Environmental Management

**College of Integrated Science and Technology**

**ENVM 480. Selected Topics in Environmental Management.** 1-4 credits. Topics in environmental management which are of interest to the upper-division student but not otherwise covered in the regular course offerings. Offered only with the approval of the director. May be repeated for credit when course content changes. Students should consult the instructor prior to enrolling. Prerequisite: Junior or senior standing in environmental management program. Topic selected may dictate additional prerequisites.

**ENVM 490. Environmental Management Seminar.** 2 credits. A literature-based seminar in environmental management, this course emphasizes student investigation and research, presentation and discussion. Prerequisite: Senior standing in environmental management program.

**ENVM 491, 492. Senior Thesis Project I and II.** 3 credits each. In this two-course sequence, the student performs an independent research and/or engineering project to identify and analyze an environmental management problem and develop a practical solution. May be taken to satisfy the requirements set forth by the Honors program. Prerequisite: Senior standing in environmental management program.

Exceptional Education

**College of Education**

**EXED 200. Foundations of Exceptional Education.** 3 credits. This course is designed to support study of the historical perspectives, models, theories, philosophies, and trends that provide the basis for exceptional education practice. The status of persons with ELNs, legislative and judicial mandates and current regulation related to individuals with ELNs, and the “Rights and responsibilities” of various stakeholders as they relate to exceptionality will be stressed. The role of culture, environment, family and exceptionality will be explored.

**EXED 202. Field Experiences in Special Education.** 3 credits. Provides students with supervised experiences with persons with disabilities. Placements are made in various settings including schools, institutions and recreational programs. Prerequisite: EXED 200 and permission of the instructor.

**EXED 300. Educational Technology for Students with Disabilities.** 1 credit. An introduction to instructional technology for persons with disabilities. The role of assistive technology in the educational process is investigated. Students are exposed to a variety of instructional programs and equipment. Federal and state guidelines, interdisciplinary team functioning, and program, as well as equipment selection, are addressed. Prerequisite: Teaching and non-teaching minors only.

**EXED 302. Mentoring Children and Youth with Mild Disabilities.** 2 credits. The course will provide students with the knowledge and skills to engage in mentoring of children and youth with learning disabilities and attentional disorders. Students will focus on increasing their understanding of self-awareness related to living with a disability, effective compensatory learning strategies and self-advocacy skills. Prerequisite: Because of the purpose of this course is to increase self-awareness and mentoring skills related to understanding disabilities, it is open only to students who are registered with the Office of Disability Services.

**EXED 303. Foundations of Classroom and Behavior Management.** 3 credits. This course was designed to provide students with an understanding of and skill to apply classroom and behavior management techniques and interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. Diverse approaches for classroom and behavior management based upon behavioral, cognitive, affective, social and ecological theory and practice will be learned. Students enrolled in SPED K12 teacher education only. Prerequisite: EXED 200.

**EXED 306. Lifespan Issues for Individuals with Disabilities.** 3 credits. This course examines how issues such as legal mandates and policies, self-advocacy, family involvement, educational services, transition, and interagency collaboration impact individuals with disabilities and their families from birth through postsecondary life. The students will be challenged to compare and analyze needs and services available and accessed by individuals with disabilities. Prerequisite: For special education non-teaching minors and students in the chronic illness concentration.

**EXED 310. Survey of Emotional Disturbance.** 3 credits. A detailed study of the characteristics, diagnosis, treatment, assessment and education of individuals with emotional/behavioral disorders. Medical, psychological, behavioral and environmental causes are presented as well as therapeutic interventions, educational resources and instructional strategies. Prerequisite: EXED 200 and non-teaching minors only.

**EXED 312. Field Experience in Special Education and Diversity.** 1 credit. Students devote 30 clock hours to activities in school and non-school settings that emphasize diversity of individuals and families. Prerequisite: Teaching and non-teaching minors only; Corequisite: EDUC 310.

**EXED 320. Survey of Learning Disabilities.** 3 credits. A detailed study of the theories, characteristics, etiology and needs of individuals with learning disabilities including ADHD. Focus will be on causation and terminology as well as historical perspectives and current trends related to practices in identification and treatment of learning disabilities. Prerequisite: EXED 200 and non-teaching minors only.

**EXED 330. Survey of Intellectual Disabilities.** 3 credits. A detailed study of the characteristics, diagnosis, treatment, and education of individuals with intellectual disabilities. Medical aspects and implications for support needs are addressed as well as educational settings, resources, and instructional techniques designed to facilitate integration for individuals with intellectual disabilities. Prerequisite: EXED 200 and non-teaching minors only.

**EXED 341. Characteristics of Learners with Disabilities Accessing the General Curriculum.** 4 credits. This course was designed to cover definitions, characteristics, and legal and medical aspects of children and youth with disabilities relative to age, level of severity, and developmental manifestations. Family, cultural, socioeconomic, environment and developmental issues related to the education of persons with disabilities will be explored. Knowledge of developmental, learning and behavioral supports, as well as ethical issues and standards of professional behavior will be emphasized. Prerequisites: PSYC160 and EXED 200. Corequisites: EXED 376, MAED 430 and READ 430.

**EXED 375. Overview Study of Autism Spectrum Disorders.** 3 credits. This course is designed to provide an overview of the current issues involved in working with children who have been identified as having an autism spectrum disorder. Areas addressed will include learning characteristics, current research and factors involved with causation, assessment and diagnosis. We will discuss positive behavioral supports, social skills development; sensory processing, motor planning and sensory integration; and communication and language development. We will review current research related to the evaluation, planning, instruction and supports for students with a disability on the autism spectrum. A range of institutional methodologies and techniques will be emphasized throughout the course. Students cannot earn credit for both EXED 416 and EXED 375.

**EXED 376. Initial Practicum for Special Education Pre-professional Preparation.** 1 credit. This course is designed to provide an opportunity to observe the teaching and learning of general curriculum in mathematics and reading. Students will have the opportunity to practice, one-on-one, some of the instructional and management techniques presented in EXED 303, MAED 430 and READ 430 as well as reflect on the implications for persons with exceptional learning needs as covered in EXED 200 and SPED 341. Prerequisites: EXED 200 and EXED 303. Corequisites: MAED 430, READ 430 and EXED 341.

**EXED 401. Issues in Exceptional Education.** 1-3 credits. Considers current problems and issues in special education as they relate to the professional education of teachers. EXED Teaching and non-teaching minors only with permission of instructor.

**EXED 403. Models of Service Delivery for Exceptional Learners.** 2 credits. This course was designed to provide an overview of the structure and organization of general education classrooms and other instructional settings representing the continuum of educational and support services for learners who are gifted/talented, second language speakers and/or who have disabilities. Students will also learn of the school and community resources available to support the learning of individuals with exceptional learning needs. Prerequisites: EDUC 300 and EXED 200.

**EXED 416. Overview and Assessment of Autism Spectrum Disorders.** 3 credits. This course is designed to provide an overview of the current issues involving working with children who have been identified as having an autism spectrum disorder. Areas covered in-depth will include learning characteristics, current research and factors involved with causation,
assessment and diagnosis. We will discuss positive behavioral supports; social skills development; sensory processing, motor planning and sensory integration; and communication and language development as these will be covered in much greater depth in other courses. A range of institutional methodologies and techniques will be emphasized throughout the course. EXED 417. Communication, Language and Sensory Issues of Autism.

This course is designed to provide an in-depth study of the current issues involved in working with children who have been identified as having an autism spectrum disorder. We will discuss only briefly learning characteristics, current research and factors involved with causation, assessment and diagnosis, and positive behavioral supports to set the stage. The bulk of our time will be spent exploring social skills development; sensory processing, motor planning and sensory integration; and communication and language development. We will consider a range of institutional methodologies and techniques for providing instruction, support and generalization of skills in these areas. Prerequisite: EXED 416.


This course is designed to provide an in-depth look at the behavioral challenges those with a disability in the autism spectrum might face and display. Areas addressed will include behavioral characteristics, current research and factors related to behavioral challenges in this population, positive behavioral supports, Functional Behavioral Plan Development, implementation and monitoring. We will cover data collection in relation to assessment and monitoring behaviors. We will review social skills development; sensory processing, motor planning and sensory integration; and communication and language development as these are covered in much greater depth in other courses. A range of institutional methodologies and techniques will be emphasized throughout the course. Prerequisites: EXED 416 and EXED 417.

EXED 420. Developing and Managing the Special Education Instructional Program. 1 credit.

This course explores the practical skills and strategies needed to develop and implement programming for K-12 special education students. Skills will be applicable in consultative, self-contained, resource and integrated settings. EXED 430. Practicum in General Education Methods. 2 credits.

This practicum experience is designed to enhance understanding of the scope and sequence of the general education curriculum, explore the impact of state curriculum standards and provide an opportunity to observe teaching methods in language arts and mathematics.

EXED 431. Assistive Technology for Individuals with Sensory Impairments. 2 credits.

This course is designed to heighten the awareness of participants to specific technology and resources available to enhance and improve the abilities of individuals with sensory impairments to succeed in school, daily living activities and employment. This course is delivered via a distance education format. Prerequisite or corequisite: EXED 435.

EXED 432. Braille Code. 3 credits.

This course provides instruction in the development, use and application of the Braille literary code and its implications for educational/literacy programs for students with visual disabilities. Students will develop the skills to read and write contracted and uncontracted Braille, while acquiring instructional methodologies for teaching children who are blind to read and write. Sources of Braille materials for educational purposes are identified. This course is delivered via a distance education format. Prerequisite or corequisite: EXED 425.

EXED 433. Orientation and Mobility for Students with Visual Impairments. 2 credits.

This course provides the foundation for understanding the components and essence of orientation and mobility. It establishes how the need for independent travel by individuals with visual impairments created the field of Orientation and Mobility; explores the philosophy and history of orientation and mobility including cane instruction, dog guides and methods of travel, and addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized. This course is delivered via a distance education format. Prerequisite or corequisite: EXED 435.

EXED 434. Curriculum and Assessment for Students with Visual Impairments. 3 credits.

This course provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students practice assessing and planning educational programs for students with visual impairments. Also covered in this course are assessment technology for students with visual impairments; determination of learning needs and appropriate learning media; and the relationship of assessment, IEP development, and placement. This course is delivered via a distance education format. Prerequisite or corequisite: EXED 435.

EXED 435. Characteristics of Students with Visual Impairments. 1 credit.

This course provides an overview of the characteristics of and services to persons with visual impairments, including the impact of visual impairments on infants’ and children’s growth and development, and physical implications of a visual impairment. This course is delivered via a distance education format.

EXED 440. Classroom Management and Professional Collaboration. 3 credits.

A focus on techniques used to manage the behavior of students. Emphasized are strategies used to prevent inappropriate behavior from occurring and/or worsening. Other interventions are taught such as techniques for working with others (e.g., parents, teachers, administrators) who may provide behavior management assistance to teachers and administrators.

EXED 441. Functional Applications of Low Tech Assistive Technology. 2 credits.

This course will focus on functional applications of low-technology solutions within the areas of self-care, mobility and transfer, communication, stability and support; sports, recreation, and leisure; and academic and work environments. The course will include exploration and opportunities to design and create low-tech devices for children and adults. Prerequisite: EXED 300.

EXED 442. Computer Technology and Individuals with Disabilities. 3 credits.

This course is designed to increase students’ awareness and understanding of computer technology and its implications for individuals with disabilities. It will examine the accessibility of standard computer hardware and software as well as explore available assistive technologies designed to enhance computer accessibility and the functional capabilities of individuals with disabilities. Laboratory and demonstration experiences will enable students to better utilize devices and software in a variety of settings. Prerequisite: EXED 300, EXED 441 or permission of the instructor.

EXED 443. Assistive Technology Use for Individuals with Disabilities. 2 credits.

This course is designed to enhance students’ awareness and understanding of the range of assistive technologies available and their instructional implications for individuals with disabilities. Laboratory and demonstration experiences will enable students to select and utilize devices and software in settings serving individuals with disabilities. Prerequisite: EXED 300.

EXED 450. Principles of Specialized Reading Instruction. 3 credits.

This course will focus on the acquisition and development of reading skills for students with disabilities. Content includes: characteristics of students with reading disabilities, informal assessment strategies; relationship of oral language to reading; stage-development of reading skills; research-based instructional methods; principles of specialized reading instruction; scientifically-based reading programs for students with disabilities; and collaboration to support reading development. Prerequisite: READ 430. Corequisite: EXED 476.

EXED 455. Collaborative Teaching for Learners with Disabilities. 3 credits.

Students in this course will gain knowledge and practice skills in consultation, case management, and collaboration with individuals, families, educators, related service providers, and other human service professionals. An overview of collaborative processes, collaborative models for supporting the education of students with disabilities and for effective management of paraprofessionals will be studied. Prerequisite: EXED 200 and Exceptional Education Non-teaching minors only.

EXED 460. Differentiation of Instruction and Academic Collaboration. 3 credits.

This course assists preservice teachers in using their understanding of exceptional learners and learning to accommodate the diversity of students in the general education classroom. In addition, preservice teachers will explore the roles of teachers and how general and special education teachers collaborate to meet the needs of exceptional students. Teaching education students only.

EXED 465. Perspectives of Early Childhood Special Education. 3 credits.

This course is designed to provide the student with an overview of educational programming and service delivery for children with developmental delays and/or disabilities, ages 0 to 5. Particular attention is given to federal legislation, historical perspective and current recommended practice in programming educational services for young children with delays and/or disabilities.

http://www.jmu.edu/catalog/13
EXED 474. Assessment and Evaluation for Management of Instruction and Behavior. 4 credits.
This course was designed to provide study and application of the foundations of assessment and evaluation related to management of instruction and behavior of individuals with ELNs. The course emphasizes issues and skills in selection, administration, interpretation and use of a variety of tools and techniques in all stages of the decision making process for instruction and behavior management. Application of this new knowledge and skill will be through case-studies and direct assessment. Prerequisites: EXED 200, EXED 341, PSYC 270. Corequisite: EXED 476.

EXED 475. Building Instructional Programs and Plans for Learners with Disabilities. 3 credits.
Designed for exploration of practical skills and strategies in development and use of programming to meet the academic and behavioral needs of students with disabilities accessing the K-12 general curriculum. Skills will be applicable in a variety of settings and service delivery models. Includes purposes and procedures involved in the development of IEPs and the selection or design of CBA to plan and evaluate instruction in academics, social behaviors, and life skills. Prerequisites: EXED 200 and EXED 341.

EXED 478. Practicum in Assessment and Instructional Planning. 2 credits.
This practicum is designed to provide a structured supervised experience assessing learning, planning and delivery of instruction to students with disabilities accessing the general education curriculum, and gathering data to make decisions about the effectiveness of instruction. Application of skills in planning and teaching, creating instructional materials, collecting performance data, managing behavior and developing social skills will be emphasized. Prerequisites: EXED 303, EXED 341, READ 430, MAED 430.

EXED 484. Instructional Methods for Learners with Disabilities. 3 credits.
This course is designed to teach specialized methods for teaching academic skills to individuals with disabilities accessing the K-12 general curriculum. Emphasis is on evidence based instructional approaches that are effective for persons with disabilities. Focus is on specific remedial methods for reading, math, and writing appropriate for the cognitive level of the learner and parallel to the supports and scaffolds used in the general curriculum. Prerequisite: EXED 474. Corequisite: EXED 486.

EXED 485. Systematic Behavioral Support and Interventions. 3 credits.
Designed for application and evaluation of group management techniques and individual interventions that teach and maintain emotional, behavioral and social skills. Systematic behavioral interventions to support the behavior and learning of individuals with disabilities accessing the general education curriculum (positive behavioral supports, functional assessments of behavior, teaching social skills) are studied. Data collection procedures to inform practice are examined. Prerequisites: EXED 303 or EXED 440, EXED 341.

EXED 486. Supervised Clinical Practice with Methods and Individualized Behavior Support. 3 credits.
This practicum provides a structured supervised experience in selecting and using specialized methods for teaching academic skills, group management techniques, and interventions that teach and maintain emotional, behavioral and social skills instruction to students with disabilities, and gathering data to make decisions about the effectiveness of intervention. Students will also have the opportunity to refine knowledge and skill application from previous program work. Prerequisites: EXED 303 or EXED 440, EXED 341, EXED 474. Corequisites: EXED 494.

EXED 490. Special Studies in Special Education. 1-3 credits each semester.
Designed to allow the student to complete independent study under faculty supervision. Prerequisite: Permission of the department head. EXED 499. Honors. 6 credits. See catalog section “Graduation with Honors.”

Family Studies

Department of Social Work

FAM 133. The Contemporary Family. 3 credits.
Concepts of variations in forms and lifestyles of families. Consideration is given to the family life cycle and the interdependency between the family and society. FAM 300. Child Development. 3 credits.
A study of the factors influencing the physical, cognitive, social and emotional growth of the young child. Emphasis is given to the importance of family relations and development of observational skills. Prerequisite: GPSYC 101, GPSYC 160 or equivalent.

FAM 325. Parent-Child Relationships Across the Lifespan. 3 credits.
Focuses on intergenerational caregiving and interactions across the lifespan and generations. Uses a developmental framework to explore family life as the territory in which people fulfill relational responsibilities to children and parents while simultaneously attending to independent life stage challenges. Prerequisite: FAM 133 or SOCI 278.

FAM/SERN/PNPS/SOWK 375. Grant Writing for Agencies. 3 credits.
Emphasizing active learning, this course teaches the basics of grant and proposal writing. Efficient research, persuasive prose and the importance of relationships are stressed. Private and corporate philanthropy and government grants are examined.

FAM/SOWK 386. Youth Empowerment Strategies (YES). 3 credits.
Students learn to use group activities that include the creative arts, low ropes and self-discovery in youth empowerment. The goal is to help youth build life skills and make informed decisions. Prior to beginning work with youth, students complete 25 hours of training.

FAM 400. Issues and Applications. 3 credits.
This seminar is designed to integrate and apply knowledge from the student’s major and the family issues minor. A substantial, in-depth Individualized project will strengthen the student’s capabilities in research, information access and self-directed learning. Prerequisites: FAM 133 or SOCI 278, three additional courses in the family studies minor, and junior or senior standing.

FAM 487. Special Topics in Family Studies. 3 credits.
Examination of selected topics that are of current importance to family studies. Course may be repeated for credit. Prerequisites: FAM 133 or SOCI 278.

FAM 490. Special Studies in Family Studies. 1-3 credits.
The course is designed to give capable students in family studies an opportunity to complete independent study under faculty supervision. Course may be repeated for credit. Prerequisites: FAM 133 or SOCI 278 and two additional courses in the family studies minor or permission of the instructor.

Finance

College of Business

FIN 210. Principles of Real Estate. 3 credits.
Emphasizes industry principles and economic factors influencing the real estate business. Subjects include contracts, deeds, valuation, financing and subdivision development.

FIN 250. Introduction to Quantitative Finance. 3 credits. Spring only.
The purpose of this course is to provide a broad introduction to the markets and instruments of engineered finance. The focus of the course is to expose students to the properties and uses of the array of non-traditional financial instruments that are increasingly trading in both the exchange and over-the-counter markets. Prerequisite: Minimum grade of “C” in MATH 235, MATH 236, ECON 201 and GECON 200.

FIN 301. Principles of Finance. 3 credits.
The purpose of this course is to provide a foundation in the principles and tools of finance, which include financial analysis, the time value of money, capital budgeting and capital structure. Open to students with a B.S. or B.A. economics major with a concentration in finance as well as students majoring in health sciences. Not open to students who are required to take COB 300. Prerequisites: Junior standing and COB 241.

FIN 302. Spreadsheet Skills in Finance. 1 credit.
The purpose of this course is to offer experience with the spreadsheet applications in finance, including financial functions, statistical functions, reference functions, ActiveX, PivotTables and macros. Prerequisite: FIN 360. Open only to finance majors.

FIN/ECON 325. Money and Banking. 3 credits.
The purpose of this course is to examine the economic role of money, banking, and monetary policy within current institutional settings and under alternative theories explaining the interrelationships between money, the financial system and economic activity. Prerequisites: ECON 201 and GECON 200.

FIN/MATH 328. Time Series Analysis. 3 credits.
The purpose of this course is to examine regression and exponential smoothing methods for forecasting nonseasonal and seasonal time series, stochastic processes, and Box-Jenkins’ autoregressive and moving average models. Prerequisites: MATH 238 and MATH 318.

FIN 345. Finance for the Non-Financial Manager. 3 credits.
The purpose of this course is to build a foundation of theoretical concepts and analytical techniques to aid management decisions on financial problems. Topics include: working capital and fixed asset management for