Learning, Technology and Leadership

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Mission
The mission of the James Madison University professional education unit is to prepare caring, knowledgeable, skilled and reflective educators who believe that all students can learn and succeed. Our candidates and faculty are committed to lifelong learning and aspire to meet educational needs in a changing, pluralistic and democratic society. The personal and professional development of candidates is accomplished by emphasizing excellence and continuous innovation in quality undergraduate, graduate and professional programs.

James Madison University's College of Education is distinguished through faculty and candidate achievements, academic rigor, excellence in teaching, candidate and faculty interactions and relationships, technological innovations, and national recognitions. The college maintains relevance through active and growing interactions with other colleges within the university and with local, state, regional and international communities.

The college is committed to providing:
- graduate programs that emphasize advanced knowledge in a specialty area and the development of effective leadership and professional skills for addressing the needs of a changing society.
- continuing professional development and service programs in cooperation with public and private schools and agencies, other colleges, institutions, and businesses.

The undergraduate and graduate teacher education programs are accredited by the National Council for Accreditation of Teacher Education and approved by the Virginia State Board of Education.

The basic philosophy of the college is reflected in the following goals:
- To educate men and women for the multiple professions included in the college at both the undergraduate and graduate levels, not merely by transmitting skills and knowledge but by stimulating creativity, developing cognitive abilities, and encouraging the testing of hypotheses and reinterpretation of the human experience.
- To encourage a balanced faculty orientation toward teaching, research, scholarship, community service and professionalism that recognizes individual strengths and preferences of the college's faculty.
- To create an environment that fosters an atmosphere of open communication among candidates, faculty members and community.
- To anticipate societal needs and provide necessary resources for implementing effective on- and off-campus programs now and in the future.

Adult Education/ Human Resource Development

Admission Criteria
- An online application submitted at: http://www.jmu.edu/grad/prospective
- Official transcripts reflecting all post-secondary education, with a cumulative grade point average of 2.75 or higher.
- An official record of scores on the general test of the Graduate Record Examination (scores must be less than five years old)

Transcripts and GRE scores should be mailed to:
The Graduate School
MSC 6702
James Madison University
Harrisonburg, VA 22807
The following must be submitted when submitting the online application:

- A two to three page personal statement explaining why the applicant is interested in pursuing a Masters in AHRD.
- Two letters of recommendation from employers or educators who can attest to the applicant’s potential for graduate-level course work.
- A copy of the applicant’s current resume.

The Master 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 individual career needs and objectives.

**Program Mission and Outcomes**

The mission of the AHRD program is to prepare professionals to lead, design, implement and evaluate learning programs within education, business, industry, government, military, health care, and other public and private sector organizations. In addition to delivering effective instruction, AHRD professionals design ways to improve human performance, facilitate change and enhance creativity. By completing our program, graduates will be able to:

- Understand and apply systems theory, analytic systems, principles of adult development, learning theory, and leadership theory.
- Understand business, industry, educational and other organizational settings.
- Identify, understand and build effective organizational relationships that support teaching, learning and continuous human performance improvement appropriate to the context.
- Organize, manage and evaluate teaching, learning, and continuous human performance improvement efforts.
- Analyze, design, develop, implement and evaluate targeted curriculum in appropriate modes (including distance, action, self-directed, transformative, informal learning, etc.) for individual, team, and organizational applications with a focus on continuous human performance improvement.
- Facilitate and lead team-based learning activities appropriate to the context.
- Apply appropriate technologies in the creation of learning programs.
- Recognize and respond responsibly to issues of diversity and ethics.
- Demonstrate the ability to articulate and forecast the vision and role for teaching, learning and continuous human performance improvement appropriate to a context.
- Interpret and conduct research.

Learners majoring in adult education/human resource development must follow several fundamental guidelines:

- Consult major and concentration advisers for advice and approval regarding the program.
- Plan to count no more than six credit hours of workshop credit in any degree program. To be accepted, workshop courses must be approved for credit in the program. The program will not accept workshop courses offered by departments outside the College of Education for elective credit.
- Adhere to The Graduate School policy that at least half of the courses in any major of concentration be at the 600 level.
- Secure the required approval of major and concentration advisers for any course credits to be transferred into a JMU degree program.

**Degree Requirements**

The major consists of a minimum of 36 credit hours of course work. These credits include core program courses, electives, and either a research project or a thesis. Students electing the thesis option will take one fewer elective course as thesis credits total 6 hours.

**Master of Science in Education in Adult Education/ Human Resource Development Degree Requirements**

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program courses</td>
</tr>
<tr>
<td>Research Paper or Thesis</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**Core Courses**

The core requirements consist of foundational courses that are the basis for the understanding of adult education/human resource development. These core courses encourage learners to investigate adult education/human resource development and to appreciate all facets of this dynamic field.

**Minimum Requirements**

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHRD 520. Foundations of Adult Education/Human Resource Development</td>
</tr>
<tr>
<td>AHRD 540: Leadership and Facilitation</td>
</tr>
<tr>
<td>AHRD 580. Learning in Adulthood</td>
</tr>
<tr>
<td>AHRD 590. Technology in AHRD</td>
</tr>
<tr>
<td>AHRD 610. Instructional Design in Adult Education/Human Resource Development</td>
</tr>
<tr>
<td>AHRD 630. Research Methods and Inquiry in Adult Education/ Human Resource Development</td>
</tr>
</tbody>
</table>

**Total**

24
Elective Courses for Concentrations
In addition to the core courses, students will choose electives appropriate to their interests. These electives when combined with the core courses may form a concentration. These additional courses may be taken in the AHRD program or in another area related to the students’ interests. These additional courses should complement the learner’s studies in adult education/human resource development and support his/her professional goals. Concentration areas for adult education/human resource development include the following defined areas of study: leadership and facilitation, instructional design, human resource management, and AHRD program evaluation and measurement. Details for each defined concentration are listed below. A learner, in conjunction with his or her adviser, can also define a concentration in another area of study such as public administration, counseling psychology, secondary education or any content area that is complementary with the learner’s professional objectives. Concentrations should be decided in conjunction with the learner’s adviser.

Concentration in Leadership and Facilitation
This concentration is designed for learners who wish to combine leadership, facilitation and creativity with an approved adult education/human resource development program.

Minimum Requirements
Select a minimum of six hours from the electives listed below:
- AHRD 501. Workshop in Adult Education/Human Resource Development
- AHRD 550. Human Resource Work Experience
- MBA 600. Organizational Behavior
- MGT 633. Leadership and Human Relations
- AHRD 560. Facilitating in Adult Education/Human Resource Development
- AHRD 620. Consulting in AHRD
- AHRD 660. Facilitating Experiential and Action Learning
- ADSU 632. Leadership for School – Community Relations
- AHRD 690. Special Studies in Adult Education/Human Resource Development

Concentration in Instructional Design
This concentration is designed to equip learners with skills to design and implement learning strategies using principles of adult learning and instructional design together with technology applications in adult education/human resource development settings.

Minimum Requirements
Select a minimum of six hours from the electives listed below:
- AHRD 501. Workshop in Adult Education/Human Resource Development
- AHRD 550. Human Resource Work Experience
- AHRD 620. Consulting in AHRD
- AHRD 650. Instructional Design for E-Learning
- AHRD 690. Special Studies in Adult Education/Human Resource Development
- EDUC 540. Educational Technology

Concentration in Human Resource Management
This concentration is designed to acquaint learners with business and industry and practices related to the management of human resources.

Minimum Requirements
Select a minimum of six hours from the electives listed below:
- AHRD 501. Workshop in Adult Education/Human Resource Development
- AHRD 550. Human Resource Work Experience
- AHRD 620. Consulting in AHRD
- AHRD 635. Organization and Administration of Adult Education Human Resource Development
- AHRD 690. Special Studies in Adult Education/Human Resource Development
- MBA 600. Organizational Behavior
- MBA 650. Managing Human Resources/Personnel Administration
- MBA 651. Labor Relations

Concentration in AHRD
Program Evaluation and Measurement
This concentration is designed to provide learners with in-depth exposure to and practice of effective evaluation and measurement methods and practices related to various AHRD programs in organizations.

Minimum Requirements
Select a minimum of six hours from the electives listed below:
- AHRD 501. Workshop in Adult Education/Human Resource Development
- AHRD 550. Human Resource Work Experience
- AHRD 620. Consulting AHRD
- AHRD 690. Special Studies in Adult Education/Human Resource Development
- EDUC 630. Inquiry in Education
- ISAT 620. Research Methods in a Multidisciplinary Environment
- PSYC 600. Introduction to Measurement and Statistics
- PSYC 605. Research and Inferential Statistics
- PSYC 606. Advanced Measurement Theory
- PSYC 608. Multivariate Statistical Methods in Psychology

Concentration in Higher Education
For minimum requirements suggested in the higher education concentration, see the minor.

Oral Comprehensive Examination
During the final semester in which the learner is enrolled in this program, he/she will participate in an oral and written comprehensive examination to be conducted by the learner’s advisory committee. This examination will cover key concepts, principles, theories, and practices covered in the core courses. The comprehensive examination committee consists of at least two full-time AHRD faculty members and/or faculty of courses taken by the student.

Minor in Higher Education
The minor in higher education is a nine credit-hour program that is offered for learners majoring in an academic area and planning to enter college teaching at the undergraduate level. Learners pursuing the Master of Science in education degree (in adult education/human resource development or health sciences) and learners pursuing Master of Arts degrees may enroll in the minor in higher education. The minor is designed to prepare learners who have experience and/or in-depth preparation in an academic area to provide instruction for undergraduate learners and adapt to other aspects of the undergraduate teaching environment in institutions of higher education.
Minor in Higher Education Requirements

Minimum Requirements Credit Hours
AHRD 670. American Higher Education 3
AHRD 671. Teaching and Learning Processes in Higher Education 3
Elective (choose one) 3
  EDUC 630. Inquiry in Education
  ADSU 642. Leadership for School-Community Relations
  AHRD 635. Organization and Administration of Adult Education/Human Resource Development
  AHRD 673. The Community College
  PSYC 669. Career Development
  PSYC 645. Student Personnel Services
  PSYC 646. The American College Student

Educational Leadership

Admission Criteria
All criteria are considered when reviewing the candidates for admission to this Master of Education degree program. However, no one criterion will be the sole reason for lack of admission to the program. Criteria include:

- GRE scores at the 25th percentile or higher for both verbal and quantitative sections (candidates for the certificate program who already possess a master’s degree in a related field from an accredited institution are exempt from the GRE requirement).
- Undergraduate grade point average of 2.75 or higher.
- Baccalaureate degree from a regionally accredited college/university.
- Professional résumé.
- Hold or have held a valid teaching license or provide documentation of professional employment in the field.
- A two- to three-page written statement (double spaced) describing the applicant’s professional background, the educational issues the applicant would like to address in the master’s program and the applicant’s long-term professional goals.
- Three years of full-time teaching (or equivalent) experience in a school setting.
- Recommendations from school personnel (administrative and instructional) familiar with the candidate’s teaching performance and leadership potential.
- Faculty interview session results (to assess conceptual and oral performance).
- Writing samples provided by the candidate in response to questions administered by program faculty (to assess organizational and writing performance).

Candidates may be required to complete several other tasks and activities which are designed to assess leadership ability and other skills and competencies as a part of the admissions, retention and program completion processes.

The masters degree and certificate programs in educational leadership are designed for practicing school personnel who aspire to be educational leaders.

Program Mission and Outcomes
The master’s degree in education with a concentration in educational leadership is designed to prepare candidates to assume leadership positions in both schools and district offices. The organizing theme for the program is the school/district administrator’s central role as the interpreter, facilitator and initiator of educational change leading to effective schools for all children. The program focuses upon the principal within the context of the school community of students, parents, teachers, support staff, and administration and, the district supervisor within the community of schools. It recognizes the constant state of mutual influence, which exists among schools and the organizations and culture of broader society. The educational leader must understand and interpret changes within this context that affect the mission and operation of schools. For example, as an interpreter of change, the administrator must be able to discern the meaning of modifications in financial support, school law, governmental policy and educational research, and communicate these changes to the staff and community. In the role of facilitator, the administrator must be able to effectively implement programs mandated by the school board, as well as nurture and support positive changes suggested by students, staff or parents. Finally, as the initiator of change, the administrator must provide leadership for the process of continuous school improvement. The program is accredited by NCATE and the Commonwealth of Virginia and is national recognized by the Educational Leadership Constituent Consortium (ELCC).

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by

- developing, articulating, implementing, stewarding and promoting community involvement in a vision of learning for a school and school district (ELCC 1.1-1.5),
- communicating effectively orally and in writing (1.2),
- promoting a positive school culture (2.1-2.4),
- providing an effective instructional program based upon best practices (2.2-3),
- designing comprehensive professional growth plans (2.4),
- managing the organization and its operations and resources to promote a safe, efficient and effective learning environment (3.1-3.3),
- using the available technologies for providing and managing instruction and resources (2.2, 3.1-3.3),
- collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources (4.1-4.3),
- acting with integrity, fairly, and in an ethical manner (5.1-5.3),
- understanding, responding to and influencing the larger political, social, economic, legal and cultural context (6.1-6.3),
- Candidates should have substantial, sustained, standards-based internship experiences in real settings, which are planned and guided cooperatively by the institution and the school district (7.1-7.6).
Completion Requirements
All candidates must pass a comprehensive examination and submit a portfolio before completing the concentration. The comprehensive examination is designed to assess attainment of the desired instructional outcomes of the concentration. Some offerings require prerequisites for enrollment. These requirements enable a systematic and developmental approach to preparing school administrators. The concentration is fully aligned with the standards of the Educational Leadership Constituent Consortium.

Certificate in Educational Leadership
Candidates who already possess a master’s degree in a related field may enter the certificate program. The certificate program requirements are identical to those for the master’s degree; however, educational leadership course requirements already completed in the previous master’s may count toward fulfilling certificate requirements. For example, a candidate with a master’s degree may already have completed the professional core (14 credits), and thus would need only to complete the leadership concentration, practica and internship and all relevant assessments. A minimum of 21 credits is required (most endorsement candidates complete 30+ and a second master’s degree is not conferred).

Program Description
The program includes 36-39 graduate credit hours and is divided into three interlocking components: professional core courses, a set of key leadership courses, and a practicum or internship experience.

Master's Degree in Education with a Concentration in Educational Leadership Degree Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Core</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 620. Changing Contexts in American Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 625. Evaluation in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 630. Inquiry in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 641. Curriculum Theory and Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 642. Learning Theory and Instructional Models</td>
<td>3</td>
</tr>
<tr>
<td>Leadership Concentration</td>
<td>18-21</td>
</tr>
<tr>
<td>ADSU 540. Technology for Administrators</td>
<td>3</td>
</tr>
<tr>
<td>ADSU 640. Foundations of School Administration</td>
<td>3</td>
</tr>
<tr>
<td>ADSU 641. School Law</td>
<td>3</td>
</tr>
<tr>
<td>ADSU 642. Leadership for School-Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>ADSU 643. The Principalship</td>
<td>3</td>
</tr>
<tr>
<td>ADSU 644. Supervision and Development of School Personnel</td>
<td>3</td>
</tr>
<tr>
<td>ADSU 652. School Business Management and Finance</td>
<td>3</td>
</tr>
<tr>
<td>Practicum and Internship Experiences</td>
<td>3</td>
</tr>
<tr>
<td>ADSU 668. Internship in the Principalship or</td>
<td>3</td>
</tr>
<tr>
<td>ADSU 678. Full-time Internship in the School Administrators</td>
<td>3</td>
</tr>
</tbody>
</table>

36-39

Successful completion of the Administrative Technology Portfolio may be substituted for ADSU 540.

Licensure Requirements
A candidate who has the appropriate teaching license, who completes the aforementioned program and who achieves a passing score on the School Leader’s Licensure Examination is eligible for endorsement in PreK-12 administration and supervision in the Commonwealth of Virginia.

Educational Technology

Admission Criteria
All criteria are considered when reviewing the candidates for admission to the Master of Education degree program. However, no one criterion will be the sole reason for lack of admission to the program. Students must meet the following criteria to be considered for admission:

- GRE scores at the 25th percentile or higher for both verbal and quantitative sections.
- Undergraduate grade point average of 2.75 or higher.
- Baccalaureate degree from a regionally accredited college/university.
- Professional resume.
- A two- to three-page written statement describing the applicant’s professional background, the educational issues that the applicant would like to address in the master’s program and the applicant’s long-term professional goals.
- Interview with one of the educational technology faculty members to ensure the applicant understands the goals and requirements of the educational technology program.

The master’s degree in educational technology provides candidates with opportunities to explore and research emerging technologies for learning. Candidates in the program will discover effective ways to integrate these technologies in their chosen professional settings.

Program Mission and Outcomes
The Master of Education degree with a concentration in educational technology is designed for teachers, administrators and professionals in the field of staff development and training. Candidates completing the program will have developed a broad and deep framework for understanding, implementing and assessing educational technology in the teaching and learning process. Candidates will have an opportunity to explore future trends in educational technology, allowing them to continue to expand their skills at the completion of the program. Candidates will complete course work in two concentration areas, giving them extensive experience in designing, developing and assessing different educational technology applications. Candidates complete the program with a practicum experience to apply their skills and knowledge in a school or workplace setting.

Graduates in the program will be able to:

- Demonstrate knowledge of characteristics and issues surrounding the integration of technology for learning.
- Design, develop and implement instructional activities utilizing emerging technologies for effective instruction.
- Demonstrate an understanding of the principles of learning and how these apply to effective implementation of appropriate technologies with diverse learners.
- Demonstrate knowledge of current trends and research in educational technology.
- Demonstrate a level of competence with educational technologies to assure positive growth with effective technology integration among learners and colleagues in their professional setting.
- Demonstrate competence in oral and written professional communication.
Demonstrate integrity and ethical professional behavior when designing, developing and implementing educational technologies.

Program Description
To complete a Master of Education degree with a concentration in educational technology, the candidate will complete a minimum of 33 hours of course work organized as follows: professional core, 12 hours; educational technology core courses, nine hours; two specialty areas of concentration, six hours each. In addition, candidates must complete a qualifying examination, present an electronic portfolio midway in their program of studies and take a comprehensive examination at the conclusion of the degree.

Certificate in Educational Technology
Candidates who do not desire a master’s degree may enter the certificate program. Certificates are available in any of the educational technology specialty areas and are awarded following the completion of six graduate credits in one of the three specialty areas: multimedia development, technology management and data visualization.

Master of Education with a Concentration in Educational Technology Degree Requirements

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Core</td>
<td>12</td>
</tr>
<tr>
<td>EDUC 620. Changing Context of American Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 630. Inquiry in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 641. Curriculum Theory and Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 642 Learning Theory and Instructional Models</td>
<td>3</td>
</tr>
<tr>
<td>Educational Technology Core</td>
<td>9</td>
</tr>
<tr>
<td>EDTC 510. Seminar in Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 520. Principles of Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 670. Practicum in Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>Educational Technology Specialty Areas</td>
<td>12</td>
</tr>
<tr>
<td>(choose two areas)</td>
<td></td>
</tr>
<tr>
<td>Multimedia Development</td>
<td></td>
</tr>
<tr>
<td>EDTC 611. Multimedia and User Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 612. Design and Development of Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>Technology Management</td>
<td></td>
</tr>
<tr>
<td>EDTC 621. Technology Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 622. Staff Development in Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>Data Visualization</td>
<td></td>
</tr>
<tr>
<td>EDTC 631. Imagery and Data Display</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 632. Simulation and Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>
Course Offerings

Adult Education/Human Resource Development

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 Adult Education/Human Resource Development. 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.

Designed to provide learners with a workplace learning experience that reinforces concepts learned in class. Provides students with the opportunity to apply AHRD theories and practices in a work setting. This course increases the likelihood of successful transition to the position of human resource development professional since students develop specific on-the-job skills.

AHRD 560. Facilitating in Adult Education/Human Resource Development. 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 570. Diversity and Ethics in AHRD. 3 credits.
This course focuses on two of the critical areas, diversity and ethics, in AHRD. It examines and explores theories and techniques for dealing with institutional “isms” (e.g., multiculturalism, sexism, ageism and professionalism, etc.), as they relate to managing training, conflict resolution, career development, mentoring, performance improvement, team building and peer rating methods. Prerequisite: AHRD 520.

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.

AHRD 590. Technology in Adult Education/Human Resource Development. 3 credits.
Participants will develop competence in instructional technologies in adult education and human resource settings. Emphasis is placed on software applications to create modules for designing and implementing training. The use of digital cameras, camcorders, scanners, audio, editing and videoconferencing technologies is included. Prerequisites: Students should discuss with the instructor their prior experience in technology before registering.

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.

AHRD 610. Instructional Design in Adult Education/Human Resource Development. 3 credits.
Course focuses on teaching strategies, techniques, and methods suitable for adult learners that are supported by research and tested in practice. Course examines adult education and training and development programs to determine appropriate learning strategies for differing learners.

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, AHRD 580, AHRD 600, AHRD 610, or equivalent or permission of the instructor.

AHRD 630. Research and Inquiry in Adult Education/Human Resource Development. 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 Adult Education/Human Resource Development 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 Adult Education/Human Resource Development. 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.
AHRD 650. Instructional Design for E-Learning. 3 credits.
This course focuses on applications of instructional design theories and principles to e-learning. Built on students’ learning in AHRD 580 and AHRD 610, this course provides opportunities for students to apply theories and develop skills for real-world e-learning design and development. Design planning, storyboarding, online authoring and other critical e-learning design skills will be addressed. Prerequisites: AHRD 580, Learning in Adulthood and AHRD 610, Instructional Design. Students who have not met the prerequisites but still wish to take the course can meet with the instructor for an assessment prior to registration.

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 Adult Education/Human Resource Development. 3 credits.
Designed to provide learners 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.
The portfolio is a non-credit capstone course to demonstrate individual learning processes throughout the AHRD program. Students will construct their portfolios based on their professional and academic goals and experiences, from work completed in graduate courses. The portfolio will assist students, as professionals or advanced students, prove their expertise and academic preparation in the job market or in academia, and contribute to their comprehensive exam experience, allowing for reflection on the program and individual learning. Prerequisites: All core courses and/or concurrent with Reading and Research or Thesis.

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.

Education
EDUC 620 Changing Contexts of American Schools. 3 credits.
This course focuses on the nature of educational change in American schooling. Emphasis will be placed upon contemporary issues facing education, their historical and philosophical roots and the implementation of educational change.

EDUC 625. Evaluation in Education. 3 credits.
The course is designed to help practicing educators improve their development and use of assessment tools and techniques. Attention will also be given to analyzing and interpreting assessment results and investigating newer developments in the evaluation of learning and instructional programs. Prerequisite: An instructional methods course.

EDUC 630 Inquiry in Education. 3 credits
Develop skills, insights and understandings which will enable the student to become an intelligent and critical consumer of educational inquiry and a productive participant in the inquiry process. Prerequisites: Appropriate technology skills or EDUC 505.

EDUC 641. Learning Theory and Instructional Models. 3 credits.
This course focuses on the diverse nature of learners, the processes of learning and development, the role of the teacher, the design and delivery of instruction and the processes and strategies of teaching.

EDUC 642. Curriculum Theory and Issues. 3 credits.
The study of curriculum theories and issues that lead to a comprehensive understanding of the purposes and functions of schools in a democratic society.
(For a full listing of EDUC courses, see Page 84).

School Administration
ADSU 640. The Fundamentals of Educational Administration. 3 credits.
Examines the fundamental principles and concepts of organizational theory, structure and climate. There is an emphasis on the administrative processes and professional ethics of leadership, motivation, decision making, communication, organizational change and strategic planning. The course offers opportunities to apply theory to professional practice through the use of case studies.

ADSU 641. School Law. 3 credits.
Acquaints teachers and prospective school administrators with the laws governing public education and the legal responsibilities and powers of state and local governing bodies and individuals. Emphasis is given to federal and Virginia statutes and case law affecting due process, liability, equal protection, and the rights of teachers and students.

ADSU 642. Leadership for School-Community Relations. 3 credits.
The influence of the social and political structures and conditions on school leadership, personnel, programs and activities is explored. Strategies for interacting and cooperating with parents, community leaders, businesses and organizations for support in the effective attainment of school objectives and the educational goals of the community are emphasized.
ADSU 643. The Principalship. 3 credits.
Emphasis will be on instructional leadership and effective school management that promote positive student achievement, a safe and secure environment, and the efficient use of resources. Curriculum planning, scheduling, school improvement planning, assessment of student progress, school change, and program evaluation will be key topics covered by this course.

ADSU 644. Supervision and Development of School Personnel. 3 credits.
Concepts and approaches for planning and implementing activities for effective human resource management are explored. Theories and practices related to recruitment, development, and appraisal of personnel are covered. Evaluation of personnel for the purpose of meeting school objectives and for professional development receives emphasis.

ADSU 652. School Finance and Business Management. 3 credits.
This course emphasizes the history and principles of public school financing and the roles of federal, state, and local governments and agencies in financing public education. Taxation for school purposes, the economics of education, equity and disparity issues, budgetary concerns, strategic planning, and procedures for school-site management are included.

ADSU 658. Practicum in School Administration. 3 credits.
The practicum provides administrative field experience in a school setting. Students spend a minimum of 75 hours during the semester working under the guidance of a practicing school administrator and university supervisor. Other course requirements include seminars and the completion of an administrative project. Course graded on an S/U basis. Prerequisite: Completion of a minimum of 15 credits and permission of instructor.

ADSU 668. Internship for Principals. 3 credits.
Students spend a minimum of 200 hours over six months working under the supervision of a practicing school administrator and a university professor. The student should experience the full range of duties, problems, and issues encountered by a school administrator, and receive developmental and evaluative feedback. Course graded on an S/U basis. Prerequisite: Completion of 30 credits in the Educational Leadership Program or permission of adviser.

ADSU 678. Full-time Internship for School Administrators. 3 credits.
Candidates spend a minimum 90 full-time days working under the supervision of a practicing school administrator and a university professor. The candidate should experience the full range of duties, problems and issues encountered by an administrator and receive developmental and evaluative feedback. Course graded on an S/U basis. Prerequisite: Attainment of a full-time administrative position and permission of adviser.

ADSU 680. Readings and Research. 1-3 credits.
This course provides opportunities for directed readings and research in areas of special interest. Reading and research may be done only in the major field of study. Prerequisite: Written permission of the adviser and program coordinator.

Educational Technology

EDTC 510. Seminar in Educational Technology. 3 credits.
A survey in educational technology laying a framework for the effective selection, utilization, and assessment of emerging technologies for learning. Provides the foundation for research in educational technology and development of the required electronic portfolio at the conclusion of the educational technology Master's degree.

EDTC 520. 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 reflects the relationships between learners, teachers and technology. Includes discussions on design methodologies, principles, and instructional strategies.

EDTC 611. Multimedia and Use-interface Design. 3 credits.
Design and evaluation of effective user interfaces, beginning with principles for product design. Considers the process for user interface development as a separate process from software design and development including such topics as life cycle development, usability, prototyping, and formative user-based evaluation.

EDTC 612. Design and Development of Digital Media. 3 credits.
The course introduces the processes for the design, development, and distribution of digital media elements. Topics will include the creation and modification of digital images and digital video for instructional settings. Effective utilization or these media elements will be explored based on specific deployment strategies.

EDTC 621. Technology Planning. 3 credits.
This course introduces the process of building technology plans for school district or other unit. It explores the roles of the different stakeholders in the process and focuses on issues of funding, implementation and assessment. Prerequisite: EDTC 510 recommended.

EDTC 622. Staff Development in Educational Technology. 3 credits.
This course will focus on instructional models, strategies and assessment of professional development activities among adult leaders of K-12 educational settings. Course will focus on research supported instructional strategies and techniques to meet educational technology learned society's guidelines for instructional personnel.

EDTC 631. Imagery and Data Display. 3 credits.
Detailed study of different data visualization tools, including image processing and geographic information systems. Clear and concise displays of data are emphasized, along with the research base supporting the use of these tools in inquiry-based learning. Prerequisite: EDTC 510 recommended.

EDTC 632. Simulation and Modeling. 3 credits.
Exploration of simulation and modeling tools and their application to science and mathematics learning. Software addressing a variety of grade levels and content areas will be explored and assessed for its value in inquiry-based learning. Emphasis will be given to curricular design and implementation. Prerequisite: EDTC 631.

EDTC 670. Instructional Technology Practicum. 3 credits.
Presents various topics that provide students with opportunities to integrate and apply instructional technology theories, practices, and skills in a variety of authentic client-designer settings. This course represents a clinical approach to project development in which students will become part of design teams assigned to work with real-world clients in an effort to produce real-world instructional and training solutions.