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About this issue . . .

As you will discover in his Farewell, and in the tribute from the editorial board, this issue marks the end of Ken Silber's long and fruitful editorship of the *Journal of Instructional Development*.

This issue also contains a number of articles of exceptional interest. Daniel and Ely describe a study of the difficult task of assessing the competencies which school media programs must teach in order to attain certification.

Paul Harmon offers a new model for the analysis and development of instructional materials—a "top-down" method—which combines behavioral and cognitive approaches. He illustrates the method with an example of its application.

Ken Silber reports the findings of his study of nine graduate programs in instructional development, covering the spectrum of Residential PhD, Commuter PhD, and MA Only institutions.

Allison Rossett presents a lucid analysis of needs assessment, as well as a method for establishing which questions the developer should ask in this phase of front end analysis.

Jodi Bonner's article emphasizes the differences between children and adults as learners, and offers an extension of the Gagne-Briggs model of instructional design to accommodate the unique characteristics of adult learners.

In this extra-long issue of JID, you will also find our regular book reviews, as well as ERIC reports of interest.