

Human Resource Development Minors' Handbook



James Madison University

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JMU
HRD

I. Introduction

Welcome to the Human Resource Development minor program at James Madison University! You are joining a community of about 300 students from various disciplines—including business, education, psychology, health and human services, and communications—who want to develop instructional, analytical, and leadership skills for use in a broad range of organizational settings. We are pleased to have the opportunity to work with you!

The Minor Curriculum

The HRD minor is an 18-credit hour program that is technically oriented, and places particular emphasis on the skills necessary to develop and implement professional development materials and programs. This program complements most undergraduate majors—it was designed to provide students from a wide variety of content disciplines the competencies needed to become a trainer, have enhanced career ladder opportunities, interpret and use research, develop conceptual, interpersonal, and technical leadership skills, and work with diverse populations.

Opportunities for HRD minors include:

- Development of job-specific skills in instructional delivery
- Development of curricular programs and materials
- Development of cognitive skills in problem-solving and critical thinking
- Development of program administration skills

Required Courses

LTLE 240 (HRD 240)	Principles of Human Resource Development
LTLE 245 (HRD 245)	Leadership in Organizational Settings
LTLE 370 (EDUC 370)	Instructional Technology
LTLE 380 (HRD 370)	Performance and Task Analysis in HRD
LTLE 480 (HRD 480)	Learning in Adulthood
LTLE 485 (HRD 485)	Development of Materials and Programs

Optional Electives **

LTLE 385	Foundations of Instructional Design
HRD 400	Occupational Internship
HRD 470	Diversity and International HRD
HRD 475	Seminar in Leadership
HRD 490	Special Study in HRD

Suggested Course Sequence

The HRD minor is designed to be completed in a minimum of three (3) semesters. The recommended course schedule is as follows:

Semester 1: LTLE 240, LTLE 245, and LTLE 370
Semester 2: LTLE 380 and LTLE 480
Semester 3: LTLE 485 and LTLE 480

**LTLE 480 may be taken in either your second or third semester

The HRD minor curriculum has been designed so that the concepts and principles of good practice that are introduced in LTLE 240, 245 and 370 are developed and expanded upon in the subsequent courses, culminating in the capstone course, LTLE 485. Therefore, taking courses out of sequence (e.g. taking the upper-level HRD courses before the introductory courses) is not to the maximum learning benefit of students, and is not permitted.

Course Descriptions

LTLE 240 Principles of Human Resource Development

Prerequisites: Must be a declared HRD Minor

This course introduces students to Instructional Systems Design (ISD), adult learning theory, organizational learning, team development, performance measurement, careers in HRD, leadership theory, and the construction of program goals and objectives. Activities may include* class presentations using ADDIE, panel discussions, learning style assessments, and case studies.
*Activities are subject to change

LTLE 245 Leadership in Organizational Settings

Prerequisites: Must be a declared HRD Minor

This course covers topics including collaborative leadership, transactional and transformational leadership, the historical role of leadership, personality/leadership styles, situational leadership, and leadership in international settings. Activities may include* an autobiography, topical essays, and service learning.
*Activities are subject to change

LTLE 370 Instructional Technology

Prerequisites: Must be a declared HRD Minor

Co-Requisites: LTLE 240, LTLE 245

This course addresses the need of HRD professionals to be comfortable with various forms of instructional technology. Activities may include* the creation of a digital movie, the creation of an electronic portfolio sampler, and projects using PowerPoint, Adobe Photoshop, Lectora, Dreamweaver, Inspiration, and iMovie.
*Activities are subject to change

LTLE 380 Performance and Task Analysis in HRD

Prerequisites: LTLE 240, LTLE 245, and LTLE 370

Co-requisites: LTLE 480

Building upon the content introduced in LTLE 240 and LTLE 245, this course exposes students to the theoretical foundations of performance, organizational, system, process, and individual analysis, data collection, and data analysis. Activities may include* conference calls with HRD professionals/scholars, case studies, business simulations, and presentations to organizational clients.

*Activities are subject to change

LTLE 480 Learning in Adulthood

Prerequisites: LTLE 240, LTLE 245, and LTLE 370

Co-requisites: LTLE 380

As its name implies, this course introduces students to the broad range of adult learning theories, including behaviorism, humanism, constructivism, social learning theory, cognitivism, progressivism, and others. Activities may include* journaling, interviews, and learning styles assessments.

*Activities are subject to change

LTLE 485 Designing Programs and Materials

Prerequisites: LTLE 240, LTLE 245, LTLE 370, LTLE 380

Co-requisites: LTLE 480

This course serves as the Minor capstone, culminating in an intensive ADDIE project for an on-campus or off-campus client.

HRD 400 Occupational Internship

Prerequisites: LTLE 240, LTLE 245, LTLE 380, LTLE 480, and Approval
of Professor

In this elective course, the student will be matched with and assigned to an internship in a local organization. For more information, please contact Randy Snow.

HRD 470 Diversity and International HRD

Prerequisites: LTLE 240, LTLE 245, LTLE 370, LTLE 380

This course is designed to prepare students for meeting the challenges presented by globalization and workforce diversity in HRD. Topics explored include the impact of increasing globalizations and diversity on HRD and in the workplace, cross-cultural communications, conflict resolution in diversity settings, global diversity management, ethics, and cross-cultural leadership competencies.

HRD 475 Seminar in Leadership

Prerequisites: LTLE 240, LTLE 245, LTLE 380, LTLE 370, LTLE 480, LTLE 485

Building on LTLE 245, this elective course covers issues and theory of leadership in more depth. Activities may include * reflection papers, panel discussions, online leadership assessments, case studies, and biographies of leaders.

*Activities are subject to change

HRD 490 Special Study in HRD

Prerequisites: LTLE 240, LTLE 245, LTLE 370, LTLE 380, LTLE 480, LTLE 485 Approval of the Professor

This elective course allows the student to explore a specialized topic that interests him or her, and/or design and implement a project related to some aspect of HRD. Please contact Dr. Diane Wilcox for more information.

Philosophy of Education

No matter what background or discipline you are coming from, the HRD minor program at JMU is based on five (5) principles.

1). 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 same Latin word colleague - *collega*, 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.

2). 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.

3). 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.

4). You learn by example

Since example is such a powerful teaching tool, the heart of the 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.

5). 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 had offered admission. You will be more seasoned, with a greater insight into, and a deeper appreciation for, the richness and complexity of life.

Program Objectives

The purpose of the minor is to provide students with a strong orientation to the skills necessary to develop and implement professional development and performance improvement programs and materials. It is designed to provide students from a wide variety of content disciplines additional experiences and skill bases to seek employment in public and private sectors in the fields of training and development and performance improvement.

Expectations of HRD Students

We expect our students 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.

1). 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 and 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 diploma. Life-long learning is essential for keeping abreast of new developments in the field and for refining your skills.

2). 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 your instructors, supervisors, advisor, fellow students, and clients. In every instance, you have the chance to be open to their observations, reactions, and suggestions.

3). 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. The JMU student handbook describes the honor system in detail. Whenever you are unsure about what conduct is authorized or unauthorized in a course, you are strongly urged to ask your instructor to clarify.

Possible Careers in HRD

- Corporate Training Director
- HRD Manager/Director
- Professional Development Specialist
- HRD Consultant
- Instructional Designer
- Training and Development Specialist
- Human Resources Management
- Leadership and Facilitation
- E-Learning Specialist
- Media/Resource Specialist
- Platform Trainer
- Materials Designer
- Skills Training Specialist
- Focus Group Mediator
- Team Building Specialist
- Organizational Development Specialist
- Change Manager
- Facilitator
- Evaluator
- Assessment Specialist
- Recruiter
- Community College Instructor
- Higher Education Administrator
- Instructional Support Specialist
- Developmental Educator

The possibilities are endless!!

II. The HRD Faculty



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. Oris Griffin
Professor



Dr. Karen Kellison
Assistant Professor



Randy Snow
HRD Minor Coordinator
Instructor



Dr. Michele Estes
Assistant
Professor



Saadia Washington
GA, HRD/AHRD



Lin Burton
GA, Ed
Leadership/Ed
Tech



Stephen Hammack
GA – TESOL/Ed
Foundations and
Diversity

III. Declaring the HRD Minor

Declaring the HRD minor is simple! The first thing that you should do if you want to declare HRD as your minor but have not yet done so is visit the program office in Memorial Hall 3310 for a Declaration of Minor form to fill out. Once you've filled out the form, you need to have Randy Snow sign it, and then you will take the form over to the Registrar's Office on the 3rd floor of Warren Hall for processing. That's it!

IV. Scholarship Opportunities

Each spring, the HRD faculty present undergraduate minor students with the Dickens Outstanding Undergraduate in HRD award, and the Outstanding Leadership Award (must be an HRD Club member). Eligible students will have completed at least 12 credit hours in the minor, and will have at least a 3.5 GPA in the minor with at least one semester remaining at JMU. Students may nominate themselves, students can be nominated by other students, or students can be nominated by faculty members. A nomination letter, application, and resume are required in order to be considered for these awards. Please see the undergraduate award webpage at http://coe.jmu.edu/ahrd/astd_scholarship.htm for more information. Nominations should be submitted to Dr. Diane Wilcox in Memorial Hall by 5 p.m. on the last day in February.

Dr. Diane Wilcox
MSC 6913, Memorial Hall 7249
James Madison University
Harrisonburg, VA 22807
(540) 568-6707
E-mail: wilcoxdm@jmu.edu

V. Opportunities for Involvement Outside of the Classroom

We encourage you to join and actively participate in student and professional organizations. These groups offer you tremendous opportunities for greater involvement in the profession and practice of Human Resource Development.

Internships

The HRD faculty have numerous professional contacts in Harrisonburg and the surrounding region. Often, we have more companies calling to request interns than we have interns to fill the positions! If you are interested in doing an internship for HRD 400 credit, please contact Jodi Myers at myersjm@jmu.edu.

Organizations

The Society for Human Resource Management (SHRM) has a chapter at JMU. Contact information for this organization as well as other HRD-related organizations is below.

1). Human Resource Development Club (HRD Club)

The Human Resource Development Club welcomes HRD minors and AHRD graduate students to join together and connect with local and national business contacts and professional organizations. The club provides information pertaining to internships, full-time employment, and national conferences. The HRD Club's activities include hosting guest speakers, social events for members, conference attendance, community service work, fundraising, and networking. For information regarding the club, please contact Professor Randy Snow at snowsr@jmu.edu.

2). The Shenandoah Valley Society for Human Resource Management (SVHRM)

SVHRM provides education and information services, conferences and seminars, government and media representation, online services and publications to more than 165,000 professional and student members throughout the world. The Society, the world's largest human resource management association, is a founding member of the North American Human Resource Management Association (NAHRMA) and a founding member of the World Federation of Personnel Management Associations (WFPMA).

See their website for a membership application: www.shrm.org

Society for Human Resource Management
1800 Duke Street
Alexandria, Virginia 22314
703-548-3440

3). American Society for Training and Development (ASTD)

ASTD provides information, research, analysis and practical information derived from its own research, the knowledge and experience of its members, its conferences, expositions, seminars, publications, and the coalitions and partnerships it has built through research and policy work. ASTD's membership includes more than 70,000 people working in the field of workplace performance in 100 countries worldwide. www.astd.org

BLUE RIDGE CHAPTER of ASTD (4144)
804-980-7179
Meetings: Charlottesville, VA

4). The American Association for Adult and Continuing Education (AAACE)

AAACE represents its members from secondary and post-secondary education, business and labor, military and government and from community-based organizations. AAACE publishes two of the nation's leading periodicals in education and training: *Adult Learning* magazine and the scholarly journal *Adult Education Quarterly*. AAACE also publishes books, monographs, and booklets on a variety of adult education topics. *A membership application may be found* online at www.aaace.org

AAACE Membership
4380 Forbes Boulevard
Lanham, MD 20706

5). The Academy of Human Resource Development (AHRD)

AHRD is a global organization made up of, governed by, and created for the Human Resource Development academic and scholarly community. This association encourages systematic study of human resource development theories, processes, and practices; disseminates information about HRD, encourages the application of HRD research findings, and provides opportunities for social interaction among individuals with scholarly and professional interests in HRD from across the globe. www.ahrd.org/

Academy of Human Resource Development

P.O. Box 25113

Baton Rouge, LA 70894-5113

225-334-1874

6). International Leadership Association (ILA)

ILA serves as a global network for all those with a professional interest in leadership. ILA's goal is to cross disciplines, sectors (nonprofit, for-profit, and public) nations, regions, and cultures to promote a deeper understanding of effective leadership. Currently an affiliate of the James MacGregor Burns Academy of Leadership, ILA's board is working to develop ILA into an independent membership association. See their website at www.academy.umd.edu/ila/

The James MacGregor Burns

Academy of Leadership

University of Maryland

College Park, MD 20742-7715

301-405-6100

VI. Resources for HRD Minors

This guidebook, Carrier Library, and the HRD faculty and staff can serve as valuable resources for HRD students. In addition, the Educational Technology and Media Center (ETMC) on the 2nd floor of Memorial Hall (7000 wing) is a resource available to students in the College of Education. The ETMC has a computer lab, written and video materials, a collection of video cameras, tape recorders, and other equipment that can be checked out by students, and facilities for laminating, copying VHS tapes, editing videos, and creating movies and other computer-aided projects.

VII. The AHRD Graduate Program

The Adult Education/Human Resource Development (AHRD) graduate program is a great option for students interested in a more advanced, rigorous study and application of HRD theories. The 36-credit hour Master's program, which can be completed in two years, consists of the following core and elective requirements:

Core Courses (27 hours)

AHRD 520	Foundations of Adult Education/HRD
AHRD 540	Leadership & Facilitation
AHRD 580	Learning in Adulthood
LTLE 570	Design and Development of Digital Media
AHRD 600	Performance Analysis & Needs Assessment
PSYC 600	Program Evaluation- Statistics
AHRD 610	Instructional Design in AHRD
AHRD 630	Research Methods and Inquiry in AHRD
AHRD 640	Program Evaluation and Measurement in AHRD

Research Requirements (3-6 hours, choose 1 of the following)

AHRD 680	Reading and Research
AHRD 700	Thesis

Concentration (6-9 hours)

- Leadership and facilitation
- Technology
- Research
- Human resource management
- Higher education

If you are interested in the AHRD program & would like more information, please contact the program Graduate Assistant, Saadia Washington at washinsm@dukes.jmu.edu

VIII. Contact Information

We hope that this handbook has addressed many of the common questions that HRD minors have about the program. However, if you have specific questions or concerns, or you would like to meet with a faculty member, please do not hesitate to contact the Learning, Technology, and Leadership Education faculty or staff—we are here to help you succeed! In addition, feel free to contact us on [Facebook](http://www.facebook.com/jmuHRD) (www.facebook.com/jmuHRD) and [Twitter](http://www.twitter.com/jmuHRD) (www.twitter.com/jmuHRD)!

Dr. Diane Foucar-Szocki	3310B	568-6794	foucardl@jmu.edu
Sandra Gilchrist	3310A	568-2291	gilchrse@jmu.edu
Amy Brooks	3310	568-8012	brooksaj@jmu.edu
Dr. Michelle Estes	3325C	568-4311	estesmd@jmu.edu
Dr. Oris T. Griffin	3345D	568-6453	griffiot@jmu.edu
Dr. Karen Kellison	3325F	568-3394	kelliskf@jmu.edu
Randy Snow	3345B	568-8842	snowrs@jmu.edu
Nick Swayne	3270B	568-6093	swaynedd@jmu.edu
Dr. Jane Thall	3350B	568-5531	thalljb@jmu.edu
Dr. Diane Wilcox	3325E	568-6707	wilcoxdm@jmu.edu
Graduate Assistants	3345	568-2632	

***You may also find this information on the LTLE website at:**

<http://jmu.edu/coe/ltle>