

Adult Education/Human Resource Development

2011/2012

BE *the*
CHANGE



--Start to Finish

Last Updated: 11/3/2011

HANDBOOK TABLE OF CONTENTS

Contents

Use It – Don’t Lose It! 6

About the Program 6

The Master’s Program..... 6

 FACULTY INFORMATION 7

 WHO’S WHO 9

 Learning Technology & Leadership Education 9

 AHRD FACULTY BIOS..... 10

Dr. Diane Foucar-Szocki 10

 Learning, Technology, and Leadership Education Department Head 10

Dr. Diane Wilcox 10

 AHRD Program Coordinator 10

Dr. Jane Thall 10

 AHRD Program Coordinator 10

Dr. Michelle Estes 11

Dr. Oris T. Griffin 11

Dr. Karen Kellison 11

Randy Snow 11

 COURSE DESCRIPTIONS..... 12

 AHRD 501. Workshop in AHRD. 1-3 credits. 12

 AHRD 520. Foundations of AHRD. 3 credits. 12

 AHRD 540. Leadership and Facilitation. 3 credits. 12

 AHRD 550. Human Resource Work Experience. 1-3 credits. 12

 AHRD 560. Facilitating in AHRD. 3 credits. 12

 AHRD 580. Learning in Adulthood. 3 credits. 12

 LTLE 570. Design and Development of Digital Media. 3 credits. 13

 LTLE 580. Developing and Critiquing Visual Literacy. 3 credits. 13

 AHRD 600. Performance Analysis and Needs Assessment in AHRD. 3 credits. 13

 LTLE 610. Principles of Instructional Design. 3 credits. 13

 AHRD 620. Consulting in AHRD. 3 credits. 13

 AHRD 630. Research Methods and Inquiry in AHRD. 3 credits. 13

 AHRD 635. Organization and Administration of AHRD Programs. 3 credits. 14

AHRD 640: Program Evaluation and Measurement in AHRD. 3 credits.	14
LTLE 650. E-Learning Design. 3 credits.....	14
AHRD 660. Facilitating Experiential and Action Learning. 3 credits.....	14
AHRD 670. American Higher Education. 3 credits.	14
AHRD 671. Teaching and Learning Processes in Higher Education. 3 credits.	14
AHRD 673. The Community College. 3 credits.....	15
AHRD 680. Reading and Research. 3 - 6 credits.	15
AHRD 690: Special Studies in AHRD. 3 credits.	15
AHRD 695. Portfolio. 0 credits.	15
AHRD 698. Comprehensive Continuance. 1 credit.....	15
AHRD 699. Thesis Continuance. 2 credits.	15
AHRD 700. Thesis. 6 credits.	15
Degree Requirements.....	16
Core Courses.....	16
Individualized Concentration.....	17
Philosophy of Education.....	17
MISSION, OBJECTIVES, EXPECTATIONS, & ADVISING	19
Mission.....	19
Program Objectives.....	19
Expectations for Students	19
Academic Achievement.....	20
Personal Growth and Self-Awareness	20
Ethical and Professional Behavior.....	20
Advising.....	20
PROGRAM INVOLVEMENT.....	21
Comprehensive Examinations	21
Capstone Experiences	22
Graduation.....	22
COMMUNICATION.....	22
Email.....	22
Website	23
Blackboard	23
Facebook and Twitter	23
Dinners/Meetings.....	23

Formal Assessment Procedures	23
A Final Word About Communication	24
STUDENT PROGRESS & RETENTION.....	24
Meetings with Your Advisor	24
Meeting with a Faculty Team	24
Transition Out of Program	24
POLICIES & DEADLINES	25
Grades	25
Course Load	25
Transfer Hours/Credit	25
Professional Portfolio.....	26
Qualifying Examination.....	26
Comprehensive Examination	26
Course Checklist.....	26
Application for Graduation.....	27
Exit Questionnaire	27
Program Completion.....	27
RESEARCH OPPORTUNITIES.....	27
Why Research?	27
WORK EXPERIENCE.....	28
READING & RESEARCH or THESIS.....	30
Purpose.....	30
Meetings.....	31
Committee.....	31
Final Report	31
Oral Presentation.....	32
Deadlines.....	32
Evaluation Criteria	32
Thesis	33
COMPREHENSIVE EXAMINATION.....	33
Content Exam.....	34
Oral Exam Committee Members	34
Intervention Portion	34
Transcript and Written Analysis	35

Oral Examination	36
Evaluation Process	36
Winning at Comps!	37
Preparation	37
Transcript and Written Analysis	38
Oral Examination	39
If You Do Not Pass Comps.....	40
REFERENCES & JOB SEARCH	41
FINANCIAL AID.....	41
Assistantships.....	41
Loans and Other Financial Aid	44
University Business Office	44
AHRD SUGGESTED COURSE SEQUENCING.....	46
AHRD Graduate Program Checklist.....	47
Comprehensive Examination Rating Form.....	48
AHRD 680 Reading and Research Project Proposal	51

Welcome to Adult Education/Human Resource Development at James Madison University! You are now a member of an active, vital learning community of dedicated students and faculty members who are committed to the profession of Human Resource Development. We are delighted to have you on board!

Use It – Don't Lose It!

The purpose of this handbook is not just to help you survive graduate school, but also to help you *thrive* here. Read it carefully, keep it handy, and don't lose it! You will need to refer to this handbook regularly throughout your program. The handbook provides you with more than just the practical information you need about programs, policies, and procedures. It also offers helpful hints and suggestions on gaining the most from the opportunities that our Adult Education/Human Resource Development program at JMU has to offer you. Take advantage of the handbook by using it faithfully – and give something back in return by letting us know how we can improve future editions.

About the Program

Adult Education/Human Resource Development is part of the College of Education at James Madison University. The Master's of Science in Education degree with a major in Adult Education/Human Resource Development is designed for persons entering or advancing in positions associated with learning in education, business, industry, government, and other public and private sector organizations. The program is targeted to college graduates pursuing a career in the AHRD field, experienced AHRD professionals who want to expand their skills and enhance their career potential, and working managers and professionals in leadership roles where skills in developing and leading people have become critical to their organizations' success. A major strength of the program is that it allows individuals to tailor their programs to personal and career needs and objectives.

The Master's Program

The Master's program is both technically and theoretically oriented with an emphasis on systems thinking, organizational analysis, and performance improvement. The program leads to a Master of Science in Education (M.S.Ed.) degree.

Concentration areas for AHRD include the following defined areas of study: leadership and facilitation, technology, evaluation and measurement, human resource management, and higher education. Students, in conjunction with his/her advisor, can also define a concentration in other areas of study, such as public administration, counseling psychology, secondary education, or any content area that is complementary with the learners' professional and personal objectives.

FACULTY INFORMATION

Foucar-Szocki, Diane (Dr.) – Professor and Department Head

Office Number: MEMH 3310B

Ext: 86794

Email Address: foucardl@jmu.edu

Wilcox, Diane (Dr.) – Associate Professor, AHRD Program Coordinator and Faculty

Office Number: MEMH 3325E

Ext: 86707

Email Address: wilcoxdm@jmu.edu

Thall, Jane (Dr.) – Assistant Professor, AHRD Program Coordinator and Faculty

Office Number: MEMH 3350B

Ext: 85531

Email Address: thalljb@jmu.edu

Estes, Michele (Dr.)—Assistant Professor

Office Number: MEMH 3325C

Ext: 84311

Email Address: estesmd@jmu.edu

Griffin, Oris T. (Dr.) – Professor

Office Number: MEMH 3345D

Ext: 86453

Email Address: griffiot@jmu.edu

Kellison, Karen (Dr.)—Assistant Professor

Office Number: MEMH 3325F

Ext: 83394

Email Address: kelliskf@jmu.edu

Kidd, John (Dr.) – Ed Leadership Coordinator, Associate Professor

Office Number: MEMH 3350A

Ext: 85530

Email Address: kiddjh@jmu.edu

Snow, Randy—Instructor

Office Number: MEMH 3345B

Ext: 88842

Email Address: snows@jmu.edu

Hammack, Stephen – GA, TESOL/Ed Foundations and Diversity
Office Number: MEMH 3350
Ext: 82632
Email Address: hammacsl@dukes.jmu.edu

Henderson, Jacob – GA, Ed Leadership/Ed Tech
Office Number: MEMH 3345
Ext: 82632
Email Address: henderjr@dukes.jmu.edu

Washington, Saadia – GA, HRD/AHRD
Office Number: MEMH 3345
Ext: 82632
Email Address: washinsm@dukes.jmu.edu

**We are a community committed to preparing
students to be educated and enlightened citizens
who lead productive and meaningful lives.
-JMU Mission Statement**

WHO'S WHO

Learning Technology & Leadership Education



Dr. Diane Foucar-Szocki
Professor
LTLE Department Head



Dr. Diane Wilcox
Associate
Professor
AHRD Program Co-
Coordinator



Dr. Jane Thall
Assistant
Professor
AHRD Program Co-
Coordinator



Dr. Michele Estes
Assistant
Professor



Dr. Oris Griffin
Professor



Dr. Karen Kellison
Assistant Professor



John Kidd
Program Coordinator
Ed.Leadership



Randy Snow
HRD Minor Coordinator
Instructor



Jacob Henderson
GA - Ed
Leadership/Ed
Tech



Stephen Hammack
GA – TESOL/Ed
Foundations and
Diversity



Saadia Washington
GA- HRD/AHRD

AHRD FACULTY BIOS

Dr. Diane Foucar-Szocki

Learning, Technology, and Leadership Education Department Head

Dr. Diane Foucar-Szocki is head of the Learning, Technology and Leadership Education department with earned degrees from San Diego State University, SUNY College at Buffalo and Syracuse University. Her areas of interest include adult performance analysis, workforce development, creativity and leadership development. Over the past ten years, with grant funding of more than eight million dollars, Dr. Foucar-Szocki has established the Workforce Improvement Network, the Workforce Development Campus and the ESOL Career Development Academy at Memorial Hall, promoting learning at work for all employees, particularly those with limited English skills or without a high school diploma. She serves as an advisor to the National Institute for Literacy on Workforce Development. Dr. Foucar-Szocki was elected to the Harrisonburg School Board, served on the Executive Board of the Massanutten Technical Center and currently serves on the Harrisonburg Education Foundation Board of Directors. She is a past President of the Virginia Association of Adult and Continuing Education, First Night Harrisonburg and the JMU Women's Club. Dr. F-S is part of a JMU family as mother to two current JMU students and wife to Dr. Reg Foucar-Szocki, Professor of Hospitality and Tourism Management in the College of Business.

Dr. Diane Wilcox

AHRD Program Coordinator

Dr. Diane Wilcox is an Associate Professor and Co-Program Coordinator of Human Resource Development. Dr. Wilcox began her HRD career in technical training, technical writing, and technical illustration in 1980 with Cal-Q-Tax, the first tax planning software. In the mid-1980s, she created graphics for *Where in Europe is Carmen Sandiego?*, *Centuari Alliance*, and *Printshop*, and worked on help systems for educational software. In the late 1990s, she started an educational software company with her husband, Tom, and produced Mindforge Fractions, which won a Dr. Toy award. Immediately prior to joining JMU, she worked for Autodesk, Inc. as an Instructional Design Manager and Business Process Manager for Global Programs and Projects. Dr. Wilcox earned her Ph.D. in Educational Psychology from the University of North Carolina at Chapel Hill in 1997. She teaches instructional technology, visual communication, research methods, materials development, and supervises theses and research projects. She is interested in the use of games and technology in training and conducts research on the effect of chronic Lyme Disease on workplace performance and learning.

Dr. Jane Thall

AHRD Program Coordinator

Dr. Jane Thall earned an Ed.D. in Adult Education and Human Resource Development from The George Washington University, a Master's in Applied Behavioral Science from The Johns Hopkins University and a bachelor's degree in Spanish from Mary Washington College. Jane was a career intelligence officer with the Central Intelligence Agency where she spent 30 years in various assignments to include human resource development, equal employment opportunity,

training and finance. Dr. Thall teaches AHRD classes at both the undergraduate and graduate levels.

Dr. Michelle Estes

Dr. Michele Estes earned a Ph. D. in Instructional Technology from The University of Georgia, where she also coordinated the design and development of instructional multimedia for multidisciplinary faculty teaching and research. For fifteen years she worked in corporate and higher education in a variety of roles including but not limited to publications editor, technology trainer, instructional designer, multimedia developer, course developer, and project coordinator. In secondary schools, Dr. Estes has served as a substitute teacher and volunteer. Her research interests include the diffusion of innovations in education, universal design for learning, and human-computer interactions. Dr. Estes currently teaches Educational Technology courses at the undergraduate and graduate levels at JMU.

Dr. Oris T. Griffin

Dr. Griffin is an Associate Professor of Human Resource Development. She holds degrees from Winston-Salem State University and Western Michigan University. Dr. Griffin came to JMU in 1990 and teaches both undergraduate and graduate courses in adult learning and leadership. Her academic interests focus on adult education, diversity and leadership training and facilitation.

Dr. Karen Kellison

Dr. Kellison considers herself an education ‘generalist’ and she is interested in all aspects of the teaching-learning process. She received her bachelor’s degree in Special Education from Virginia Commonwealth University, a Master’s in Curriculum & Instruction from Virginia Commonwealth University, and her Ed. D from the University of Virginia in Educational Psychology (minors: Instructional Technology and Public School Administration). Her area of specialty is the use of technological tools to increase access to and flexibility of learning.

Randy Snow

Randy Snow received his Masters Degree in Adult Learning / Human Resource Development from James Madison University in May of 2006. He received his BS in education from Eastern Mennonite University. His main duties included process analysis, process improvement initiatives, corrective and preventive actions, root cause analysis and the development and reporting of business metrics. He is currently contemplating pursuing a PhD at James Madison University as well.

COURSE DESCRIPTIONS

AHRD 501. Workshop in AHRD. 1-3 credits.

Designed to provide workshop experience in a variety of areas involving adult education/human resource development. Workshop content will be determined by demand, interest, and input from local, regional and state clientele. May be repeated up to six hours.

AHRD 520. Foundations of AHRD. 3 credits.

Historical beginnings of adult education and human resource development programs are examined in order to understand current practices. Current issues and trends, research, legislation and publications will be incorporated into the course.

AHRD 540. Leadership and Facilitation. 3 credits.

This course examines the multi-faceted concept of leadership and facilitation, focusing on facilitative leadership approaches and how these contribute to organizational and individual performance. Traditional and emergent paradigms will be explored. Emphasis will be placed on knowledge, attitudes and skills that enable a facilitator to work effectively with diverse work groups, enhance creativity and draw from organizational and community resources.

AHRD 550. Human Resource Work Experience. 1-3 credits.

Designed to provide learners a workplace learning experience that will reinforce their academic learning to make it more meaningful, develop specific on-the-job skills, make the transfer of skills and concepts to job applications more efficient, and increase the likelihood of successful transition to the position of human resource development professional.

AHRD 560. Facilitating in AHRD. 3 credits.

This course equips students to participate in and facilitate groups in organizational settings. Students examine theories and tools for developing and supporting effective learning groups and will practice facilitation skills. The course will address group dynamics, clarification of group task/agenda, meeting goals, and use of the self as a facilitating instrument.

AHRD 580. Learning in Adulthood. 3 credits.

This course provides a comprehensive overview of learning in adulthood. Emphasis is placed on learning contexts, what and why adults learn, the nature of learning, learning theories, adult development and the development of adult learning theory. Ways and means to enhance learning opportunities in the lives of adults at work, school, worship, in leisure, and for better health are explored.

LTLE 570. Design and Development of Digital Media. 3 credits.

This foundational skills course introduces the processes for the design, development, and distribution of digital media elements. Concepts introduced include technical terminology; file management; computer-based learning, distance learning, and blended learning; the use of collaborative tools for learning; and practical applications in K12 and business. This course provides skills for future digital media development.

LTLE 580. Developing and Critiquing Visual Literacy. 3 credits.

This course will cultivate the ability to evaluate and create conceptual visual representations. Students will practice the necessary critical attitude, principles, tools and feedback to develop their own high-quality graphics for learning and performance. Topics also include the impact of visual literacy on the learning process related to instructional design, instructional technology, and information presentation.

AHRD 600. Performance Analysis and Needs Assessment in AHRD. 3 credits.

Focuses on knowledge and skills basic to organization, process, and task analyses, including approaches and steps in identifying root causes of performance problems. Current performance analysis practices in AHRD will be discussed. Methods and techniques in developing specific instruments for performance improvement data collection and data analysis will also be covered. *Prerequisites: AHRD 520.*

LTLE 610. Principles of Instructional Design. 3 credits.

Examines the overarching process of instructional design as it relates to the design, development, and implementation of technology-based instruction. Instructional design models will be compared and contrasted, and students will be challenged to develop their own model that is appropriate for the given workplace. Includes discussions on design methodologies, principles, and instructional strategies.

AHRD 620. Consulting in AHRD. 3 credits.

This course focuses on models, techniques and practices of consulting skills in developing programs for learners as individuals, groups and organizations. Emphasis is placed on performance analysis, needs assessment, instructional design processes, approaches and practices, implementation procedures and evaluation approaches to various learning settings and clients. *Prerequisites: AHRD 520, AHRD 560, EDUC 641, AHRD 600, LTLE 570, LTLE 610, or equivalent or permission of the instructor.*

AHRD 630. Research Methods and Inquiry in AHRD. 3 credits.

This course provides students with knowledge and skills in research and inquiry. This course will focus on different qualitative and quantitative research methods, research designs, approaches to doing literature reviews and analyses, and determining the size and scope of research projects.

Data collection instruments and analyses approaches will also be covered. *Prerequisite: AHRD 520 or students in the stage of conducting R&R projects.*

AHRD 635. Organization and Administration of AHRD Programs. 3 credits.

This course examines current and proposed legislation, program development and organizational structures found in adult education and human resource development. Emphasis is placed on changing existing structures to lifelong learner-driven structures.

AHRD 640: Program Evaluation and Measurement in AHRD. 3 credits.

Focuses on theories and practices in evaluation and measurement of AHRD programs from the perspective of impact on organizations, work processes, and individuals, as well as follow-up decisions. Methods and processes in developing specific instruments for program evaluation data collection and data analysis will also be discussed. *Prerequisites: AHRD 520: Foundations of AHRD.*

LTLE 650. E-Learning Design. 3 credits.

This advanced graduate course will address the theories, principles, instructional strategies, and software applications used to create instructionally sound elearning programs. The course content includes instructional design methodologies appropriate to the creation of e-learning programs, as well as the selection and utilization of media elements that support and enhance the learning process. Students will develop skills in instructional analysis, instructional design, problem solving, project management, consulting, and teamwork while working with a variety of software applications to build a cohesive elearning program. This applied course will require students to develop projects individually and as part of a design team. *Prerequisites are EDUC 641 Learning Theory and Instructional Models, LTLE 610 Principles of Instructional Design, and LTLE 570 Design and Development of Digital Media.*

AHRD 660. Facilitating Experiential and Action Learning. 3 credits.

This course examines the historical roots of action learning, organizational learning, various experiential and action methodologies; and a thorough description of action learning including what it is, key elements, when it works, organizational applications, and how it benefits the organization. *Prerequisites: AHRD 540 or permission of the instructor.*

AHRD 670. American Higher Education. 3 credits.

The objective and organization of prevalent types of institutions are studied. Current issues and problems in American higher education are explored.

AHRD 671. Teaching and Learning Processes in Higher Education. 3 credits.

Instructional practices and themes are studied in relationship to programs in higher education.

AHRD 673. The Community College. 3 credits.

The history, functions and personnel of the comprehensive community college in the American system of higher education are studied. Current issues facing the community college are explored.

AHRD 680. Reading and Research. 3 - 6 credits.

Designed to provide the opportunity for supervised reading and research in a special interest area of adult education/human resource development. *Prerequisite: Approval from major adviser and completion of a basic research course.*

AHRD 690: Special Studies in AHRD. 3 credits.

Designed to provide students the opportunity to explore topics of special interest that are more limited than the traditional three-credit course. *Prerequisite: Approval of major adviser*

AHRD 695. Portfolio. 0 credits.

Students enroll in this course during their final semester. Course is graded on pass/fail basis.

AHRD 698. Comprehensive Continuance. 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

AHRD 699. Thesis Continuance. 2 credits.

Continued study, research and writing in the areas of thesis concentration. Course may be repeated as needed.

AHRD 700. Thesis. 6 credits.

Continued study, research and writing in the areas of thesis concentration. Course may be repeated as needed. *Prerequisite: EDUC 630 and approval of graduate adviser.*

Degree Requirements

The major consists of a minimum of 36 credit hours of course work organized into five components: professional core, concentration area courses, research paper or thesis, portfolio, and comprehensive examination. Credit Hours

Core Courses

AHRD 520. Foundations of Adult Education/Human Resource Development	3
LTLE 570. Design and Development of Digital Media	3
AHRD 630. Research Methods and Inquiry in Adult Education/Human Resource Development	3
LTLE 610. Instructional Design in Adult Education/Human Resource Development	3
AHRD 600. Performance Analysis and Needs Assessment in Adult Education/Human Resource Development	3
AHRD 580 Learning Theories and Practice	3
AHRD 640: Program Evaluation and Measurement in Adult Education/Human Resource Development	3
AHRD 540. Leadership and Facilitation	3
<u>Research Paper or Thesis</u> (choose one of the following)	3-6
AHRD 680. Reading and Research	3
AHRD 700. Thesis	6
AHRD 695: Portfolio	0
Electives or Concentration Courses (see offerings listed below)	6-9
	36

Core Courses

The core requirements consist of foundational courses for understanding adult education/human resource development. These core courses assist students to investigate adult education/human resource development and to appreciate all facets of this dynamic field.

Minimum Requirements (Core Courses)

	Credit Hours
AHRD 520. Foundations of Adult Education/Human Resource Development	3
AHRD 540: Leadership and Facilitation	3
AHRD 580. Learning Theories and Practice	3
LTLE 570: Design and Development of Digital Media	3
AHRD 600. Performance Analysis and Needs Assessment in Adult Education/Human Resource Development	3
LTLE 610. Instructional Design in Adult Education/Human Resource Development	3

AHRD 630. Research Methods and Inquiry in Adult Education/ Human Resource Development	3
AHRD 640. Program Evaluation and Measurement in Adult Education/ Human Resource Development	3

24

Individualized Concentration

The 6-9 hour concentration complements the student’s studies in Adult Education/Human Resource Development and supports professional goals. The concentration enables students to take electives in a particular area of their interest. At this point, we are encouraging everyone to declare an “Individualized” concentration, which allows for flexibility in meeting individual educational goals. This concentration enables students to select courses and build a program of studies unique to their educational backgrounds, professional experience, and career goals. Please check with your adviser when selecting courses for your concentration.

Philosophy of Education

You are joining a wide range of students – from twenty-one-year-olds who have just completed their undergraduate education to sixty-plus-year-olds who are embarking on their second (or third!) careers. No matter what your background or circumstances, our philosophy of education remains based on five simple principles.

You learn by working with others. Of course, you need to engage in the solitary work of reading, writing, reflecting, and studying if you expect to be successful in this program. But you also need to come together with others to engage in the collaborative work of observing, discussing, practicing, giving feedback, challenging, and encouraging one another. You are not an island unto yourself – you cannot do it all on your own. It’s not surprising then that the word ‘college’ comes from the Latin word ‘colleague’ – *college* - which means “one chosen to work with another.” You need teachers, supervisors, and fellow learners to inform, stimulate, inspire, motivate, prod, and even provoke you to refine your thinking, develop your skills, and make discoveries about yourself and others.

Based on this principle, we have two daunting, but critical beginning tasks. First, we need to develop with you – as well as every other student – a working relationship that is based on honesty, understanding, and acceptance. It’s essential that we get to know, trust, and respect one another if we are going to work well together. Our second, but equally important, task each semester is to transform every class of individuals into a community of learners. Instead of competing with one another for individual achievements, members of a learning community make a commitment to share information and ideas, a pledge to be open to – and even value – different points of view, and a pact to support one another in the formidable enterprise of developing the knowledge, attitudes, and skills of an effective human resource professional.

You learn by doing. When you are learning, you are never passive. Instead, you are a dynamic participant in the learning endeavor. We will be constantly inviting you to do the work of a human resource development professional in this program. In virtually every class, you will have some activity that requires you to practice the craft of human resource development.

You learn throughout your life. Truly successful adults do not limit their professional development to the classroom or to their academic careers. As an emerging human resource development professional, you need to recognize that you have two simple options – you can either continue to grow as a person and professional by challenging yourself, or you can become stagnate.

We want you to complete this program with the attitude that learning does not end with earning a diploma. Instead, we invite you to accept the never-ending mission of pursuing lifelong learning.

You learn by example. Since example is such a powerful teaching tool, the heart of the Adult Education/Human Resource Development program is not the curriculum, but its people. Actions *do* speak louder than words, so it is vital that we exemplify any values we profess to teach. We must make it a point to let you see our love for the subject. Instead of merely spoon-feeding answers, we strive to demonstrate the knowledge, skills, and attitudes of the human resource development professional.

Of course, you can also be a great example to others. You can demonstrate the essential attitudes of genuineness, caring, and openness. You can show the skills that you are developing. In class discussions, you can share your own discoveries and observations. Whatever the situation, you bring a wealth of experience to this program and we encourage you to be generous in sharing it.

When you learn, you change. Learning is one of the most challenging, as well as most fulfilling, of life's adventures. As you examine ideas that may threaten your preconceived notions, as you grope along through your periods of confusion, and as you read, reflect, synthesize, speculate, and brainstorm, you forge your personal and professional journey. Through this learning, you do more than acquire knowledge and develop skills – you transform yourself.

As a successful graduate of our program, you will not be the same person to whom we offered admission. You will be more seasoned, with a greater insight into, and a deeper appreciation for, the richness and complexity of life.

MISSION, OBJECTIVES, EXPECTATIONS, & ADVISING

Mission

The Adult Education/Human Resource Development Program's mission is to prepare professionals to design, implement, evaluate, and lead appropriate interventions that promote learning, development, and performance improvement in settings where adults learn and work. In addition to delivering effective instruction, Adult Education/Human Resource Development professionals are also prepared to design methods to facilitate change and develop programs to enhance productivity and increase satisfaction for all employees.

Program Objectives

Within our program we strive for our learners to achieve the following objectives for teaching, learning, and human performance improvement:

1. To understand and apply systems theory, analytic systems, principles of adult development, learning theory, leadership theory and current trends.
2. To understand business, industry, educational, and other organizational settings.
3. To identify, understand and build effective organizational relationships that support teaching, learning, and performance improvement appropriate to the context.
4. To organize, manage, and evaluate teaching, learning, and performance improvement efforts.
5. To analyze, design, develop, implement, and evaluate appropriate curricula in appropriate modes (including distance, action, self-directed, transformative, informal learning, etc.) for individual, team, organizational, and social learning.
6. To facilitate and lead team-based learning, planning, organizing, and evaluating appropriate to the context.
7. To be aware of and apply appropriate technologies.
8. To recognize and respond responsibly to issues of diversity and ethics.
9. To demonstrate the ability to articulate and forecast the vision and role for teaching, learning, and performance improvement appropriate to the context.
10. To interpret and conduct research.

Expectations for Students

We expect you to maintain ongoing commitments to three essential domains – academic achievement, personal growth and self-awareness, and ethical and professional behavior. These commitments are not only necessary for your success as a student in this program; they are also vital for your success as a human resource development professional.

Academic Achievement

The depth and breadth of the curriculum reflect the high expectations we have for academic achievement. Of course, we expect that you fulfill all course requirements, but we also encourage you to extend yourself to challenge yourself by pursuing knowledge and skills beyond the minimal course requirements. In fact, we emphasize that a commitment to learning should continue long after you have earned your degree. Life-long learning is essential for keeping abreast of new developments in the field and for refining your skills.

Personal Growth and Self-Awareness

Throughout your career at JMU, from your admissions interview to the graduation ceremony, you will have countless opportunities for personal growth and greater self-awareness. It is up to you to take full advantage of these opportunities. For example, you will be receiving feedback from you instructors, supervisors, advisor, fellow students, and clients. In every instance, you have the chance to be open to their observations, reactions, and suggestions.

Ethical and Professional Behavior

Human Resource Development is based on more than knowledge, skills, and self-awareness. It is also based on values. These values include honesty and respect for the rights of others. In your courses, you will be expected to follow the JMU Honor Code, which is described in more detail in the JMU student handbook. Whenever you are unsure about what conduct is authorized or unauthorized in a course, you are strongly urged to ask your instructor for clarification. You will also learn the *Academy of Human Resource Development Standard on Ethics and Integrity* and will be expected to follow it in all situations. Violation of the JMU Honor Code or the Adult Education/Human Resource Development Code of Ethics is grounds for failing a course and being expelled from the program.

Advising

You are assigned a faculty advisor upon admission to the program. Our faculty members consider advising to be a very important role, and they welcome the chance to be involved in planning your learning experiences, course schedules, and Adult Education/Human Resource Development careers. Prior to your first semester in the program, you may want to complete the Planned Graduate Course Sequence (**see Appendix**) and share that with your advisor in order to get their feedback and suggestions. You are strongly encouraged to meet with your advisor at least once each semester.

You may request a particular faculty member to be your advisor. At any time, you may also seek assistance from the coordinator of *AHRD* or from any other *AHRD* faculty member.

Please note! It is your responsibility to stay in contact with your advisor!

PROGRAM INVOLVEMENT

As members of this learning community, we have found that regularly coming together can enrich the learning experience, strengthen our sense of community, offer affirmation of our growth, give voice to the fundamental values we share, and celebrate our accomplishments. Now that you are also a member, we encourage you to participate in all these experiences.

Our program is both academic and experiential. To assist students and faculty in professional growth, we encourage participation in meetings of organizations such as the *International Leadership Association (ILA)*, the *International Society for Performance Improvement (ISPI)*, the *American Society for Training and Development (ASTD)*, the *Society for Human Resource Management (SHRM)*, the *Academy for Human Resource Development (AHRD)*, the *OD Network*, *ROI Net*, etc.

We also expect students to pursue an internship, particularly if they have not worked in the field. Some local organizations with which students have had internships include: *Banta*, *MillerCoors*, *Merck & Co. Inc.*, *Rockingham Memorial Hospital*, *R R Donnelley and Sons Company*, *Sunnyside Presbyterian Retirement Community*, *Shickel Corporation*, *Target*, *Truck Enterprises* and the *Virginia School for the Deaf and Blind*. Students pursuing summer internships have worked with *Broward County Hospital*, *Jet Blue*, *C2 Technologies*, *Target*, *Windwalker*, *Oakwood Technologies*, *Compsonics*, and *Diamler Chrysler*. Still others have worked in institutions of higher education.

We have developed experiences for six important milestones in our program. These milestones are: selection, orientation, portfolio, comprehensive exams, capstone experiences, and graduation.

Comprehensive Examinations

Most education programs rely on a written comprehensive examination to document that students have integrated essential knowledge of Adult Education/Human Resource Development theories, research, and practice. However, in our program, you provide a sample of actual work for the comprehensive examination. This work sample includes a media segment (DVD), a transcript, a written analysis of the case, and a discussion of the material presented, built from materials collected in your portfolio.

You can find a detailed description of the Comps in another chapter of this handbook. We are discussing it now because the comprehensive examination also serves as an important rite of passage. It gives you a chance to demonstrate not only to us, but also to yourself, that you are ready to become a professional. You will emerge from this process with a greater sense of personal and professional confidence.

Although you only need to pass Comps once, we encourage you to do your part to make this a successful experience for other students. You can make a difference by supporting each other as you embark on this endeavor.

Capstone Experiences

We believe that, with guidance and support, our program requirements help you to make the journey of becoming a Human Resource Development professional. The capstone experience of Reading and Research or Thesis marks your important transition from student to beginning professional. Because we value advocacy and professional involvement as goals for our students, we also encourage you to conduct a presentation at the College of Education ‘Inquiry’ Forum or at a “brown bag” seminar you arrange and publicize. The College of Education Inquiry Forum, held each spring semester, simulates a professional conference to give you an opportunity to practice an important dimension of your emerging professional role – that of expert.

Graduation

The graduation and commencement exercise is a widespread and long-standing tradition, but because it often involves hundreds of participants, it can become impersonal and lose its power. We augment this experience with an informal gathering prior to graduation, in which faculty, students, and soon-to-be-graduates can relax and reflect on their progress through the program and plans for the future.

COMMUNICATION

The Adult Education/Human Resource Development Program is a vibrant, thriving learning community that is constantly transforming, growing, and evolving as you contribute to its vitality. We invite you to join in and make it an even better program by the time you leave.

If we are to continue thriving and changing, we must communicate with one another. Effective communication is important to any organization, but it is particularly essential to one that is dedicated to Human Resource Development. Virtually every day you will have opportunities to engage in all sorts of stimulating, intriguing, encouraging, interesting and challenging interactions with your teachers, supervisors, and colleagues. In addition, we have developed a number of other ways for us to share information, ideas, and feedback.

Email

Email has become a great way to communicate quickly and easily with one another. To help us take full advantage of this technology, we develop a new email distribution list of all the members of the Adult Education/Human Resource Development community each year. We can then immediately pass along to you information about employment possibilities, training events,

conferences, or other opportunities as they become available. We also use this update to invite you to participate in activities, to remind you of upcoming deadlines, and to share good news.

Of course, email messages are useless if you don't check your account. If you want to keep in touch with the program and your peers, please check and use your email regularly. If you have an alternate email account other than your JMU account that you regularly check, then please give us that address and we will add it to our list. Most emails will come from the program graduate assistant.

Website

Our website address is: <http://coe.jmu.edu/ahrd/>. Please visit our website first if you have any questions. It may have information you need before utilizing another resource. It also has contact information for persons within the department.

Blackboard

We are now utilizing Blackboard to post announcements that may pertain to our students. Be sure to check your AHRD group weekly for announcements.

Facebook and Twitter

At the beginning of 2010, we inaugurated our JMU HRD Facebook and Twitter sites. Please check both sites and sign on as fans/followers.

Dinners/Meetings

Throughout the school year, we meet over dinner to share pizza, reflections, feedback, and suggestions on our experiences working together. Portfolio development will be a major topic throughout the academic year. The newsletter and email updates extend an invitation to attend these dinners, and provides the specific dates and locations. We strongly encourage all graduate students to attend to help build our community and our program.

Formal Assessment Procedures

We have developed several formal assessment procedures to receive your feedback and suggestions. First, in your courses, faculty will ask you to assess their teaching performance and the class activities. Second, when you apply for graduation, we ask you to complete an exit questionnaire assessing the entire Adult Education/Human Resource Development program. Finally, we contact you within five years of your graduation to request that you complete our alumni survey. These assessments have helped us to improve courses, the curriculum, and our program as a whole. We encourage you to offer constructive feedback and practical suggestions when we request your assessment of your learning experiences.

A Final Word About Communication...

As you've heard so many times before, communication is a two-way street. Be ready to do your part to be an active listener and an open communicator in the program. Stay in touch! Keep us up-to-date on your current address and telephone number. Finally, let us know what's on your mind. Both you and the program will be the better for it.

STUDENT PROGRESS & RETENTION

We expect you to do well in your program and to make satisfactory progress. In fact, the great majority of the faculty's written feedback and recommendations are positive comments regarding students' achievements and strengths. However, if we identify any student who presents academic or personal difficulties, we summarize the concerns in writing and make specific recommendations. A copy of this document is placed in the student's records. Students who are identified as presenting concerns are offered the following assistance:

Meetings with Your Advisor

Your advisor meets with you to share the concerns of the faculty, giving specific examples of the difficulties that have been observed. Your advisor then invites you to collaborate in assessing the severity and nature of the problem, exploring strategies to resolve it, and developing a written agreement that specifies the steps for remediation. These steps may include taking a remedial course, repeating a course, entering counseling, or taking a leave of absence. It is your responsibility to keep the faculty informed of your progress in remediation.

Meeting with a Faculty Team

If the problem is a critical or continuing one, a team of faculty members may be appointed to meet with you. At this meeting, the team presents specific information and concrete examples regarding its concerns, the steps needed for remediation, and the time frame allowed for resolving the problem. You and the team then develop a written contract clearly stating the goals and the strategies for successfully implementing this course of action.

Transition Out of Program

If you fail to make adequate progress in resolving problems that significantly impair your potential for academic success or professional effectiveness, then the faculty considers a recommendation for your withdrawal from the program. Your advisor or faculty team will recommend academic, vocational, and personal counseling to you. If the change of study is to another program, we assist you in following the Graduate School's protocol for changing your program of study.

Your rights are respected and due process is followed in these difficult matters. If you wish to appeal a decision of the committee regarding retention in the program, you may submit a written petition to the program coordinator who refers the appeal to the committee. Read the JMU Graduate Catalog for additional information.

POLICIES & DEADLINES

Grades

The goal of the Adult Education/Human Resource Development program is to produce successful professionals who are knowledgeable, competent, self-aware, and ethical. Course grades reflect your performance in classes designed to increase your knowledge, refine your skills, enhance your self-awareness, and confirm your commitment to ethical behavior. Please refer to the Graduate Catalog for a description of the grading system.

You are placed on probation if you receive a “C” in two courses, or if your GPA falls below 3.0. You are dropped from the program if you receive an “F” or three “C” course grades.

If you believe that a course grade is inaccurate, you first should discuss it with your instructor. If the issue is not resolved to your satisfaction, you may submit a written appeal. For detailed information, read the University Appeal and Review process that is outlined in the Graduate Catalog.

Course Load

If you are a full-time student, you can carry a minimum of 9 semester hours and a maximum of 12 semester hours. The Dean of the Graduate School must approve overloads or underloads prior to registration.

Transfer Hours/Credit

Students who wish to receive graduate credit for courses taken prior to entering the JMU graduate program must submit requests, during the first semester of enrollment, to their adviser who will forward the request to the dean of the Graduate School. A maximum of twelve graduate hours with a “B” or better may be transferred into the program, including any hours taken at this university prior to acceptance. Courses may not be transferred for credit if they have been used for another degree. You may obtain the forms for transfer approval from the Graduate School.

Professional Portfolio

Beginning with the entering class in the fall of 2009, all new AHRD Master's degree candidates are required to maintain a professional portfolio of their graduate work. Included in the portfolio should be major class assignments, research papers, technology projects and web page and online curricula development. All student portfolios will be maintained in the College of Education's database system at a one-time cost to the student of \$100.00. Currently, the AHRD portfolio database is underdevelopment. As the year progresses, you will be provided more detail on the requirements for your portfolio.

Qualifying Examination

All learners are required to take a written qualifying examination at the end of the first year of the program or when students have successfully completed 18 graduate credit hours (students must have a minimum of an overall 2.9 GPA). You will be given an AHRD case study several days in advance of the examination so that you may research and analyze the facts of the case. The two-hour timed examination consists of five to seven multifaceted essay questions and you will not be allowed to use books, notes, or web resources of any kind. The proctored examination will be given in the COE technology laboratory. Using a pre-established rubric, a faculty panel will rank order score all examinations. Any student who does not pass the examination will be offered an opportunity to retake the examination. Should any student fail the examination a second time, the student will be offered the opportunity to complete an AHRD certificate in adult education and human resource development in lieu of a graduate degree.

Comprehensive Examination

All learners are required to take comprehensive examinations. You are expected to complete the comprehensive examination during your last semester in the program. You are to work with your advisor to establish a committee and schedule a time for your exam. Read the section in this handbook on the comprehensive examination for more detailed information regarding the Comps procedures.

Course Checklist

We have designed checklists for the Adult Human Resource Development requirements (*see Appendix*). We recommend that you update your checklist at the completion of each semester to chart your advancement through the program. By regularly revising this form, you will also have all the information you need to complete the Program of Study section of your application for graduation. You are to bring this checklist to your Comprehensive Examination.

Application for Graduation

You must file an Application for Graduation form (see **Appendix**) in the beginning of your final semester. You may obtain this form from the Graduate School office or from their website. Check the current graduate catalog for the exact due date for the application.

Exit Questionnaire

When you apply for graduation, you complete an exit questionnaire concerning your experiences throughout the entire Adult Education/Human Resource Development program.

Program Completion

Graduate students must complete all degree requirements within six years

Whenever you are in doubt regarding program requirements and deadlines, please read the graduate catalog, talk to your advisor, or see the program coordinator.

RESEARCH OPPORTUNITIES

Why Research?

You may be wondering how research is relevant to becoming a competent Human Resource Development professional. You came here to help people, not to crunch numbers – right? Well, there are several important reasons for integrating research into your learning experience. First and foremost, if you're going to be a competent Human Resource Development professional, you have to develop good research skills. You must be able to collect relevant and comprehensive information in a systematic fashion in order to intervene effectively. Keep in mind that research is not limited to the laboratory. When you gather background information on an organization, when you review recent studies on a particular issue, and when you read about a new theoretical perspective in Human Resource Development, you are doing important research. The knowledge you gain from these activities is essential to being a capable professional who stays current in the field.

Second, research experience also helps you to think critically and to develop a healthy skepticism regarding fads, misinformation, and biases in the field. You are entering a tough, challenging, and nebulous line of work. When you are confronted by the need and desires of organizations and individuals, it may be tempting to latch on to highly touted but untested techniques. Research experience reminds us to be hard-nosed about the evidence we need to validate intervention effectiveness.

Third, throughout your program, you will be learning to plan, design, implement, and evaluate programs that meet the development needs of organizations. Once again, you will need to rely on your research skills in order to assess needs accurately and to evaluate programs carefully.

Another reason for integrating research into Human Resource Development is that research is one of the major ways that we can advance the profession of Human Resource Development. As professionals, we have an obligation to contribute to our growing knowledge base through scholarly activity.

Finally, an immediate and practical benefit of research is that it provides excellent opportunities for you to collaborate with faculty members and other students on important and interesting projects in the Human Resource Development field.

WORK EXPERIENCE

Prerequisites. Prior to enrolling in the work experience course and before applying to sites, you need to contact the work experience instructor to discuss the following course prerequisites and request and complete the work experience form:

Courses. Ideally, you should complete at least twelve hours in the AHRD program prior to enrolling in work experience.

Sites. Work experience sites vary depending on goals and circumstances. Talk to the instructor about existing relationships and to propose a site appropriate for your needs.

Ethics. Review the AHRD ethical standards. You will have covered this information in previous courses, but take the time to reconsider the ethical principles.

Application Materials. The work experience application process varies from site to site, but most require written materials and an interview. At the very least, the application materials include the following:

Cover Letter. You should address a cover letter to the contact person at the site. In the letter, you should request an interview for a work experience placement, briefly describe your interests and professional goals, and summarize your qualifications. The letter should be clear and concise, no longer than three to five paragraphs on one page.

Resume. Your resume should be no longer than one or two pages. It should briefly describe identifying information, objective, and your relevant educational, vocational, and volunteer experiences

References. Generally, you will be asked to provide references who can comment on your skills. The site contact person may require only a list or letters from your references.

Portfolio of work samples. Provide a portfolio of your work, including samples of presentation materials, consultation reports, case studies, intervention plans, etc. Be sure to remove any identifying information from your work samples.

Application Interview. In addition to reviewing these materials, the staff at a work experience site may want to interview you. The interview can be a critical step in the application process. It is an opportunity for both you and the site staff to determine if there is a good match with what the site needs and what you bring. Here are some guidelines and tips for successful interviewing.

Know yourself. Your preparation for the interview should begin with knowing yourself. At this critical point in your professional development, you will want to take time to reflect on your interests, experiences, knowledge, skills, personal qualities, and goals. A conscientious, honest and thorough self-assessment will help you to make the most of your interview for two important reasons. First, you will be coming to it with greater self-awareness. Second, you will be approaching this situation with the right attitudes of openness and honesty. Trying to create a false impression, instead of being yourself, will quickly sabotage an interview.

Know the site. The second step in preparing for an interview is to learn about the site. Read all the available literature on the site's mission, history, organization, and services. If possible, talk to others at this site. The more information you have beforehand, the better able you will be to ask meaningful questions and to make the most of your interview.

Take care of the details. Check the time and location of the interview. Arrive early and be prepared to stay late. Bring along copies of your application materials, a pen, and a notepad.

Communicate your professionalism. Be sure to dress, talk, and act as the professional that you are becoming. Take advantage of all your skills in communicating, both verbally and nonverbally, your qualifications for this experience. Use your posture, eye contact, voice tone, gestures, and facial expressions to convey your interest, confidence, and enthusiasm.

Logs. Once you begin your work experience, you will keep a weekly log of your activities to document your experience. You will need to report what you do, when you do it, how long you do it, and your observations and reactions.

READING & RESEARCH or THESIS

“Writing is not what the writer does after the thinking is done; writing is thinking.”
-D. Murray

Purpose

The purpose of the Reading and Research Project or Thesis is to provide you with an opportunity to undertake an intensive, in-depth study of an area of Human Resource Development that is of interest to you.

Types of Research Projects

A wide variety of studies and projects are acceptable for the Reading and Research Project, as long as you demonstrate relevance to the field of Adult Education/Human Resource Development. While we require that the final report include a review of the professional literature and a discussion of the project’s implications for Adult Education/Human Resource Development, it can take any one of the following forms:

- **Research report.** The research report involves either quantitative or qualitative data collection and analysis to answer a particular research question. If you use human subjects, you must submit a proposal for approval to the Institutional Review Board on the Use of Human Subjects in Research.
- **Applied study.** An applied study may involve assessing the needs of a population or evaluating the effectiveness of an intervention or program.
- **Technique or program development.** The directed research could also be a report on the development of an innovative technique or program that could be implemented in an organization.
- **Critical review.** A critical review of the literature regarding an issue in AHRD would be more than merely a summary of the literature. The critical review should offer new and creative ways of looking at the issue, develop a useful conceptual framework, or give a well-reasoned critique of the material.
- If you wish to do a research project that is not one of the options listed above, you should discuss your ideas with your faculty advisor.

You may choose any member of the AHRD faculty to be the chair of your M.S.Ed. Research Project committee, but your graduate advisor must be on your committee as either reader or chair.

Meetings

You should meet regularly with your committee chair to discuss the progress you are making on your project. It is **your responsibility** to keep your committee informed of the scope, plan, and progress of your project.

Committee

You need to select a faculty committee for your Reading and Research Project or Thesis. The committee consists of one chair and two readers. All committee members must be graduate faculty, and the chair should be selected for their expertise related to the topic of your R & R project. Your advisor will also be a member of your committee, either as the chair or one of the readers. The second reader may be selected from outside the AHRD program, but he/she must be a graduate faculty member. The purpose, content, and methodology of your research should guide who is approached to serve as a reader. You may elect to have an additional reader if this person has expertise relevant to your research project. This third reader is not required to be on the graduate faculty.

As you work on your project, keep in mind that it is **your** responsibility to keep your chair and readers informed of your progress. Typically, you will have two meetings with the entire committee – one at the beginning of the semester you begin your Reading and Research project and another at least a week before the final project paper is due to the AHRD program office. The purpose of the first meeting is to consider your research proposal for approval (see **Appendix**). The purpose of the second meeting is to consider your final project paper for approval.

Final Report

The format for the final report should follow the guidelines presented in the *JMU Thesis and Dissertation Manual*, published by the Graduate School. Applied studies and technique or program development may take a different form.

You must defend your report in your final meeting with your committee. Preparation for this should be done with your committee chair. This is a one to two hour meeting where your committee asks you questions about your work, as well as what your findings might mean. It is expected that you be very familiar with your work for this final meeting. If all is found satisfactory, the committee signs the approval sheet. However, you can expect to make changes in the paper as a result of the committee meeting. In these cases the chair will refrain from signing the approval sheet until the revisions are complete. The final Thesis is published by The Graduate School and must meet the criteria and submission deadlines posted on the Graduate School website.

You must submit three bound copies of your final report and an electronic copy on disk to the **AHRD** program by the deadline. The copies should be in a protective box. You should include

three original approval pages with original signatures, signed in black ink, of the project advisor, committee members, and department head.

Oral Presentation

In addition to discussing your final report at a meeting with your committee, you are encouraged to present your results with colleagues.

Deadlines

You should submit a written proposal for a directed Reading and Research project to the AHRD 680 course instructor and your committee chair during the first semester of your R&R project.

You must have committee approval of your final report **at least one week before** the report is due to the AHRD program office.

The deadline for submitting the three final copies of your report to the AHRD program is usually near the last week of classes. The deadlines for submitting a Thesis to The Graduate School are different. See The Graduate School web site.

If you do not complete the directed Reading and Research project in time, you must register for **AHRD 699** Directed Research Continuance. Keep in mind that continuance hours do not count towards graduation requirements.

Evaluation Criteria

The chair and readers of your Research Project will be basing the evaluation of your performance on several criteria:

- **Comprehensiveness.** The report must be a thorough consideration of the topic that you have selected. For example, your review of the literature must be complete. No matter what type of directed research you perform, you must present a comprehensive examination of the pertinent professional publications.
- **Relevance.** You must relate the project to the profession in significant ways. For example, you may discuss the implications of your results for the research, implementation, or practice of **AHRD**.
- **Originality.** You must offer a contribution to the **AHRD** literature that is based on your own ideas and work. Your report must be more than a summary of the thoughts and efforts of others – it must have the distinction of presenting your individual notions and views.
- **Quality of writing.** Your report must be grammatically correct, clear, and well written.
- **Organization.** The presentation of your report must be well organized and coherent.

- **Achievement of goals.** The most fundamental criterion is the extent to which you are successful in accomplishing what you set out to do in your proposal. Whether it was to perform an empirical study, to develop an innovative program, or to write a critical review, your final report will be assessed in terms of your attainment of that goal.

Thesis

If the student is planning to pursue doctoral studies, you may want to recommend they consider the option of completing a thesis rather than an M.S.Ed. Reading and Research Project. Students must have the approval of their advisor, the AHRD 630 Instructor, and the program coordinator to enroll in the Thesis (AHRD 700) course.

COMPREHENSIVE EXAMINATION

During your final semester, you will take the comprehensive examination. The purpose of this examination is to determine if you have met the goals of the program by demonstrating adequate skills, knowledge, and professionalism in both the theory and practice of Adult Education/Human Resource Development.

All students are required to take comprehensive examinations and are expected to complete the comprehensive examination during their last semester in the program. Work with your advisor to establish a committee and schedule a time for the exam.

The comprehensive examination involves four important components that sample different areas of Human Resource Development competencies. The four components are:

- a content assessment;
- a media segment example of **AHRD** efforts (must be on a DVD);
- an accompanying transcript and written analysis;
- and an oral examination with the **AHRD** faculty.

The content assessment must be taken and passed prior to the scheduling of the oral exam.

The profession of Human Resource Development involves the challenge of putting knowledge into practice. We believe that the format of media, written analysis, and oral examination gives you a realistic opportunity to show these Adult Education/Human Resource Development competencies. Seeing, hearing, and reading your work enable the faculty to judge your level of professional development.

The comprehensive examination takes place during two distinct weeks—one for the content assessment and one for oral exams. A comp exam orientation meeting is held during the first three weeks of each semester. For the oral exam, submit 3 copies of the media segment (on DVD) and 3 copies of the transcript and written analysis to the AHRD faculty advisor approximately two weeks in advance of the oral exam. *You must also submit a copy of your course checklist, which is available in the **Appendix**.* Students and faculty should check the website before each semester to learn when the comprehensive examination is scheduled for that

upcoming semester. Content exams are offered each Friday in October and each Friday in March. The typical dates that materials are due are: Fall – first Friday in November; Spring – first Friday in April; Summer – first Friday in June.

Content Exam

Faculty will create a content exam and share its content, questions, approach, and standards with all students prior to the exam date. Proctoring of the exam will be by at least two faculty members.

The exam will be approximately 4 hours in length with limited use of notes. It will be conducted in a reserved room on the last Friday of the month in October and March. Two faculty will read and score exams. Results will be shared with students in writing. You may take the exam as many times as needed to achieve a passing score.

Oral Exam Committee Members

The comps committee must consist of at least two AHRD faculty members. Your advisor will help you navigate through the comps process and address questions/concerns as they arise.

Oral exam committee members are responsible for reviewing the media, transcript, and written analysis. After reviewing these materials, the committee members come to the oral examination at the designated time prepared with questions related to the experience shown through the Comps materials, as well as questions about the AHRD program objectives and the field of AHRD in general.

As was previously mentioned, a Comps orientation meeting is usually scheduled for the first or second week of each semester—the specific times and dates will be announced through various communications. Students are encouraged to meet with their advisor at the beginning of their last semester to begin planning for his or her comps.

Intervention Portion

You should start collecting a media library of your work the first semester in the program so that you have plenty of samples to choose from by the time you are ready to take the Comps. The final, selected segment should be an example of your effectiveness as a Human Resource Development professional. You may use training, development, facilitation, or another intervention appropriate to your concentration and research. The segment may be of any element of a performance improvement, instructional design and development process, or training delivery, but it must be an example of you engaging with a client or clients. This could be a client meeting, a training delivery, a feedback situation, or leading a group.

The segment should show how you:

- present ideas;

- use the language and terminology of the field;
- hear what people are telling you in terms of organizational and instructional needs;
- respond to the client, class, or situation.

The segment that you submit may be no longer than 15 minutes and on a DVD only. The segment should include an introduction to the interaction, added later for purposes of the exam. In the introduction, introduce yourself, the objective, what he/she will do, what the committee should look for, the date, time, and place of the work. You can edit your work using the Educational Technology and Media Center. Keep the full-length media source for back up, in case the faculty team should ask to see more. The segment that you submit should show a continuous excerpt of a single session rather than a montage of several sessions.

The work sample should display examples of Human Resource Development competencies beyond rapport building. For example, this may include gaining attention, explaining, clarifying, interpreting, analyzing, facilitating individuals, facilitating small groups, facilitating large groups, presenting data, etc.

The media itself must be of acceptable technical quality, on a DVD, and must be audible--otherwise, it will be returned.

Transcript and Written Analysis

Once you have selected an appropriate DVD segment, you will type up the transcript of the media segment that you are submitting. Be certain that it offers a complete and accurate record of the verbal communication taking place in the intervention. This transcript should essentially be word-for-word, and it must be double-spaced.

After you have transcribed your media segment, you will analyze the intervention. This analysis should be double spaced and no longer than 12 pages. Your analysis should center on the intervention, explicitly linking theory and practice into an organized, concise, and comprehensive presentation. Protect the confidentiality of your client by not providing any identifying information (in most cases, using first names is not a violation of confidentiality.)

The written analysis should include the following:

- Brief background of the client/situation/instruction, information on prior sessions, and a summary of the outcome of those sessions.
- Intervention plan- what they were doing with and for the client and why.
- Intervention's process and outcome.
- Underlying theoretical framework and how this framework was reflected in the relationship with the client/instruction and in the techniques used in the intervention.
- Discussion of what would be done differently now in reviewing the tape.
- Description of what other theoretical approach(es) could be applied to this situation and how.

- Discussion of what ethical considerations would be important with this client and what potential ethical concerns they might have with this case (refer to the AHRD Standards of Ethical Behavior, provided in the graduate handbook)
- Summary of what was learned through the experience.
- Any necessary appendices to fully understand the interaction shown (for example, a performance improvement proposal).

Please note that this writing is to be in the form of a case presentation, including analysis and synthesis of the dynamics of the client/instruction, the consultant/instructor-client relationship, and your own reactions to the work. As in all such formal writing assignments, we also consider writing mechanics, including organization, clarity, spelling and grammar, as well as adherence to APA format. Pages should be numbered, and your name and the date should appear on all pages as a header or footer.

You are responsible for getting the materials to your committee members by the deadline.

Oral Examination

You will schedule two hours with your Comps committee for the oral examination, in which the committee will ask questions based on the intervention segment, transcript, and written analysis. Two weeks prior to the oral exam, please send a note to your committee members confirming the time, date, location, etc. Please dress for Comps in your best professional clothing. While the oral examination will focus on the work samples you have submitted, it will not be limited to them. Instead, the oral portion may address any area of the Adult Education/Human Resource Development profession—theory, practice and ethics. Prior to Comps, please review all 10 of the Program Objectives (see Section IV of this handbook), and be prepared to discuss the progress you have made in relation to those overarching objectives. The oral examination is the faculty's opportunity to ascertain your self-awareness, knowledge of Adult Education/Human Resource Development, intervention skills, and readiness to complete the program.

Evaluation Process

The examiners use the Comprehensive Examination Rating Form (see **Appendix**) to assess your performance. On the form, the examiners rate your competencies as demonstrated in the intervention segment, transcript, written analysis, and oral examination. At the end of the form, the examiners assess your overall effectiveness and give a recommendation to either pass or fail, based on all four portions of the examination.

Each faculty examiner completes the form independently, without consulting other committee members. The examiner begins by first viewing and evaluating the segment before moving on to the written portion. Then, the examiner reads and evaluates the written analysis before the oral portion. Finally, after the completion of the oral examination, the examiner completes the oral

portion and summation section of the form; the faculty as a group then shares their ratings with one another as they discuss their impressions.

Winning at Comps!

In talking to students who have successfully completed the comprehensive examination, we have learned a great deal. We not only heard some great ideas on how to succeed, we also realized that a successful comprehensive examination involves more than merely passing. Students told us that the experience helped them to pull together useful information and ideas from their earlier courses and Adult Education/Human Resource Development experiences. In meeting the challenge of the examination, they also discovered a great deal about themselves, both personally and professionally. Finally, they gained a greater sense of confidence in themselves as beginning Human Resource Development professionals.

Our goal in this section is to share some of their ideas and suggestions to help you win at comps.

Preparation

Students suggest a number of strategies to be helpful in preparing for the examination:

1. **From the start, be actively involved in all facets of your program.** The best preparation for successful comps is to be a successful participant in the program. Use your portfolio development process to assist you in analyzing your goals, competencies, and accomplishments.
2. **Review previous course material.** You will find it helpful to look over all the information, concepts and issues that you have addressed in your earlier classes. Consider how this material, particularly theories and ethics, relates to your work.
3. **Form discussion groups.** One of the best ways to prepare is to get together with fellow classmates or colleagues and discuss your experiences and question each other. The content exam is drawn exclusively from your courses and is largely fact-based. A discussion or study group will help you deepen your understanding and command of the basic content and knowledge required in our field. As the oral examination focuses on being able to discuss your work and its relation to the human resource development field, practice discussion is a great way to prepare!
4. **Work long and hard.** There is no quick and dirty way to have successful comps. It involves intense preparation, or as one student put it, “blood, sweat and tears.” It takes hours of work to take command of the basic content knowledge of AHRD, select a segment, analyze it, integrate important ideas, consider relevant ethical questions, and examine your personal issues. Once you have done it, though, you’ll come into the oral well prepared and confident.
5. **Select a segment of effective work.** Note that the key word here is “effective” – not “perfect.” Don’t become obsessed with a fruitless search for the perfect segment, because no such example exists for any of us. Select an experience that shows good work, one that you would like to analyze and discuss with the examiners. Just keep in

mind that the faculty is also interested in your judgment of what constitutes effective work as demonstrated in your selection of the particular segment.

6. **Review your media segment.** You will be watching the media segment many times. As you review, consider what questions an examiner may ask you about the episode you've selected.
7. **Focus on yourself.** Use the examination preparation to reflect on your own theoretical perspectives, personal issues, competencies, and limitations. Take time to explore your own reactions and include them in both your written and oral responses.
8. **Link with an informal support group.** It's helpful to share concerns and ventilate emotions. It's also reassuring to find out that you are not the only one to have doubts and worries about being successful at comps.
9. **Take care of yourself** by taking time to relax and rest. Looking back on their preparation, most students wished that they had not worried so much about the examination.

Transcript and Written Analysis

Here are some suggestions as you turn to the transcript and written analysis portion of the exam:

Take time with your transcript. The transcript is an important document and it is essential that it is accurate in every detail. Moreover, writing the transcript can also be helpful. It's great preparation to put onto paper the **AE/HRD** process you see unfolding in your selected episode. You may discover certain patterns and themes that you failed to notice by only viewing the media recording.

Follow the guidelines offered in this handbook. Students found them helpful in organizing the material.

Carefully check your writing for grammar, punctuation, and spelling errors. Such carelessness detracts from your message.

Make it legible. Write in a clear and direct style. Use an outline to write your analysis in an organized and coherent manner. Avoid using jargon and the passive voice.

Give it substance. Use the written analysis as an opportunity to articulate your theoretical framework, to gain insight into your client, and to critique your work. Make the effort to clarify your vague notions, hunches, and reactions by putting them into words. Give your thoughts the time they deserve and need to take verbal form by beginning early and writing more than one draft of the paper.

Be succinct. It is possible to conduct the analysis in as few as six pages. You may use up to twelve pages, but you should be ruthless in editing out run-on sentences, redundancies, and verbiage.

Cite References. Referring to works read and used throughout the program in your written analysis and appendices is essential. Properly cite these references using APA style guidelines. Your references are in addition to the 12 pages of text.

The examiners look for certain qualities in your analysis:

Good writing. The examiners evaluate your analysis on its clarity, organization, and coherence.

Accuracy. It is essential that your written analysis correspond to the process shown in the selected episode. A serious discrepancy between what you describe in the analysis and what is recorded is a red flag for examiners. Scrupulously avoid the temptation to describe what you wanted to happen as actually taking place, rather than what actually occurred.

Insight. The examiners want to see that you have an understanding of your client, the process, the literature, theories and your role in the situation.

Oral Examination

Virtually all the students that we have spoken with worried that the examiners would grill them mercilessly in the oral examination. Fortunately, the reality was far from the torturous experience they envisioned. Most students readily acknowledged that the examination was challenging, but they also described their examiners as respectful, helpful with their feedback, constructively critical in a caring, supportive, and fair manner.

Students offered several helpful hints for handling the oral examination itself:

Take time to think. Pause to organize an answer before immediately responding to a question.

Use relaxation techniques. Take long, slow, deep breaths. Use the tension to energize yourself and allow the excess tension to drain away.

Keep a sense of perspective. One student said, “I told myself that if this doesn’t work out, it’s not the end of the world.”

Be confident. Now you have the opportunity to demonstrate what you have learned from your hard work and long preparation. Come into the oral exam looking forward to the chance to engage in a stimulating discussion of your work.

The examiners want students to demonstrate several important qualities in the oral examination:

Understanding Adult Education and Human Resource Development. You need to show that you have a working knowledge of how **AHRD** works.

Being open to feedback. To grow professionally, you have to take a non-defensive attitude about your work. The examiners want you to be open to constructive criticism and to use the oral examination as an opportunity for more learning.

Handling challenging questions. AHRD professionals need to think on their feet. The examiners want to see you in action as you face and consider complex issues.

Critiquing the recorded segment. Are you able to stand back, observe, and discuss your own work?

We hope that you find these ideas helpful. Please talk to any of the faculty if you have any questions. We wish you well in making your comprehensive examination a successful part of your training.

If You Do Not Pass Comps

Not everyone is successful in passing comps the first time. After reviewing your comps materials and performance, the committee may decide that you have not demonstrated the necessary knowledge, attitudes, and/or skills that we expect at this level.

We realize that such a decision is painful for you to hear and difficult for you to accept at first. We want you to know that we did not reach this decision without careful consideration and extensive discussion. As educators, we do not take lightly our responsibility to evaluate your readiness to enter the profession. On the other hand, we are also dedicated to providing you with all the training possible to help you meet those high standards. Therefore, the committee develops a plan of action to deal with the deficits we have identified.

If you do fail the exam, the team meets with you to offer specific information and concrete examples of our concerns. The team also describes the steps needed for remediation and specifies the time frame allowed to address these deficits. Together, both you and the team then develop a written contract clearly stating the goals of your action plan and the strategies for achieving these goals. Once you have successfully completed the plan, you are eligible to take the comprehensive examination for the second time.

If you do not carry out the action plan or fail to pass the comprehensive examination on your second attempt, you will be dismissed from the program. Your advisor or faculty team will work with you and help you to explore alternatives to participation in the JMU AHRD Program.

Your rights are respected and due process is followed in these difficult matters. If you wish to appeal a decision of the committee, you may submit a written petition to the program coordinator, who then refers the appeal to the committee. Read the JMU Graduate Catalog for additional information.

REFERENCES & JOB SEARCH

In spite of the success of our alumni, the job search process can be a demanding and stressful one. To help you with this process, you should contact the Office of Academic Advising and Career Development. It has excellent resources to help you develop an effective resume, design successful job search strategies, write persuasive job search correspondence, and develop a satisfying career networking program. The Office of Academic Advising and Career Development is located on campus in Wilson Hall, Room 301. The telephone number is 540-568-6555.

The AHRD faculty members keep current on the job market, announce and post employment opportunities, and write recommendation letters for students. You are responsible for preparing a resume, developing a portfolio of your work samples, requesting references from faculty members and carrying out an active job search.

If you haven't done so already, you should begin developing your resume. Your resume is your advertisement for yourself. An effective resume does not automatically land you a job, but it can help you obtain an interview. Keep in mind that there is no one correct way to do a resume. You may decide to use a chronological format, a functional format, or some combination of both.

In most cases, a faculty member is happy to serve as a reference for you. However, if for any reason a faculty member cannot give you a positive endorsement, he or she reserves the right to deny your request for a reference. In such cases, the faculty member will discuss the refusal with you.

Finally, a faculty member can offer an endorsement only for positions for which your program has prepared you to assume. Again, the faculty member will discuss this matter with you.

FINANCIAL AID

Assistantships

At JMU, there are over two hundred assistantships that have been developed to meet the needs of academic departments and student services programs. Most assistantships award both a stipend and a tuition scholarship for 9 credit hours each fall and spring semester. Most of our students who have assistantships actually work for other programs and departments throughout the JMU campus. The College of Education has a limited number of graduate assistantships available to you, and the Adult Education/Human Resource Development program has only one assistantship available each year. However, faculty pursues contracts and grants where graduate assistants are often needed.

Graduate Assistants will arrange work schedules with input from faculty. Hours can be flexible, but should be arranged and posted in advance. All university holidays will be followed unless otherwise indicated by the Coordinator. Work priorities are to be established by the Coordinator

of the program to which each Graduate Assistant is assigned. A method for assigning tasks should be arranged, such as holding regular meetings or placing assignments in the Graduate Assistant's mailbox. Graduate Assistants need to demonstrate initiative and flexibility concerning assignments.

Typical Graduate Assistant Tasks:

- Conduct library/internet research and collect information for reports, research, or other College of Education/faculty use
- Create and/or edit reports and presentations using programs such as Word, Excel, Access, SPSS, PowerPoint, etc.
- Collect, organize, compile and/or analyze data
- Provide assistance on special projects
- Identify and collect resources for activities or programs

- Provide support on College of Education/faculty research projects
- Assist with the development of instructional materials
- Serve as hosts or guides for individuals or groups as needed
- Videotape classes and students in other situations for instructional purposes
- Serve as a member of the Student Inquiry Forum Committee

NOTE: Routine copy tasks and errands will not be regular assignments for GA's-- undergraduate student workers will usually perform these activities. However, it should be understood that GA's might be asked to perform these duties occasionally.

Graduate Assistants work 20 hours a week, usually carry a course load of nine credit hours of study, and must be enrolled in a degree program. You need to apply each year that you wish to have an assistantship.

Competition for assistantships is keen, so there are no guarantees that you will be offered one. The Graduate School office reports that, depending on funding, there are three times as many graduate applicants as assistantships. These may seem like tough odds, but there are some steps you can take to improve your chances:

Take care of the basics.

You must be accepted and enrolled as a full-time graduate student to be eligible for a graduate assistantship. Other requirements include: acceptable GRE scores on file, an official transcript on file indicating completion of a baccalaureate degree, a current resume, and an overall undergraduate average of a 3.0 or higher. Finally, you must have completed the graduate assistantship application form to be considered for any position. So don't forget the fundamentals! You can obtain an assistantship application from the Graduate School Office in the Grace Street House, or from its web site at <http://www.jmu.edu/professionalprograms>. The sooner you complete the application form, the better your chances.

Know how the system works. The Graduate School is simply a clearinghouse for paperwork and cannot give you an assistantship. If you have been accepted as a full-time student, the Graduate School sends copies of your assistantship application to the academic and/or student affairs departments you indicated on the form. You are limited to choosing four possible departments. It is up to the individual departments to contact you if they are interested in giving you an assistantship--the Graduate School is not directly involved in hiring students for assistantships. If you are offered an assistantship, the hiring department will issue you a contract and tax forms after the Graduate School has approved the offer. After you sign the contract and complete the tax forms, you need to return them immediately to the hiring department, which will then forward all paperwork to the Graduate School office so that your information can be entered into the payroll system.

Regularly check your email messages and the Graduate School web site. The Adult Education/Human Resource Development Program coordinator or secretary sends along job announcements to all the Adult Education/Human Resource Development students and faculty on the email distribution list. Make sure the Coordinator has your email address. The Graduate School sometimes posts employment information on its web site: <http://www.jmu.edu/professionalprograms>. This website also provides information on available assistantships in every department on campus.

Contact departments and programs directly about specific assistantships. You may need to call around to a number of departments and programs because assistantships can become available quickly and unexpectedly.

Do not limit your search for assistantships to the College of Education. It is true that most departments and colleges will give preference to their own graduate students. However, the vast majority of our Adult Education/Human Resource Development students who are GA's have positions outside of Adult Education/Human Resource Development and the College of Education. One major employer of our students is the College of Business.

Highlight your computer, research, and people skills. These are the skills that are in demand, especially for non-academic departments.

Remember that neatness does count. Yes, your elementary teachers were correct, so be careful when completing the application. Employers may assume that the care you show on this document is an indication of the care you would take with job assignments.

Be persistent. Faculty and staff members are busy people, so it is important for you to be persistent and not afraid to ask questions about GA positions.

There may be a few assistantships available in the summer, but they are all grant-funded. If you have questions regarding policies and procedures for Graduate Assistants, contact the Graduate School Office at 540-568-6131.

Loans and Other Financial Aid

The Financial Aid Office is a good resource for information about loans and other financial aid. The primary source of financial assistance for graduate students is the Federal Stafford Loan, both subsidized and unsubsidized. You begin the application process by completing a Free Application for Federal Student Aid (FAFSA) and mailing it to the processing center or via the Internet through <http://www.fafsa.ed.gov/>. You can pick up a blank form at the Financial Aid Office, but the form is also available at many area high schools, libraries, and post offices. About a month to six weeks after submitting the application, you will receive a Student Aid Report (SAR) from the processing center. You should review this report, make any necessary corrections, and return it to the Financial Aid Office as quickly as possible. The Financial Aid Office staff reviews the SAR to determine your eligibility for aid and notifies you of its determination. Need is based on a hypothetical student budget, minus any family contribution, that the Financial Aid Office calculates on a yearly basis. If you qualify, you then receive the loan application form. You should complete the application and return it immediately. You will help speed up the process if you meet the following deadlines for each stage of the application process: **FAFSA**-March 1, **Student Aid Report**-May 1, **Loan Application**-August 1

If you are an incoming student or have taken a summer class at another school, you also can facilitate the process by arranging for your transcripts to be sent to the Financial Aid Office, rather than waiting for the office to request the records.

Arranging financial aid over the summer can be complicated, but there are steps you can take to reduce the risk of problems and delays. First, complete the application for summer financial aid and return to the office by the middle of March. Next, pre-register for summer session courses. Please note--you may have to pay summer tuition up front. Track your paperwork to ensure that it has not been delayed anywhere.

University Business Office

The University Business Office is the office that will handle your money matters at JMU. Their web site is at <http://www.jmu.edu/ubo/>. This is the site to go to find everything you need to know about current tuition and fees, payment options, due dates, etc., and to get the answers to other questions. The third floor of Warren Hall is not only the home to the Registration Office and JACard office, but also where University Business Office, Financial Aid, and the Cashier's Office are located. This is a key location that you will need to know. The contact information below should aid you in getting your questions answered.

You can view your financial accounts on the Web, just login to ECAMPUS at <https://ecampus.jmu.edu/>. Be sure to check your accounts near payment priority dates and before scheduled registration dates. Once you have logged in to the system, click on "Finances." On the next page, you will be able to view your account, make a payment, and view your financial aid.

Contact information for University Business Office is:

- University Business Office, MSC 3516
James Madison University

Warren Hall, Room 302
Harrisonburg, VA 22807

- Telephone: (540) 568-6505 or 6291
- Fax: (540) 568-7363
- Website: <http://www.jmu.edu/ubo/>

Office of Financial Aid and Scholarships

The Office of Financial Aid and Scholarships, also located on the third floor of Warren Hall, has its own website at <http://www.jmu.edu/finaid/>. Click on the link "Prospective Students" the first time you are applying for aid and then click on the appropriate link to answer whatever question you have. Once you applied once, you would then click on the "Current Students" link from then on in the process.

Contact Information for the Office of Financial Aid and Scholarships is:

- Office of Financial Aid and Scholarships, MSC 3519
James Madison University
Warren Hall
Harrisonburg, VA 22807
- Telephone: (540) 568-7820
- Fax: (540) 568-7994
- Website: <http://www.jmu.edu/finaid>
- E-mail for general financial aid questions: fin_aid@jmu.edu
- E-mail for loan questions: loans@jmu.edu
- E-mail for scholarship questions: scholarships@jmu.edu

AHRD SUGGESTED COURSE SEQUENCING

First Year-

Fall Semester:

- AHRD 520 Foundations of AHRD
- LTLE 570 Design and Development of Digital Media
- AHRD 630 Research Methods in AHRD

Spring Semester:

- AHRD 580 Learning in Adulthood
- AHRD 600 Performance Analysis/Needs Assessment in AHRD
- LTLE 610 Instructional Design

Summer Semester:

- AHRD 550 Work Experience in AHRD

Second Year-

Fall Semester:

- AHRD 540 Leadership and Facilitation
- AHRD 640 Evaluation in AHRD
- AHRD 680/700 Reading and Research OR Thesis

Spring Semester:

- Elective OR Thesis
- Elective
- Elective OR work experience

AHRD Graduate Program Checklist

Required Courses	Cr	Date Completed	Instructor
AHRD 520—Foundations of AHRD	3		
AHRD 540—Leadership and Facilitation	3		
AHRD 580—Learning in Adulthood	3		
LTLE 570—Design and Development of Digital Media	3		
AHRD 600—Performance Analysis and Needs Assessment in AHRD	3		
LTLE 610—Instructional Design in AHRD	3		
AHRD 630—Research Methods in AHRD	3		
AHRD 640—Evaluation in AHRD	3		
Choose One of the Following			
AHRD 680—Reading and Research	3		
AHRD 700—Thesis	3/6		
Concentration Courses (6-12 hours)			
	3		
	3		
	3		
	3		

Oral Comprehensive Examination

Date Passed: _____

Name: _____ **Date:** _____

Comprehensive Examination Rating Form

Student's Name _____ Examiner's Name _____

Date ____/____/____

Directions: Circle the number that reflects your rating of the student's performance on that dimension for the specified portion of the examination.

MEDIA SEGMENT

1. Rationale for case:

0	1	2	3	4	5
Absent	Minimal Rationale	Some Rationale	Moderate Rationale	Strong Rationale	Exceptional Rationale

2. Introduction

0	1	2	3	4	5
Absent	Minimal		Moderate		Exceptional

3. Genuineness (as demonstrated on tape)

0	1	2	3	4	5
Absent	Minimally Genuine	Somewhat Genuine	Moderately Genuine	Very Genuine	Exceptionally Genuine

4. Rapport

0	1	2	3	4	5
Absent	Minimal Rapport	Some Rapport	Moderate Rapport	Good Rapport	Exceptional Rapport

5. Self-Awareness (as demonstrated on tape)

0	1	2	3	4	5
Absent	Minimally Self-aware	Somewhat Self-aware	Moderately Self-aware	Very Self-aware	Exceptionally Self-aware

6. Effective Verbal and Nonverbal Engagement

0	1	2	3	4	5
Absent	Minimal Engagement	Some Engagement	Moderate Engagement	Good Engagement	Exceptional Engagement

7. Effective Intervention Organization

0	1	2	3	4	5
Absent	Minimal Organization	Some Organization	Moderate Organization	Good Organization	Exceptional Organization

8. Insight into client/group/instructional relationship (as demonstrated on DVD)

0	1	2	3	4	5
Absent	Minimal Insight	Some Insight	Moderate Insight	Good Insight	Exceptional Insight

9. Facilitation of client insight and/or change

0	1	2	3	4	5
Absent	Minimal Facilitation	Some Facilitation	Moderate Facilitation	Good Facilitation	Exceptional Facilitation

10. Quality of the Media

0	1	2	3	4	5	
Absent	Minimal Quality	Some Quality	Moderate Quality	Good Quality	Exceptional Quality	

WRITTEN ANALYSIS PORTION

11. Rationale for case

0	1	2	3	4	5	
Absent	Minimal Rationale	Some Rationale	Moderate Rationale	Strong Rationale	Exceptional Rationale	

12. Self-awareness (as demonstrated in written analysis)

0	1	2	3	4	5	
Absent	Minimally Self-aware	Somewhat Self-aware	Moderately Self-aware	Very Self-aware	Exceptionally Self-aware	

13. Insight with regard to client/group/instruction (as demonstrated in written analysis)

0	1	2	3	4	5	
Absent	Minimal Insight	Some Insight	Moderate Insight	Good Insight	Exceptional Insight	

14. Control of AHRD Literature

0	1	2	3	4	5	
Absent	Studies cited without connection	Studies cited with some connection	Studies cited with some connection	Fluent, well integrated connections made		

15. Demonstration of Command of Foundational Concepts (i.e., theories, models)

0	1	2	3	4	5	
Absent	Minimal Command	Some Command	Moderate Command	Good Command	Exceptional Command	

16. Quality of theoretical and practical critique and integration

0	1	2	3	4	5	
Absent	Minimal Insight	Some Insight	Moderate Insight	Good Insight	Exceptional Insight	

17. Quality of writing (organization, clarity, mechanics)

0	1	2	3	4	5	
Absent	Minimal Quality	Some Quality	Moderate Quality	Good Quality	Exceptional Quality	

18. Congruence of written analysis and tape

0	1	2	3	4	5	
Absent	Minimal Congruence	Some Congruence	Moderate Congruence	Good Congruence	Exceptional Congruence	

ORAL PORTION

19. Genuineness (as demonstrated during oral)

0	1	2	3	4	5	
Absent	Minimally Genuine	Somewhat Genuine	Moderately Genuine	Very Genuine	Exceptionally Genuine	

20. Insight with regard to client/group/instruction (as demonstrated during oral)

0	1	2	3	4	5	
---	---	---	---	---	---	--

	Absent	Minimal Insight	Some Insight	Moderate Insight	Good Insight	Exceptional Insight
21. Insight into theoretical evidence in practical application						
0	1	2	3	4	5	
	Absent	Minimal Insight	Some Insight	Moderate Insight	Good Insight	Exceptional Insight
22. Command of Foundational Concepts (i.e., theories, models)						
0	1	2	3	4	5	
	Absent	Minimal Command	Some Command	Moderate Command	Good Command	Exceptional Command
23. Control of AHRD Literature						
0	1	2	3	4	5	
	Absent	Studies cited without connection	Studies cited with some connection	Studies cited with some connection	Fluent, well integrated connections made	
24. Demonstrates Effective Organization						
0	1	2	3	4	5	
	Absent	Minimal Quality	Some Quality	Moderate Quality	Good Quality	Exceptional Quality
25. Openness to examiner's feedback and questions						
0	1	2	3	4	5	
	Absent	Minimally Open	Somewhat Open	Moderately Open	Very Open	Exceptionally Open
26. Professional Demeanor						
0	1	2	3	4	5	
	Absent	Presentation weakened by inappropriate dress, language attire	Minimal Demeanor	Adequate Demeanor	Good Demeanor	Exceptional Demeanor
27. Professional Maturity						
0	1	2	3	4	5	
	Absent	Minimally Mature	Somewhat Mature	Moderately Mature	Very Mature	Exceptionally Mature

SUMMATION

28. Overall trainer/facilitator effectiveness (as demonstrated on DVD, in written analysis, and oral)							
-1	0	1	2	3	4	5	
	Potentially Harmful	Non- Effective	Minimally Effective	Somewhat Effective	Moderately Effective	Very Effective	Exceptionally Effective
29. Recommendation (based on DVD, written analysis, and oral examination)							
-1	0	1	2	3	4	5	
	Fail	Fail	Low Pass	Pass	Pass	High Pass	

AHRD 680 Reading and Research Project Proposal

Please make four copies of this completed form and an attached project proposal. Submit one copy to the mailbox of the AHRD program coordinator and to each member of your committee. You must submit this proposal before you are able to register for the course.

Name _____ Telephone _____

Faculty Advisor _____

Committee

Chair _____

Reader _____

Reader _____

Date of Proposal _____ Expected Date of Completion _____

Topic _____

The AHRD 680 reading and research proposal should be at least three pages long and follow the outline below:

Title: The title should summarize the main idea of the paper simply and with style.

Introduction: The introduction should briefly describe the topic area, some of the relevant literature, and the specific purpose of the proposed research project.

Method: This section should describe the steps you plan to follow in order to achieve the goals of your project.

Planned Meetings With Committee Chair: This section briefly describes how often the student plans to meet with the chair to discuss the progress of the directed Reading and Research project.

Chair Date

Reader Date

Reader Date

Program Coordinator Date

**Adult Education/Human Resource Development Department
Master's Thesis Rubric**

Definitions of Ratings for Thesis Quality Indicators

<p>5 = Approved with commendation, the level of scholarship is exceptional in this section of the quality indicators.</p> <p>4 = Acceptable as written, all crucial elements are included and adequately described.</p> <p>3 = Approved, although revisions are strongly suggested in one or more important component(s) that are of markedly lesser quality than the rest of the quality indicators in this section. Comments on how to enhance quality are provided for action in the thesis draft before the oral.</p> <p>2 = Must be revised and resubmitted because one or more essential component(s) are not satisfactorily described.</p> <p>1 = Must be revised and resubmitted because one or more required element(s) are missing or previous requests for revision were ignored.</p> <p>N/A = Not applicable. This quality indicator does not apply to the document.</p> <p>*Comments should be included as feedback for all ratings below a 5.</p>
<p>General Comments</p> <p><i>Comments on the following indicators of quality apply to the manuscript as a whole.</i></p>
<p style="text-align: center;"><u>Writing Style and Composition</u></p> <p>The thesis is written in scholarly language (accurate, balanced, objective, tentative). The writing is clear, precise, and avoids redundancy. Statements are specific and topical sentences are established for paragraphs. The flow of words is smooth and comprehensible. Bridges are established between ideas.</p> <p>Comments:</p>
<p style="text-align: center;"><u>Organization and Form</u></p> <p>The thesis is logically and comprehensively organized. The chapters add up to an integrated "whole." Subheadings are used to identify the logic and movement of the thesis, and transitions between chapters are smooth and coherent.</p> <p>Comments:</p>
<p>Overall Thesis Writing Standards:</p> <ol style="list-style-type: none"> a. follows a standard form and has a professional, scholarly appearance, b. is written with correct grammar, punctuation, and spelling, c. includes citations for the following: direct quotations, paraphrasing, facts, and references to research studies, d. does not have over-reliance on limited sources, and e. in-text citations are found in the reference list. <p>Comments:</p>

<p style="text-align: center;">Thesis Chapter 1 - Introduction Quality Indicators</p>	<p style="text-align: center;"><i>Rating</i></p>
<p>1. Abstract – to be included prior to Chapter 1: Abstract contains a concise description of the study, a brief statement of the problem, exposition of methods and procedures, summary of findings, and implications for social change</p> <p>Comments:</p>	
<p>2. Introduction section: Introduction section has a clear statement demonstrating that the focus of the study is on a significant problem that is worthy of study. There is a brief, well-articulated summary of research literature that substantiates the study, with references to more detailed discussions in following sections.</p> <p>Comments:</p>	
<p>3. Problem Statement: Concisely states what will be studied by describing at least two factors and a conjectured relationship among them that leads to an identified problem.</p> <p>Comments:</p>	
<p>4. The Purpose of the study is described in a logical, explicit manner.</p> <p>Comments:</p>	
<p>5. The Nature of the Study, Specific Research Questions, Hypotheses, or Research Objectives (as appropriate for the study) are briefly and clearly described. Reference is made to more detailed discussions in later sections.</p> <p>Comments:</p>	
<p>6. Assumptions, Limitations, Scope and Delimitations provide descriptions of</p> <ul style="list-style-type: none"> a. facts assumed to be true but not actually verified, b. potential limitations of the study, and c. the scope (bounds) of the study. <p>Comments:</p>	
<p>7. The Significance of the Study is described in terms of</p> <ul style="list-style-type: none"> a. knowledge generation, b. professional application, and c. social change. <p>Comments:</p>	
<p>8. Chapter 1 ends with a Transition Statement that contains a summary of key points of the study and an overview of the content of the remaining chapters in the study.</p> <p>Comments:</p>	

<p style="text-align: center;">Thesis Chapter 2 – Review of Literature Quality Indicators</p>	<p style="text-align: center;"><i>Rating</i></p>
<p>1. There is an introduction that describes</p> <ul style="list-style-type: none"> a. the content of the review, b. the organization of the review, and c. the strategy used for searching the literature <p>Comments:</p>	
<p>2. The review of related research and literature is clearly related to the problem statement as expressed in</p> <ul style="list-style-type: none"> a. research questions and hypotheses, or b. study questions and study objectives. <p>Comments:</p>	
<p>3. The review of related research and literature includes the relationship of the study to previous research.</p> <p>Comments:</p>	
<p>4. The review contains concise summaries of literatures that help</p> <ul style="list-style-type: none"> a. define the most important aspects of the theory that will be examined-or tested (for quantitative studies), or b. substantiate the rationale or conceptual framework for the study (for qualitative studies). <p>Comments:</p>	
<p>5. There is literature-based description of</p> <ul style="list-style-type: none"> a. the research variables (quantitative studies), or b. potential themes and perceptions to be explored (qualitative studies). <p>Comments:</p>	
<p>6. The content of the review is drawn from acceptable peer-reviewed journals or sound academic journals or there is a justification for using other sources.</p> <p>Comments:</p>	
<p>7. The review is an integrated, critical essay on the most relevant and current published knowledge on the topic. The review is organized around major ideas or themes.</p> <p>Comments:</p>	

<p style="text-align: center;">Thesis Chapter 3 – Methodology Quality Indicators</p>	<p style="text-align: center;"><i>Rating</i></p>
<p>1. Introduction describes how the research design derives logically from the problem or issue statement. Comments:</p>	
<p>2. Design describes which qualitative paradigm will be used (case study, phenomenology, grounded theory, narrative, etc.). The choice of paradigm is justified, with explanations why other likely choices would be less effective. Comments:</p>	
<p>3. The Role of the Researcher in the data collection procedure is described. Comments:</p>	
<p>4. Where appropriate, questions and sub questions make sense, are few in number, are clearly states, and are open-ended. When it is proposed that questions will emerge from the study, initial objectives are sufficiently focused. Comments:</p>	
<p>5. The context for the study is described and justified. Procedures for gaining access to participants are described. Methods of establishing a researcher-participant working relationship are appropriate. Comments:</p>	
<p>6. Measures for ethical protection of participants are adequate. Comments:</p>	
<p>7. Criteria for selecting participants are specified and are appropriate to the study. There is a justification for the number of participants, which is balanced with depth of inquiry – the fewer the participants the deeper the inquiry per individual. Comments:</p>	
<p>8. Choices about which data to collect are justified. Data collected are appropriate to answer the questions posed in relation to the qualitative paradigm chosen. How and when the data are to be or were collected and recorded is described. Comments:</p>	
<p>9. How and when the data will be or were analyzed is articulated. Procedures for dealing with discrepant cases are described. If a software program is used in the analysis, it is clearly described. The coding procedure for reducing information into categories and themes is described. Comments:</p>	
<p>10. If an exploratory study will be (or was) conducted its relation to the larger study is explained. Comments:</p>	

<p style="text-align: center;">Thesis Chapter 4 – Data Analysis Quality Indicators</p>	<p style="text-align: center;"><i>Rating</i></p>
<p>1. The process by which the data were generated, gathered, and recorded is clearly described.</p> <p>Comments:</p>	
<p>2. The systems used for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems) are clearly described.</p> <p>Comments:</p>	
<p>3. The experience of the researcher in the topic is presented in a way that the reader can understand any biases that may be operating; the procedure used to bracket experience is indicated.</p> <p>Comments:</p>	
<p>4. The findings</p> <ul style="list-style-type: none"> a. build logically from the problem and the research design, and b. are presented in a manner that addresses the research questions. <p>Comments:</p>	
<p>5. Discrepant cases and nonconforming data are included in the findings.</p> <p>Comments:</p>	
<p>6. Patterns, relationships, and themes described as findings are supported by the data. All salient data are accounted for in the findings.</p> <p>Comments:</p>	
<p>7. A discussion on Evidence of Quality shows how this study followed procedures to assure accuracy of the data (e.g., trustworthiness, member checks, triangulation, etc.). Appropriate evidence occurs in the appendixes (sample transcripts, researcher logs, field notes, etc.). (May appear in Chapter 5)</p> <p>Comments:</p>	

<p style="text-align: center;">Thesis Chapter 5 – Conclusions and Recommendations for Future Research Quality Indicators</p>	<p style="text-align: center;"><i>Rating</i></p>
<p>1. The chapter begins with a brief Overview of why and how the study was done, reviewing the questions or issues being addressed, and a brief summary of the findings.</p> <p>Comments:</p>	
<p>2. The Interpretation of Findings</p> <ul style="list-style-type: none"> a. includes conclusions that address all of the research questions, b. contains references to outcomes in Chapter 4, c. covers all the data, d. is bounded by the evidence collected, and e. relates the findings to a larger body of literature on the topic, including the conceptual/theoretical framework. <p>Comments:</p>	
<p>3. Recommendations for Action:</p> <ul style="list-style-type: none"> a. should flow logically from the conclusions and contain steps to useful action. b. state who needs to pay attention to the results, and c. indicate how the results might be disseminated. <p>Comments:</p>	
<p>4. Recommendations for Further Study point to topics that need closer examination and may generate a new round of questions.</p> <p>Comments:</p>	
<p>5. For qualitative studies, includes a reflection on the researcher's experience with the research process in which the researcher discusses possible personal biases or preconceived ideas and values; the possible effects of the researcher on the participants or the situation, and her/his changes in thinking as a result of the study.</p> <p>Comments:</p>	
<p>6. The work closes with a strong concluding statement making the "take-home message" clear to the reader.</p> <p>Comments:</p>	
<p>Appendices are included to support information from the study</p> <p>Comments:</p>	
<p>References:</p> <ul style="list-style-type: none"> a. there are enough references to support the information b. references are cited in the correct formatting <p>Comments:</p>	