectives will be analyzed. Students will explore opportunities to learn advanced theoretical research and identify theoretical underpinnings for empirical studies.

#### Learning Outcomes:

At the conclusion of the course, students will have:

- Describe the importance of theory in HRD research and practice;
- Specify and analyze core theories in and related to HRD;
- Apply deductive and inductive reasoning processes for theory development research;
- Familiarize with theory development process for research applications;
- Become aware of other relevant theories and models relevant to HRD research and practice;
- Critique HRD theories based on theory assessment criteria;
- Identify and articulate theoretical underpinnings for empirical studies;
- Further develop research, writing, and critical thinking skills.

#### Instructional Mode:

This course is a 3-credit hybrid class where students are should expect to spend 9 hours on average/week on learning activities such as reading, writing, problem sets, and studying, depending on their individual learning styles and unit assignments.

#### Required Course Materials:

- Jaccard, J. (2020). *Theory construction & model-building skills* (2nd ed.). Guilford Publications.
- Swanson, R. A., & Chermack, T. J. (2013). *Theory building in applied disciplines*. Berrett-Koehler Publishers, Inc.
- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: Author.
- Other assigned electronic resources are listed in Canvas

## Course Schedule:

This is the preliminary course schedule. If an unexpected reason arises that requires a schedule change. Students will be informed of the necessary change through a Canvas Course announcement.

Module #. Module Name (Beginning of Week)	Module Work	Assignment	
<b>Section 1: The Foundational Nature of Theory</b>			
1. The Theoretical Imperative	10 pts		
2. Theory Assessment and Critique	10 pts	<b>Critique of HRD Theory</b>	100 pts
3. Paradigms and Theory Method	10 pts	<b>Paradigm Analysis: Group</b>	100 pts
<b>Section 2: HRD Theoretical Frameworks and Assessment</b>			
4. Scanning the HRD Theoretical Landscape	10 pts		
5. Defining and Measuring Constructs	10 pts	<b>Annotated Bibliography</b>	100 pts
<b>Section 3: Phases of Theory Building and Critique</b>			
6. Conceptualization and Model Building	10 pts		
7. Refining Theory: Scope and Boundaries	10 pts		
8. Confirmation and Application	10 pts	<b>Capstone Problem Statement &amp; Gap Analysis: Group</b>	50 pts
9. Emergent Theory and Gap Analysis	10 pts		
10. Linking Theory to Doctoral Research	10 pts		
<b>Section 4: Theory Development</b>			
11. Operationalizing the Capstone Model	10 pts	<b>Capstone Model Specification Draft: Group</b>	50 pts
12. Capstone Writing and Synthesis	10 pts		
13. Refinement and Alignment	10 pts		
14. Final Capstone Project	10 pts	<b>Final Capstone Paper and Presentation Project: Group</b>	100 Pts.
<b>Section 5: Course Reflection</b>			
15. Peer Review and Course Reflection	10 pts	<b>Course Reflection</b>	50 pts

Schedule and syllabus are subject to change. The current syllabus and assigned readings are available in Canvas. Specific due dates in Canvas.

## Course Assignment Overview

### Course Assignment Procedures

- Assignments must be submitted by 11:59 p.m. Central time, unless otherwise noted in Canvas.
- Written assignments should be typed and adhere to the current APA style guidelines.
- Please upload your assignments to Canvas; email submissions will not be accepted.
- Files should be in Microsoft Word format (doc or docx), unless specified differently.
- This syllabus and assignment due dates may change, with any updates communicated by the instructor through Canvas or University email.
- See Canvas for additional details.

## Course Assignment Description

- **Module Work:** Each unit features a particular learning activity aligned with its objectives. The specific project varies between units. These are regular, smaller assignments designed to promote a consistent and interactive learning experience. The intent is to not only evaluate understanding but also to provide an environment for active student participation, critical reflection, and applying concepts within your research and professional settings.
- **Critique of HRD Theory:** This assignment helps students develop essential skills for assessing the validity of applied theories early in the semester. It requires students to critically analyze a particular HRD theoretical model provided by the instructor. The critique will formally assess the theory's current status and robustness using criteria discussed in the course, such as clarity, scope, boundaries, rigor, and utility.
- **Paradigm Analysis (Group):** This assignment requires groups to analyze and connect three common social science research paradigms, such as Post-Positivism, Interpretivism/Constructivism, and Critical Theory, with relevant HRD theoretical frameworks. For each paradigm, students must define its ontological and epistemological assumptions, choose an appropriate HRD theory, and develop a corresponding research question. This exercise helps students understand how philosophical assumptions influence the selection of theories and methods in HRD research.
- **Annotated Bibliography:** This assignment entails critically evaluating five core theoretical frameworks pertinent to the student's prospective doctoral research in HRD. For each framework, the student should include a complete scholarly citation, a summary of its key propositions, a critical analysis of its strengths and weaknesses based on course assessment criteria, and a justification for its relevance to future HRD research. This process acts as a vital link between the literature review and the development of new theory.
- **Capstone Problem Statement & Gap Analysis (Group):** This marks the first scaffolding milestone for the final Capstone project. Groups are required to formally define the HRD problem or phenomenon their project aims to address, perform an initial review of relevant theories, and identify a clear, concise gap in the existing research. This milestone ensures that the Capstone project is rooted in a well defined scholarly issue, laying a solid foundation for the proposed model.
- **Capstone Model Specification Draft (Group):** This is the second scaffolding milestone for the Capstone project. Groups are required to present a detailed draft of their proposed conceptual model, including all core constructs, their formal definitions, and the explicit propositions or relationships linking them. The deliverable must also include a professional visual representation of the conceptual model that demonstrates alignment with the formal principles of theory construction.
- **Final Capstone Paper and Presentation Project (Group):** This is the final group assignment. The final scholarly paper and oral defense require the group to propose a new or significantly improved theory or model for an HRD problem identified in early work. The submission must incorporate all course learning, including theoretical foundations (paradigms), a critique of the literature, formal specifications (propositions, constructs), and a discussion of the model's rigor, usefulness, and future research implications.

## Course Evaluation

Component	Individual or Group	Points
Module Activities	Individual	150
Critique of HRD Theory	Individual	100
Paradigm Analysis	Group	100
Annotated Bibliography	Individual	100
Capstone Problem Statement & Gap Analysis	Group	50
Capstone Model Specification Draft	Group	50
Final Capstone Paper and Presentation Project	Group	100
Course Reflection	Individual	50
<b>Total</b>		<b>700</b>

A = 90% – 100% B = 80% – 89% C = 70% – 79% D = 60% – 69% F = < 60%

**Note:** All assignments must be completed to successfully finish the course. Missing even one assignment will result in an F.

## Course Policies

Students are responsible for knowing and adhering to all university-wide and school-specific policies and procedures. These include, but are not limited to, policies on academic integrity, student conduct, attendance, disability services, and grievance procedures. It is your responsibility to familiarize yourself with these regulations, which are detailed in official university and school publications and websites. Additional course-specific policies are outlined in this syllabus.

### Academic Dishonesty Statement

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Plagiarism will not be tolerated and learners should be aware that all written course assignments will be checked by Plagiarism detection software. Violations of academic integrity will be reported and processed according the guidelines established by the University.

### APA

All required course activities should follow the current APA guidelines.

## **Artificial Intelligence**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, *AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.* This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.

## **Class Attendance Policy**

Attending all class sessions demonstrates the learner's personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. Excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook. One unexcused absence may result in a final grade reduced by one letter grade. Two or more unexcused absences from class will likely result in a grade of Incomplete (I) requiring the student to retake the course.

## **Classroom Climate**

An open exchange of ideas is vital for learning. Be mindful of your contributions in class, refrain from dominating discussions, and interact with your classmates. I aim to cultivate an environment where every student can engage fully, in a respectful and sensitive manner. Please communicate any concerns you may have promptly.

## **Copyright Policy and Intellectual Property**

This course, along with its materials such as lectures, assignments, quizzes, exams, and multimedia content, belongs to the instructor and/or the University. These resources are intended solely for your personal use within this course. Students are strictly forbidden from:

- Distributing, publishing, or uploading any course materials to public or commercial websites or other unauthorized platforms.
- Selling or reproducing course materials for commercial purposes.
- Sharing course materials with individuals not enrolled in this course.

Any unauthorized distribution or reproduction of copyrighted course materials violates federal copyright law and university policy. Such conduct may also breach the university's academic integrity policies, potentially resulting in disciplinary or university sanctions.

## **Course Communication**

Course related communication happens through the following channels:

Class Announcements: Available on our Canvas home page. Subscribe to get them through your University email. Remember to check the “Announcements” section on Canvas often.

Email: Please check your email regularly. Feel free to email me with any questions, concerns, or feedback, including your section number and team if relevant. Use your university email to prevent messages from going to spam. The professor will generally respond to emails within 24-48 business hours.

## **Extra Credit**

No extra credit work will be accepted or offered in this course. To achieve a good grade in the course, it is essential to read all assigned materials, allocate ample time for studying and preparing assignments, and submit all tasks on time.

## **Grading Feedback and Scores (Assignments)**

Your instructor is committed to providing timely feedback on coursework, with a typical turnaround time of 48 to 72 business hours from the assignment's due date. Should you require additional feedback or clarification, please do not hesitate to contact your professor via email.

If you believe there is an error in a graded assignment, you must contact your professor within three business days of the grade's publication to initiate a dispute. Be aware that a grade dispute entails a comprehensive reassessment of the entire assignment, which may result in the original score being raised, lowered, or remaining the same.

## **Late Work**

Late submissions incur a deduction of one grade per week past the deadline.

## **Recordings and Photos**

Videos, audio recordings, or photographs of any class activities, including during office hours, are not allowed unless the instructor gives permission.

## **Soules College of Business Statement of Ethics**

The ethical problems facing local, national, and global business communities are an ever-increasing challenge. It is essential the Soules College of Business helps students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the Soules College of Business at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age, or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage, and misuse.
- Conduct yourself in a professional manner both on and off campus.

## **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another

person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

### **Technical Issues**

Make sure to submit assignments ahead of the deadline to prepare for possible technical difficulties.

### **University Policies and Information**

For University policies and information, please see the UT Tyler Syllabus Module in Canvas.

### **Writing Assistance**

Even skilled writers can always enhance their abilities. Utilize the university resources offered to students. The Writing Center provides support for writing and editing.