



James Madison University

AHRD Master's Program

Student Handbook

2018-2019

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Welcome to Adult Education/Human Resource Development (AHRD) 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 AHRD 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

AHRD is part of the College of Education at James Madison University. The Master of Science in Education degree with a major in AHRD 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. Through an individualized concentration and with the help of an adviser, students 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 to the learners' professional and personal objectives.

AHRD FACULTY INFORMATION

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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.

We are a community committed to preparing students to be educated and enlightened citizens who lead productive and meaningful lives.

-JMU Mission Statement

AHRD FACULTY BIOS

Dr. Diane Wilcox, Learning, Technology, & Leadership Education Interim Department Head

Dr. Diane Wilcox is an Associate Professor and the Interim Department Head for the Department of Learning, Technology and Leadership Education. She began her HRD career in technical training, technical writing, and technical illustration in 1980 with Cal-Q-Tax, the first tax planning software. From the mid-1980s through 2004, she worked for a number of software companies as graphic designer, instructional designer, technical writer, instructional design manager, and training manager. Her product, Mindforge Fractions, was named one of the top 100 children's products for 1998 by Dr. Toy. Dr. Wilcox earned her master's and doctoral degrees in Educational Psychology at the University of North Carolina at Chapel Hill, and a B.B.A. in business administration from the College of William and Mary. She teaches instructional technology, visual communication, instructional design, and research methods. 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. Noorie Brantmeier, AHRD Graduate Program Director

Dr. Noorie Brantmeier is an Assistant Professor and the Director for the AHRD Graduate program. Her career in human resource development has focused on organizational capacity building with Native American organizations and the federal agencies that serve these communities. She has extensive experience as a consultant and is a founding partner of a national consulting firm, Seven Sisters Community Development Group, LLC. Dr. Brantmeier has experience as an external evaluator, researcher, project manager, curriculum developer, trainer, facilitator and grant writer. She earned her Ph.D. in Adult Education and Human Resource Studies from Colorado State University, a master's degree in Social Work from Washington University in St. Louis, and a bachelor's degree in Social Work from Indiana University. Her research interests include human resource development in Indigenous context; student competency development through project-based learning in the HRD classroom, and she collaborates on many mixed methods research project teams. Dr. Brantmeier teaches both undergraduate and graduate level courses.

Dr. Michele 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 a 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. Richard Ingram

Dr. Richard Ingram serves on the Educational Technology faculty of James Madison University (JMU) and as Director of the JMU/Microsoft Partnership for 21st Century Skills. As Director of the JMU Partnership, he is at the forefront of efforts to bring performance certification to technology use in education, as well as to explore the implementation of programs addressing 21st Century Skills, in collaboration with the national Partnership for 21st Century Skills. His proposals have received more than seven million dollars in external funding, addressing areas such as virtual reality, web video, technology use in education, and artificial intelligence. He is currently working on neuroscience research. Prior to coming to JMU, he was a corporate consultant specializing in technical training and performance-based systems.

Diana Meza

Diana is an instructor in the Department of Learning Technology and Leadership Education and the Department of Modern Foreign Languages, Literatures, and Cultures. A native of Colombia, Diana has a Bachelor in Business Administration and a Master's in Education in Adult Education and Human Resources from James Madison University. She currently teaches Adult Learning Theories, Development of Materials and Programs, Diversity in Education, Inquiry in Education, and Spanish. In addition, she serves as the Director of the JMU Dual Master's Degree with the University of Salamanca, Spain in Education with a concentration in Spanish Language and Culture. As a Ph.D. candidate, Diana is interested in effective communication between bilingual and/or bicultural parents and teachers of ELL students. In her free time, she enjoys playing golf, reading and traveling around the world.

Randy Snow

Randy Snow received his master's degree in Adult Learning/Human Resource Development from James Madison University in May of 2006 and received his BS in education from Eastern Mennonite University. He has over 12 years of experience in the corporate sector working for pharmaceutical companies Merck and PRA. His main duties included process analysis, process improvement initiatives, corrective and preventive actions, root cause analysis and the development and reporting of business metrics.

Course Descriptions

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

Designed to provide workshop experience in a variety of areas involving AHRD. Workshop content will be determined by demand, interest, and input from local, regional and state clientele. May be repeated up to six hours. (Offered rarely)

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. (Offered every fall)

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. (Offered every fall)

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. (Offered fall, spring, summer)

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, and meeting goals. (Offered rarely)

AHRD 575. Diversity and Ethics in AHRD. 3 credits.

This course enables students to develop skills, insights, and a critical understanding of diversity, ethics, and global change in adult education and human resource development. Specifically, students will master the complexities of organization, delivery, and management of human resource development programs in diverse, multinational, and global corporate settings. (Offered spring, summer)

EDUC 641. Learning Theories and Practice. 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. (Offered fall, summer)

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. (Offered fall, summer)

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. (Offered spring, summer)

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. (Offered every spring)

AHRD 615. Needs Assessment and Program Evaluation 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.* (Offered every spring)

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.* (Offered spring, summer)

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. (Offered rarely)

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.* (Offered summer, fall)

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.* (Offered fall, summer)

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.* (Offered rarely)

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. (Offered fall)

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

Instructional practices and themes are studied in relationship to programs in higher education. (Offered summer)

AHRD 673. The Community College. 3 credits.

The history, function, and personnel of the comprehensive community college in the American system of higher education are studied. Current issues facing the community college are explored. (Offered summer, spring)

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.* (Offered fall, spring, summer)

AHRD 695. Portfolio. 0 credits.

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

Research Course: Upon completion of all core coursework, students will choose a research course. They may take a one semester research course, AHRD 680 – Reading and Research, OR a two-semester research course, AHRD 700 – Thesis. Students only need to register for ONE of these courses.

AHRD 680. Reading and Research. 3 credits.

Designed to provide the opportunity for supervised reading and research in a special interest area of AHRD. *Prerequisite: Approval from major adviser and completion of a basic research course.* (Offered spring, summer)

AHRD 700. Thesis. 6 credits (split over 2 semesters).

Designed to provide the opportunity for supervised research in a special interest area of AHRD. *Prerequisite: Approval from major adviser and completion of a basic research course.* (Offered fall, spring)

Continuance Courses: Continuance courses are ONLY necessary if the student has completed ALL coursework, including the research project (AHRD 680 or AHRD 700), but has not finished his or her research paper. To complete a research project, a student must defend the paper in front of a committee of faculty members.

AHRD 698. Comprehensive Continuance. 1 credit.

Continued study, research, and writing to complete the Reading & Research Project. This course is taken after all other coursework is completed, including AHRD 680 (Reading and Research). Course is continued until the research project is completed/defended. (Offered as needed)

AHRD 699. Thesis Continuance. 2 credits.

Continued study, research, and writing to complete the thesis. This course is taken after all other coursework is completed, including AHRD 700. Course is continued until thesis is completed/defended. (Offered as needed)

Degree Requirements

The major consists of a minimum of 36 credit hours of course work organized into four components: professional core, concentration area courses, research paper or thesis, and key assessments (qualifying exam, oral comprehensive exam, written exam, research project defense, and portfolio).	
Core Courses	Credit Hours
AHRD 520. Foundations of AHRD	3
LTLE 570: Design and Development of Digital Media	3
EDUC 641: Learning Theories and Practice	3
LTLE 610: Principles of Instructional Design	3
AHRD 615: Needs Assessment and Program Evaluation in AHRD	3
AHRD 630 Research Methods in AHRD	3
AHRD 575: Diversity and Ethics in AHRD	3
AHRD 540: Leadership and Facilitation	3
<u>Research Paper or Thesis</u> (choose one of the following)	
AHRD 680. Reading and Research	3
AHRD 700. Thesis	6
AHRD 695: Portfolio	
Electives or Concentration Courses (see offerings listed below: 6 credits if taking Thesis, 9 credits if taking Reading & Research)	6-9
Total	36

Core Courses

The core requirements consist of foundational courses for understanding AHRD, in which students develop skills in analysis, design, research, technology, evaluation, leadership, and facilitation.	
Minimum Requirements (Core Courses)	Credits
AHRD 520. Foundations of AHRD	3
LTLE 570: Design and Development of Digital Media	3
EDUC 641: Learning Theories and Practice	3
LTLE 610: Principles of Instructional Design	3
AHRD 615: Needs Assessment and Program Evaluation in AHRD	3
AHRD 630 Research Methods in AHRD	3
AHRD 575: Diversity and Ethics in AHRD	3
AHRD 540: Leadership and Facilitation	3
Total	24

Individualized Concentration

The 6-9 hour concentration complements the student’s studies in AHRD 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.

Sample Program Plans

Full-time students normally complete the program in 2 years. Three courses per semester are considered a full-time course load. Since we use a cohort model for full-time students, you will be taking the same courses in the same order as other students in your cohort. Students without work experience in HRD are required to seek an internship during the summer between the first and second year to gain the much needed work experience. Without this experience, it will be difficult to obtain a job in the field upon graduation.

Fall (1st year)	Spring (1st year)	Fall (2nd year)	Spring (2nd year)
AHRD 520 LTLE 570 EDUC 641	AHRD 615 LTLE 610 AHRD 630	AHRD 575 AHRD 700 or Electives (2) AHRD 695 (Portfolio)	AHRD 540 AHRD 680 or AHRD 700 Elective

Part-time students may choose their timeline for completing their degree program, HOWEVER, *all degree requirements must be completed within a 6-year timeframe*. If you work full-time, it is generally a good idea to take one or two courses per semester. Most part-time students take classes during the summer, as well. If you take 2 courses per semester during the fall, spring, and summer, you can complete the program in 2 years using the following plan:

Fall (1)	Spring (1)	Summer (1)	Fall (2)	Spring (2)	Summer (2)
AHRD 520 LTLE 570	LTLE 610 AHRD 615	EDUC 641 AHRD 630	AHRD 575 Elective	AHRD 540 AHRD 680	Elective Elective

Part-time students wishing to proceed at a slower pace will need to speak with their academic advisers to plan out a program of study.

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. 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 AHRD 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 authenticity, 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 AHRD 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, AHRD 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 to:

1. Apply systems theory, analytic systems, principles of adult development, learning theory, leadership theory, and current trends.
2. Successfully navigate business, industry, educational, and other organizational settings.
3. Identify, understand and build effective organizational relationships that support teaching, learning, and performance improvement appropriate to the context.
4. Organize, manage, and evaluate teaching, learning, and performance improvement efforts.
5. 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. Facilitate and lead team-based learning, planning, organizing, and evaluating appropriate to the context.
7. Apply appropriate learning technologies.
8. Recognize and respond responsibly to issues of diversity and ethics.
9. Demonstrate the ability to articulate and forecast the vision and role for teaching, learning, and performance improvement appropriate to the context.
10. 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

In this program, you must purchase and read the textbooks for your classes. You cannot succeed in this program if you do not purchase and read the assigned books. 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 your instructors, supervisors, adviser, 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 AHRD Code of Ethics is grounds for failing a course and being expelled from the program.

Advising

You are assigned a faculty adviser upon admission to the program. AHRD faculty members consider advising to be a very important role, and welcome the chance to be involved in planning your learning experiences, course schedules, and AHRD careers. Prior to your first semester in the program, you may want to contact your adviser for advice on courses to take in the first semester. You are strongly encouraged to meet with your adviser at least once each semester.

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

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.

The AHRD program is both academic and experiential. It is a good idea to join a professional association and participate in the association's meetings. Some good AHRD associations include: *International Leadership Association (ILA)*, *the International Society for Performance Improvement (ISPI)*, *the Association for Talent 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. AHRD students have served as interns with the following organizations: *Banta*, *MillerCoors*, *Merck & Co. Inc.*, *Rockingham Memorial Hospital*, *R R Donnelley and Sons Company*, *Cargill*, *Sunnyside Presbyterian Retirement Community*, *Shickel Corporation*, *Target*, *Truck Enterprises*, *Camp Horizons*, and *The Virginia School for the Deaf and Blind*. Students pursuing summer internships have worked with *Broward County Hospital*, *Jet Blue*, *C2 Technologies*, *Newell-Rubbermaid*, *Target*, *Windwalker*, *Oakwood Technologies*, *Booz Allen Hamilton*, *Craig Technologies*, *JMU Human Resources*, *JMU Training and Development*, *JMU Center for Instructional Technology*, *Compsonics*, *Federal Management Partners*, 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 AHRD theories, research, and practice. In our program, you have a written comprehensive exam to assess your knowledge of the foundational program content, but you also have an “oral” exam where you create a work sample and then have the opportunity to discuss your work with a panel of professors. 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 section 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.

Communication

The AHRD Program is a vibrant, thriving learning community that is constantly transforming, growing, and evolving as you contribute to its vitality.

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

You will receive emails from the AHRD program regarding Pizza and Process meetings, graduate assistantship opportunities, internship opportunities, and job opportunities. Please make sure you regularly check your JMU mail as it is the only email system we use.

Website

Our website address is: <https://www.jmu.edu/coe/ltle/ahrd.shtml>.

Canvas

We have an AHRD organization in Canvas. We use this site to communicate with students, post job listings, and communicate important key assessment information. It is a convenient way for you to communicate with your peers in the program, as well as with faculty.

Dinners/Meetings

Throughout the school year, we meet over dinner to share pizza and discuss the program. Attendance at these meetings is REQUIRED because important information regarding portfolio development, key assessments, dates and deadlines, and professional development opportunities will be shared.

Course Evaluation

As an aspiring AHRD professional, you will begin to realize the importance of continuous improvement of course materials. For this reason, we ask you to PLEASE complete end of course evaluations for each of your AHRD courses. As you complete these evaluations, please remember to be fair in your assessment procedures. This means not personally attacking an individual, but rather providing objective and constructive feedback on how the course may be improved.

Student Progress & Retention

We expect you to do well in your program and to make satisfactory progress. 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 Adviser

Your adviser meets with you to share the concerns of the faculty, giving specific examples of the difficulties that have been observed. Your adviser 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 the problems outlined by the faculty, then you will be dismissed from the program. In addition, your adviser or faculty team will recommend academic, vocational, and personal counseling to you.

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 LTLE Department Head, and then to Dean of the College of Education. Please read the JMU Graduate Catalog for additional information.

Policies & Deadlines

Grades

In graduate school, you are expected to earn a grade of “B” or better. 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 “Cs” in your courses. As there are no grades below a C in graduate school, you need to carefully manage your time to ensure that you are achieving above a B in all courses taken.

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 to the LTLE Department Head. For detailed information, read the University Appeal and Review process that is outlined in the Graduate Catalog.

Course Load

Full-time students normally take 9 credit hours (3 courses) per semester. Part-time students take either 3 or 6 credit hours (1 or 2 courses) per semester.

Key Assessments

Professional Portfolio

All AHRD master's degree candidates are required to maintain a professional portfolio of their graduate work. The portfolio is developed in LTLE 570 and will include work from the AHRD program (**no undergraduate work**), and must contain major class assignments, research papers, technology projects, curriculum development, and examples of work created in Graduate Assistantships, Internships, or professional employment. For students graduating in May, the portfolio is submitted by November 1. For students graduating in December, the portfolio is submitted by April 1. In other words, the portfolio is submitted in the semester prior to graduation to ensure that students have the materials necessary to begin the job application process.

Oral Comprehensive Examination

You are expected to complete the oral comprehensive examination during your last semester in the program. You will be assigned a committee and a time to defend your oral exam. This is the culminating professional experience in the AHRD program. You are expected to take control of the situation, from beginning to end. We expect you to perform as a professional in the field during this examination. Please read the section in this handbook on the oral comprehensive examination for more detailed information regarding the procedure as you will need to submit a videotape, transcript, and paper prior to your oral exam date.

Written Comprehensive Examination

The written comprehensive examination is normally taken in the last semester of study. The exam consists of a case study that is distributed to students approximately 2 weeks prior to the scheduled examination date. On the day of the exam, students are given 2 hours to answer 5 broad questions that relate back to the program's core course content. The best way to prepare for the written comprehensive exam is to form study groups with your peers and work systematically through the content of each of the core courses. If you have read your text books as you have taken the courses, this will not be a problem. While the exam is case based, we expect you to apply what you have learned in the core courses in your responses to the questions. You will need to be able to address needs assessment and performance analysis, how to identify a research problem and conduct research, how to choose appropriate instructional technologies, instructional design processes, how learning theories inform instructional design decisions, leadership models, facilitation strategies, and how to evaluate programs. Most students begin preparing for this exam several months in advance of the administration date.

Course Checklist

We have designed a course checklist 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 required to bring this checklist to your Oral 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.

Graduate students must complete all degree requirements within six years

Reading and 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 AHRD. While we require that the final report include a review of the professional literature and a discussion of the project’s implications for AHRD, it can take any one of the following forms:

- **Research report.** The research report involves 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.
- 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 adviser.

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 will be assigned a research adviser who will be the chair of your M.S.Ed. Research Project committee. In addition, you will have 2 other faculty members serving on your committee. One of them may be your graduate adviser. All committee members must be 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. You will work closely with your chair to develop your paper. As you get close to your defense date, your chair will let you know when you may share your paper with your other readers. Typically, you will have only one meeting with the entire committee – the day of your defense.

Thesis or Reading & Research Paper

The length of your finished paper will depend on the type of research course taken. Theses are longer and more in-depth papers, typically a minimum 50 pages. Reading and Research papers are smaller papers that range from 25 to 50 pages (this does not include abstract, table of contents, reference list, appendices, etc.). All projects involve collecting data and obtaining IRB approval. The sample size required of your project will depend on the type of research (qualitative or quantitative) that you conduct. Qualitative studies typically involve fewer participants, whereas quantitative studies must have a minimum of 30 participants for each variable tested.

The format for the final paper should follow the guidelines presented in the *JMU Thesis and Dissertation Manual*, published by the Graduate School.

You must defend your paper in your final meeting with your committee. You will want to prepare for this defense by creating a PowerPoint slide set that outlines your methodology. Your defense will be two-hour meeting where your committee asks you questions about your work, as well as what your findings might mean. Please make sure you bring Approval Sheets to your defense for signatures. You are expected to be very familiar with your work for this final meeting, including all aspects of the literature you reviewed. In most cases, you will have to make changes to your paper after meeting with your committee. If changes are substantial, your committee members will not sign the approval form that day. Instead, they will sign after you have made all of the changes they have requested.

If you are writing a Thesis, it will be published by The Graduate School and must meet the criteria and submission deadlines posted on the Graduate School website. Several years ago, the Graduate School began publishing theses in the JMU Scholarly Commons. Please check with the Graduate School on their requirements for publishing your thesis digitally.

Deadlines

Prior to meeting with your AHRD 680 course instructor on the first day of class, you must have a proposal ready (in its final form) for her/his approval and you must have completed your IRB forms (to seek approval to conduct your study).

If you do not complete the directed Reading and Research project in time, you must register for **AHRD 699** Comprehensive Continuance. If you do not complete your Thesis in time, you must register for **AHRD 698** Thesis Continuance. Keep in mind that continuance hours do not count towards graduation requirements, even though you must pay tuition for these credit hours.

Evaluation Criteria

For evaluation criteria, please see the Thesis and Reading & Research rubrics in the Appendices of this handbook.

Oral Comprehensive Examination

During your final semester, you will take the oral 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 AHRD.

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

- A media segment example of **AHRD** efforts (must be on a DVD that works on both Mac and PC platforms);
- An accompanying transcript and written analysis the details what transpired during your intervention
- An oral examination with the **AHRD** faculty.

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 your oral comprehensive exam. ***Prior to videotaping, you must make sure you obtain video release forms from all participants. These release forms will be included in your oral comprehensive exam materials submitted to your committee.***

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.

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 that plays on both Mac and PC platforms. ***The segment should include you introducing the intervention.*** (This is added later for purposes of the exam and was learned in LTLE 570.) In the introduction, introduce yourself, the objective, 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 (ETMC). Keep the full-length media source for back up, in case the faculty team should ask to see more, or in case they ask you to edit it. ***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 (acceptable audio, acceptable lighting, well framed shots, smooth camera work), on a DVD that plays on both Mac and PC platforms, and must be audible-- otherwise, it will be returned. If your DVD does not meet these minimum requirements, your oral examination will be rescheduled to the following semester.

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. Make sure you include filler words (um).

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 (think instructional design process and learning theories).
- 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. It is appropriate to use first person when analyzing your case. 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 2 weeks prior to your exam date. If you are unable to make this deadline, your exam will be rescheduled to a later date.

What the Oral Examination Entails

Your oral examination will involve a 2-hour meeting with your committee members. During this meeting, you will play your DVD, discuss your intervention, and address questions by the committee regarding 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.*** Remember, this is your show. Use all of the skills you have learned in the program to create the most professional presentation, appearance, written work and media segment. Please dress for Comps in your best professional clothing – both while you are facilitating during your intervention and during your oral comprehensive exam. 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 AHRD 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 AHRD, 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 recommend that you 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 Oral Comps!

In talking to students who have successfully completed the oral comprehensive examination, we have learned a great deal about how the students view the exam. Students have told us that the experience helped them to pull together useful information and ideas from their earlier courses, from the program; and from their AHRD work experiences; thus enabling them to synthesize what they have learned in the program. In meeting the challenge of the examination, they also discovered a great deal about their overall program knowledge, facilitation skills, comfort level when conducting an intervention, body language, technology skills, and ability to field questions from training participants and comps committee members. 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. **First and foremost: BUY AND READ YOUR TEXTBOOKS.** Master the course content of each course by staying current with the reading in your courses and aiming for excellence in your assignments. Then, document your progress through your portfolio. This process will 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 and support groups.** One of the best ways to prepare is to get together with fellow classmates or colleagues to discuss your experiences and question each other, and offer general support. 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 hard and smart.** 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.
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. **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.

Perfecting Your Transcript and Written Analysis

Take time with your transcript. The transcript is an important document and it is essential that it is accurate. Reviewing your video and writing the transcript can extremely be helpful in identifying your strengths and weaknesses as a facilitator, as the process enables you to discover certain patterns and themes that you may have failed to notice when you simply viewed the media recording.

Pay attention to the quality of your writing. The field of instructional design is a writing intensive field. For this reason, we expect all of our students to be competent with the written word. Organize your document in a logical way, pay attention to your sentence structure, and use correct grammar, punctuation, and spelling. We suggest that you read your work OUT LOUD to identify structural problems with sentences and that you consider taking your paper to the Writing Center for editing.

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. Use complete sentences, good grammar, and avoid the use of run-on sentences.

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 and redundancies.

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:

Clear, easy-to-understand writing. The examiners evaluate your analysis on its clarity, organization, and coherence. If your writing is confusing, it will invite questions by the examiners

AND you will be asked to rewrite your paper. Please read your paper out loud several times to identify problems with wording, logic, and sentence structure.

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.

During Your 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:

Create and use a PowerPoint slide set to help you stay organized. Many students have told us that the use of slides enabled them to stay on track and keep their anxiety to a minimum.

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. This oral examination provides you with 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 expect students to demonstrate several important qualities in the oral examination:

1. An understanding Adult Education and Human Resource Development. You need to show that you have a working knowledge of how AHRD works.
2. An openness 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.

3. An ability to handle 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.
4. An ability to critique 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 adviser 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 write 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 AHRD 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! Please visit Joblink on the Human Resources website if you are interested in applying for an assistantship. The sooner you complete the online application, the better your chances.

Know how the system works. The Graduate School is simply a clearinghouse for paperwork and cannot give you an assistantship. All assistantships are processed through Joblink, and employment offers are made by individual departments (NOT the Graduate School). 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 AHRD Program Director and AHRD Graduate Assistant send along job announcements to all AHRD students and faculty through the AHRD organization in Canvas. Make sure your email address has been entered correctly into Canvas.

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 AHRD students who are GA's have positions outside of AHRD 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 school 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.

You can view your financial accounts on the Web, just login to MyMadison at <https://mymadison.jmu.edu>. Be sure to check your accounts near payment priority dates and before scheduled registration dates.

Contact information for University Business Office is:

University Business Office

Student Success Center Room 5100

MSC 3516

Harrisonburg, Virginia 22807

540/568-6505

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 Graduate Program Checklist

Required Courses	Cr	Date Completed	Instructor
AHRD 520. Foundations of AHRD	3		
LTLE 570: Design and Development of Digital Media	3		
EDUC 641: Learning Theories and Practice	3		
LTLE 610: Principles of Instructional Design	3		
AHRD 615: Needs Assessment and Program Evaluation in AHRD	3		
AHRD 630 Research Methods in AHRD	3		
AHRD 575: Diversity and Ethics in AHRD	3		
AHRD 540: Leadership and Facilitation	3		
Choose One of the Following			
AHRD 680—Reading and Research	3		
AHRD 700—Thesis	3/6		
Elective 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	Some		Moderate	Strong
Exceptional					
	Rationale	Rationale		Rationale	Rationale
				Rationale	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	Somewhat		Moderately	Very
Exceptionally					
	Genuine	Genuine		Genuine	Genuine
Genuine					

4. Rapport

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

5. Self-Awareness (as demonstrated on tape)

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

6. Effective Verbal and Nonverbal Engagement

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

7. Effective Intervention Organization

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

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

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

Insight Insight Insight Insight 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	Some	Moderate	Good	
Exceptional	Quality	Quality	Quality	Quality	Quality

WRITTEN ANALYSIS PORTION**11. Rationale for case**

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

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

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

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

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

14. Control of AHRD Literature

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

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

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

16. Quality of theoretical and practical critique and integration

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

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

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

18. Congruence of written analysis and tape

<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Absent	Minimal Congruence	Some Congruence	Moderate Congruence	Good Congruence	Exceptional Congruence

ORAL PORTION

19. Genuineness (as demonstrated during oral)

<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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 integrated	Studies cited without connection		Studies cited with some connection		Fluent, well 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 Exceptional	Inappropriate dress, language, attire	Minimal Demeanor	Adequate Demeanor	Good Demeanor	Good 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)

<u>-1</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Potentially Exceptionally Harmful Effective	Non- Effective	Minimally Effective	Somewhat Effective	Moderately Effective	Very Effective

29. Recommendation (based on DVD, written analysis, and oral examination)

<u>-1</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Fail High Pass	Fail	Low Pass	Pass	Pass	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 Adviser _____

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

Reading and Research Rubric

Definitions of Ratings for Reading and Research Quality Indicators

5 = Approved with commendation; the level of scholarship is exceptional in this section.

4 = Acceptable as written; all crucial elements are included and adequately described.

3 = Approved, although revisions are strongly suggested in one or more important components that are of markedly lower quality than the rest of the quality indicators in this section. Comments on how to enhance quality are provided for action.

2 = Must be revised and resubmitted because one or more essential components is unsatisfactory.

1 = Absent; must be developed and submitted.

Reading and Research Chapter 1 - Introduction Quality Indicators	<i>Rating</i>
<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. The chapter begins with 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> <ol 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>	

Definitions of Ratings for Reading and Research Quality Indicators

5 = Approved with commendation; the level of scholarship is exceptional in this section.

4 = Acceptable as written; all crucial elements are included and adequately described.

3 = Approved, although revisions are strongly suggested in one or more important components that are of markedly lower quality than the rest of the quality indicators in this section. Comments on how to enhance quality are provided for action.

2 = Must be revised and resubmitted because one or more essentials components is unsatisfactory.

1 = Absent; must be developed and submitted.

<p align="center">Reading and Research Chapter 2 – Review of Literature Quality Indicators</p>	<p align="center"><i>Rating</i></p>
<p>1. The chapter begins with a description of the content and organization of the review, and the strategy used for searching the literature.</p> <p>Comments:</p>	
<p>2. 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 substantiate the rationale/conceptual framework for the study (for qualitative studies) b. describe the research variables (quantitative) OR describe potential themes and perceptions to be explored (qualitative). <p>Comments:</p>	

Definitions of Ratings for Reading and Research Quality Indicators

5 = Approved with commendation; the level of scholarship is exceptional in this section.

4 = Acceptable as written; all crucial elements are included and adequately described.

3 = Approved, although revisions are strongly suggested in one or more important components that are of markedly lower quality than the rest of the quality indicators in this section. Comments on how to enhance quality are provided for action.

2 = Must be revised and resubmitted because one or more essentials components is unsatisfactory.

1 = Absent; must be developed and submitted.

<p align="center">Reading and Research Chapter 3 – Methodology Quality Indicators</p>	<p align="center"><i>Rating</i></p>
<p>1. The chapter begins with a review of how the research study relates to research questions and/or problem statement.</p> <p>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.</p> <p>Comments:</p>	
<p>3. The Role of the Researcher in the data collection procedure is described.</p> <p>Comments:</p>	
<p>4. 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. 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.</p> <p>Comments:</p>	
<p>5. Measures for ethical protection of participants are adequate.</p> <p>Comments:</p>	
<p>6. Data collection, including instrumentation, and recording and coding procedures, are described. Any systems used for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems) are clearly described.</p> <p>Comments:</p>	

Definitions of Ratings for Reading and Research Quality Indicators

5 = Approved with commendation; the level of scholarship is exceptional in this section.

4 = Acceptable as written; all crucial elements are included and adequately described.

3 = Approved, although revisions are strongly suggested in one or more important components that are of markedly lower quality than the rest of the quality indicators in this section. Comments on how to enhance quality are provided for action.

2 = Must be revised and resubmitted because one or more essentials components is unsatisfactory.

1 = Absent; must be developed and submitted.

<p align="center">Reading and Research Chapter 4 – Data Analysis Quality Indicators</p>	<p align="center"><i>Rating</i></p>
<p>1. A summary of the process by which the data were generated, gathered, and recorded is provided.</p> <p>Comments:</p>	
<p>2. Researcher biases are presented and discussed.</p> <p>Comments:</p>	
<p>3. 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>4. Handling of discrepant cases and nonconforming data is addressed.</p> <p>Comments:</p>	
<p>5. 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>6. 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 appendices (sample transcripts, researcher logs, field notes, etc.). <i>(May appear in next chapter)</i></p> <p>Comments:</p>	

Definitions of Ratings for Reading and Research Quality Indicators

5 = Approved with commendation; the level of scholarship is exceptional in this section.

4 = Acceptable as written; all crucial elements are included and adequately described.

3 = Approved, although revisions are strongly suggested in one or more important components that are of markedly lower quality than the rest of the quality indicators in this section. Comments on how to enhance quality are provided for action.

2 = Must be revised and resubmitted because one or more essentials components is unsatisfactory.

1 = Absent; must be developed and submitted.

<p align="center">Reading and Research Chapter 4/5 – Conclusions and Recommendations for Future Research Quality Indicators</p>	<p align="center"><i>Rating</i></p>
<p>1. The chapter begins with a brief overview of why and how the study was done, 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, preconceived ideas or 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>7. Appendices are included to support information from the study</p> <p>Comments:</p>	
<p>8. There are enough references to support the information, and references are cited in the correct formatting</p> <p>Comments:</p>	

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)</p>

General Comments <i>Comments on the following indicators of quality apply to the manuscript as a whole.</i>	
<u>Writing Style and Composition</u>	
<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>	
<u>Organization and Form</u>	
<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>	
Overall Thesis Writing Standards: <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>	<i>Rating</i>

Thesis Chapter 1 - Introduction Quality Indicators	<i>Rating</i>
<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> <ol 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> <ol 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.</p> <p>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.</p> <p>Comments:</p>	
<p>3. The Role of the Researcher in the data collection procedure is described.</p> <p>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.</p> <p>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.</p> <p>Comments:</p>	
<p>6. Measures for ethical protection of participants are adequate.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Comments:</p>	
<p>10. If an exploratory study will be (or was) conducted its relation to the larger study is explained.</p> <p>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> <ol 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> <ol 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> <ol 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>	