Environment

ENVT 200. Environmental Systems Theory. 3 credits.
Explores three aspects of understanding the environment. First, the kind of problem the environment is and the thinking strategies that will best yield insights and understanding. Second, how humans create and/or respond to environmental issues and crises. Third, examination of past environmental changes and how humans have been affected by and responded to those changes. Final synthesis explores what we can and cannot do practically to respond to future changes. Does not satisfy elective credit or count as credit for geology or earth science majors.

ENVT 400. Capstone Seminar in Environmental Problem Solving. 3 credits.
Integrates perspectives from three environment programs: environmental management, environmental science and environmental studies. The course is team taught using a case-study approach to environmental issues, emphasizing teamwork and student initiative. Topics vary. Prerequisites: Completion of 15 hours in declared environment minor or permission of the instructor. Students wishing to complete more than one of the environmental minors (environmental studies, environmental science, environmental management) may receive dual credit for ENVT 400.

Environmental Management

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 instructor. 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

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 exceptional learning needs (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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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: PSYC 160 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; intervention techniques and 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 416. Overview of Exceptionalities. 1 credit.
This 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 426. Internship in Special Education. 3 credits.
This course provides students with an opportunity to apply the academic concepts and skills acquired in the classroom to real world experiences. Students work in a special education setting under the guidance of a special education teacher. Prerequisite: Completion of all professional education courses and permission of the instructor; Corequisites: EXED 416, SPED 426.

EXED 430. Practicum in Special Education. 3 credits.
This course provides students with the opportunity to apply the academic concepts and skills acquired in the classroom to real-world experiences. Students work in a special education setting under the guidance of a special education teacher. Prerequisites: Completion of all professional education courses and permission of the instructor; Corequisites: EXED 416, SPED 426.

EXED 431. Survey of Legal Aspects of Special Education. 3 credits.
This course provides an overview of the legal aspects of special education, including the Individuals with Disabilities Education Act, Section 504, and the Americans with Disabilities Act. Emphasis will be placed on the relationship of the law to special education. Prerequisites: EXED 200 and non-teaching minors only.

EXED 432. Overview of Research in Special Education. 3 credits.
This course provides an overview of research methodology and current research in special education. Prerequisites: EXED 200 and non-teaching minors only.

EXED 433. Foundations of Family Life Skills. 3 credits.
This course provides an overview of family life skills education, including the role of the family in education, family life skills curriculum and assessment. Prerequisites: EXED 200 and non-teaching minors only.

EXED 434. Overview of Career Development in Special Education. 3 credits.
This course provides an overview of career development in special education, including the role of the family in education, family life skills curriculum and assessment. Prerequisites: EXED 200 and non-teaching minors only.

EXED 435. Survey of Program Models for Individuals with Disabilities. 3 credits.
This course provides an overview of program models for individuals with disabilities, including special education, general education, and community-based settings. Prerequisites: EXED 200 and non-teaching minors only.

EXED 436. Overview of Career Development in Special Education. 3 credits.
This course provides an overview of career development in special education, including the role of the family in education, family life skills curriculum and assessment. Prerequisites: EXED 200 and non-teaching minors only.

EXED 437. 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; intervention techniques and 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 475. Internship in Special Education. 3 credits.
This course provides students with an opportunity to apply the academic concepts and skills acquired in the classroom to real-world experiences. Students work in a special education setting under the guidance of a special education teacher. Prerequisite: Completion of all professional education courses and permission of the instructor; Corequisites: EXED 416, SPED 426.

EXED 490. Senior Thesis/Project III. 3 credits.
In this course, 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.

EXED 492. Senior Thesis/Project IV. 3 credits.
In this course, 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.

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