Human Resource Development

College of Education

HRD 100. Human Resource Development Leadership Laboratory. 2 credits.
Hands-on practicum of leadership strategies and techniques designed to give each student a better appreciation for the dynamics of leadership in intimate, physically challenging and stressful environments, both indoors and out. Students operate in teams which are formed and reorganized on a continuous basis, surrounded by peer at several levels of leadership experience and training. Collaborative learning is enhanced when students apply what they learn in class by describing relevant lessons learned through experiences outside the classroom. The focus of this course is to provide students with the opportunity to lead and follow in an observed setting and receive constant feedback and mentoring on their demonstrated leadership skills. Students learn though leading as well as through a critical reflection, inquiry, dialogue and group interaction.

HRD 101. Introduction to Leadership. 1 credit.
An introduction to various leadership styles and their effect on organizations; insights into the leader's roles and responsibilities within the context of the organization; character and values based leadership; classic leadership actions; the importance of self-improvement in the areas of time management, health and fitness, goal setting, academic accomplishment and communication; group dynamics; and the development of interpersonal skills. Corequisite: HRD 100.

HRD 145. Leadership in a Diverse World. 3 credits.
This leadership course, focusing on diversity, examines leading, leadership and change while encouraging practical application. Students conduct research on leadership in a diverse world, explore change leadership from multiple perspectives and examine leadership in everyday settings, particularly daily leader and follower interaction. Self-assessment of diversity and leadership assumptions, models, context and themes are addressed.

HRD 201. Leadership Styles Theory and Application. 2 credits.
Explores the dimensions of creative and innovative leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the leadership framework (train and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing and assessing team exercises and participating in leadership skills labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of institutional structures, duties and responsibilities of organizational/institutional leaders, and leadership in small organizations. Case studies provide tangible context for learning leadership skills; values, actions and attributes as they apply to a contemporary setting. Prerequisites: HRD 100, HRD 101. Corequisite: HRD 202.

HRD 202. Developing Leader Skills. 2 credits.
Examines the challenges of leading teams in a complex contemporary operating environment. This course highlights dimensions of leadership actions as well as developing an understanding of the process to develop plans and orders for others to execute. Continued study of the theoretical basis of the leadership framework explores the dynamics of adaptive leadership in the context of historical settings.

Inclusive Early Childhood Education

College of Education

IECE 200. Introduction to Inclusive Early Childhood Education. 1 credit.
This course is designed to introduce students to inclusive early childhood education as a profession. Students will become acquainted with professional ethics and standards, professional organizations and the roles and responsibilities of teachers in inclusive environments. Students will engage in observation and reflection on practices in inclusive early childhood education.

IECE 300. Programming and Practices in Inclusive Early Childhood Education. 3 credits.
This course is designed to introduce students to the issues and trends in the education of all infants, toddlers and young children. It will provide the historical, philosophical, social and legal background for current practices in the field and will engage students in synthesizing and analyzing this information along with research as it pertains to professional practice. Prerequisite: Admission to teacher education pre-professional licensure program.

IECE 301. Inclusive Early Childhood Education Programming and Practices Practicum. 1 credit.
This practicum supports IECE 300. Students will further their understanding of the issues and trends impacting young children and their families in our community and evaluate their own perspectives and skills as they pertain to working with young children and families from diverse backgrounds, with diverse abilities and in diverse settings. Prerequisite: Admission to teacher education pre-professional licensure program.

IECE 320. Development and Assessment of Infants. 3 credits.
This course provides students with an understanding of the development of infants and toddlers with and without exceptionalities. Students will acquire knowledge and skills in authentic assessment to be used in decision making and service planning. Prerequisites: IECE 300 and IECE 301. Corequisites: IECE 321 and IECE 322.

IECE 321. Practicum Supporting the Development of Infants and Toddlers. 2 credits.
This practicum supports IECE 320 and 322 by requiring students to engage in supervised and planned naturalistic interactions with infants and toddlers, who are typically developing or have developmental delays or disabilities, and their families. Students will have the opportunity to observe, assess and support infants and toddlers' development while collaborating with families. Prerequisites: IECE 300 and IECE 301. Corequisites: IECE 320 and IECE 322.

IECE 322. Supporting the Development of Infants and Toddlers. 3 credits.
This course explores, analyzes and evaluates curriculum and methodology related to designing and managing nurturing, supportive and enriching learning environments for infants and toddlers. Focus is on naturalistic...
teaching methods, curricula planning, implementation strategies, environmental arrangements and accommodation for all infants and toddlers, in collaboration with the primary caregiver. Students will learn to use technology to support children's learning. Prerequisites: IECE 300 and IECE 301. Corequisites: IECE 320 and IECE 321.

IECE 420. Development of the Young Child. 3 credits. This course provides students with an understanding of the development of young children, ages four to nine years, with and without exceptionalities. Students will be introduced to and apply informal and formal assessment to be used in decision making and educational planning and delivery. Prerequisites: IECE 320, IECE 321 and IECE 322. Corequisites: IECE 421 and IECE 422.

IECE 421. Practicum in Development of the Young Child. 1 credit. This practicum is designed to support IECE 420 and IECE 421, by giving students experience in a preschool classroom. Students will observe young children, collect data, assist classroom teachers and interact appropriately with the individuals within the learning environment. Students will analyze the preschool environments for access by all young children. Prerequisites: IECE 300, IECE 301, IECE 320 and IECE 322. Corequisites: IECE 420 and IECE 422.

IECE 422. Teaching Young Children. 3 credits. This course explores, analyzes, and evaluates curriculum and methodology related to the design and management of a nurturing, supportive, and challenging learning environment for children ages 3-8 years. Emphasis is on the physical environment, design and selection of curricular components, the role of play in the curriculum, skills for professional intervention and interaction, and use of technology to facilitate young children's learning. Prerequisites: IECE 320, IECE 321 and IECE 322. Corequisites: IECE 420 and IECE 421.

IECE 423. Practicum: Teaching Young Children. 1 credit. This practicum is designed to give students the opportunity to practice knowledge and skills learned in IECE 422. Students will participate as a member of the teaching team, demonstrate professional behavior and interactions with young children and adults and support instruction in a preschool setting. Prerequisites: IECE 320, IECE 321 and IECE 322. Corequisites: IECE 420, IECE 421 and IECE 422.

IECE 460. Instructional Practices in Numeracy. 3 credits. This course provides students with the knowledge, skills, and understandings necessary to design and implement effective mathematics programs for young children, birth to age eight, with and without exceptionalities. Focus is on appropriate mathematical content, teaching strategies, and manipulative materials from a developmental perspective with special emphasis on adaptations designed to meet the needs of all children. Prerequisites: IECE 420, IECE 421, IECE 422 and IECE 423. Corequisites: IECE 461, IECE 462, IECE 464 and IECE 466.

IECE 461. Practicum in Primary Grades. 3 credits. This practicum allows students to develop educational decision-making skills through planning, implementing and evaluating appropriate activities for young children of diverse interests, needs, and abilities. Students apply strategies to assess learning, guide behavior, and collaborate with other service providers and families. Students engage in conversations designed to make connections between their experiences and IECE content. Prerequisites: IECE 420, IECE 421, IECE 422, IECE 423 and READ 386. Corequisites: IECE 460, IECE 462, IECE 464, IECE 466 and READ 436. IECE 462. Instructional Practices in Natural Sciences for Young Children. 1 credit.

This course provides students with the knowledge, skills and understandings to design and implement effective natural science programs for all young children, birth to age eight. Focus is on appropriate science content, teaching strategies and materials from a developmental perspective designed to meet the needs of all young children. Students will use technology to support access to the learning environment and curriculum. Prerequisites: IECE 420, IECE 421, IECE 422 and IECE 423. Corequisites: IECE 460, IECE 461, IECE 462, and IECE 466.

IECE 466. Seminar in Managing Classrooms and Guiding Behavior. 1 credit. This seminar examines research and professional literature on effective strategies for guiding young children's behavior and managing groups. IECE 466 uses experiences in IECE 461 as a foundation for reflection, dialogue and development of a personal philosophy of classroom management. Prerequisites: IECE 420, IECE 421, IECE 422 and IECE 423. Corequisites: IECE 460, IECE 461, IECE 462 and IECE 464.

Individualized Study

Outreach and Engagement

IS 200. Individualized Studies Major Program Development. 3 credits. An introductory course designed to prepare students for transition into higher education programs. Specific content includes focusing a concentration, selecting an academic advisor, creating an individualized program, technology in higher education, accessing career resources, career decision making skills, self-awareness, life planning, identifying college level experiential learning, documenting experiential learning, determining a credit request and organizing a portfolio for assessment. Prerequisite: Individualized studies majors and individualized studies special students only.

IS 202. Orientation to Career and Life Planning. 1 credit. A short orientation course designed to prepare students for transition into higher education programs. Specific content includes identifying college level experiential learning, documenting experiential learning, determining a credit request and organizing a portfolio for assessment. Prerequisite: Individualized studies majors and individualized studies special students only.

IS 250. Service Learning. 1-6 credits, repeatable to 6 credits. Leadership, citizenship and professional competencies may be acquired through community service experiences. Documented service learning competence will be assessed by the Community Service Learning and credit awarded as appropriate. Prerequisite: IS 200.

IS 270. Selected Topics. 1-6 credits, repeatable. In-depth study of selected topics with current importance and interest to lower division students that are not otherwise covered in the regular course offerings of academic units. Course content will vary. Prerequisite: Approval of the "Course Agreement Form" by the Individualized Study department head. IS 275. Dollars and Sense. 3 credits. This practical course will review the affect a personal philosophy on money, and management of personal finances, has on all aspects of life when it comes to securing the American Dream. Students will learn real life skills in the areas of eliminating debt, creating a budget, understanding investments and insurance, saving money, planning for retirement, shopping for a house and other topics dealing with financial issues faced in daily life.

IS 290. Special Studies. 1-6 credits, repeatable. Designed to give students an opportunity to do lower-division independent study in selected interdisciplinary areas under the supervision of a faculty member in the appropriate academic unit. Prerequisite: Approval of the "Course Agreement Form" by the Individualized Study department head. IS 300. Sponsored Learning. 1-6 credits, repeatable. A structured learning activity related to a student's area of study and sponsored by an employer, volunteer agency or other appropriate organization. Prerequisite: Approval of the "Course Agreement Form" by the Individualized Study department head.

IS 480. Cooperative Studies. 1-6 credits, repeatable. Two or more upper-level students may elect to study cooperatively in a selected area of current importance and interest under the supervision of a faculty member in the appropriate academic unit. Prerequisite: Approval of the "Course Agreement Form" by the Individualized Study department head. IS 490. Special Studies. 1-6 credits, repeatable. Designed to give students an opportunity to do upper-division independent study in selected interdisciplinary areas under the supervision of a faculty member in the appropriate academic unit.

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