HUMN 490. Special Studies in Hospitality and Tourism Management. 3 credits. Designed to give capable students in hospitality and tourism management an opportunity to complete independent study under faculty supervision. Prerequisite: Permission of director.

HUMN 492. Introduction to Humanitarian Affairs. 3 credits. A geographical overview of poverty, armed conflict, hunger, disease, and natural disasters and how they can lead to humanitarian crises. It includes a study of human rights along with a look at international efforts to address, and international organizations that deal with, humanitarian crises.

HUMN 490. Humanitarian Affairs Field Experience. 3 credits. In responding to humanitarian crises, governments and aid organizations must deploy aid workers, deliver essential services, set up temporary settlements, and distribute items such as water and food that are needed for survival. Spatial analysis and maps are critical to the success of these efforts. In this course, students learn the basics of Geographic Information Systems (GIS) for humanitarian assistance and learn how relief organizations use GIS in their work. Prerequisite: HRD 100.

HUMN 491. Special Topics in Humanitarian Affairs. 1-3 credits. Focused, in-depth study of specific areas or subjects related to Humanitarian Affairs. Topics will provide background and skills important for humanitarian work. Can be repeated as course content changes. Prerequisite: Permission of the minor coordinator.

IECE 300. Issues and Trends 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. It pertains to professional practice. Prerequisites: EXED 200, EDUC 300 and admission to teacher education pre-professional licensure program. Corequisites: IECE 301 and IECE 303.

IECE 301. Initial Field Experience in Inclusive Early Childhood Education. 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. Corequisites: IECE 300 and IECE 303.

IECE 302. Development of Young Children Birth Through Age 8. 3 credits. This course provides students with an understanding of the development of infants, toddlers, and young children with and without exceptionalities. Strengths of observing, researching, and interpreting the behavior of the young child as a basis for adult intervention and guidance are developed. Corequisites: IECE 300 and IECE 301.

IECE 321. Intermediate Field Experience in Inclusive Early Childhood Education. 2 credits. This first intermediate field experience provides candidates opportunities to use their knowledge of child development to observe and assess children and then to plan meaningful learning environments and experiences for those children. Corequisites: IECE 322 and IECE 324.

IECE 322. 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 inclusive learning environment for children ages birth – 8 years. Emphasis is on the physical environment, design and selection of curricular components, the role of play in the curriculum, skills for professional development, teacher-student relationships, and assessment of young children. Prerequisites: IECE 300, 302, 321.

Humanitarian Affairs

HUMN 201. Introduction to Humanitarian Affairs. 3 credits. A geographical overview of poverty, armed conflict, hunger, disease, and natural disasters and how they can lead to humanitarian crises. It includes a study of human rights along with a look at international efforts to address, and international organizations that deal with, humanitarian crises.

HUMN/GEOG 301. Introduction to Natural Disasters Response. 3 credits. Designed to give students an overview of the various types of natural disasters; a look at the world regions that are most vulnerable to each type of disaster; and a preview of disaster planning, management, relief and response as related to natural disasters.

IECE 302. Development of Young Children Birth Through Age 8. 3 credits. This course provides students with an understanding of the development of infants, toddlers, and young children with and without exceptionalities. Strengths of observing, researching, and interpreting the behavior of the young child as a basis for adult intervention and guidance are developed. Corequisites: IECE 300 and IECE 301.

IECE 321. Intermediate Field Experience in Inclusive Early Childhood Education. 2 credits. This first intermediate field experience provides candidates opportunities to use their knowledge of child development to observe and assess children and then to plan meaningful learning environments and experiences for those children. Corequisites: IECE 322 and IECE 324.
intervention and interaction, and use of technology to facilitate young children’s learning. Corequisites: IECE 321 and IECE 324.

IECE 324. Assessment of the Young Child. 3 credits.
This course provides students with an understanding of the assessment of young children’s development, ages birth to eight 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.

IECE 423. Intermediate Field Experience in IECE II. 2 credits.
This second intermediate field experience provides candidates opportunities to use their knowledge of child development and assessment to create learning environments and experiences for children. Candidates will learn more about the adult’s role in supporting children and managing behavior.

IECE 450. Contemporary Family Issues in Inclusive Education. 3 credits.
This course will examine how students’ own cultural values shape their interactions with children and families as well as provide concrete, practical strategies for effective and culturally competent interactions with children and families. Prerequisite: A “C” or better in IECE 324.

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. Advanced Field Experience in IECE. 2 credits.
The first advanced field experience provides candidates opportunities to use their knowledge of child development to plan meaningful learning experiences. Candidates will learn how the adult’s role in supporting children to construct understandings about the natural and social sciences and to use mathematical thinking.

IECE 462. Instructional Practices in Natural Sciences for Young Children. 3 credits.
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 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 460, IECE 461, IECE 464 and IECE 466.

IECE 464. Instructional Practices in Social Studies for Young Children. 3 credits.
This course provides students with the knowledge, skills and understandings to design and implement effective social studies programs for all young children, birth to age eight. Focus is on appropriate social studies 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. Managing Classrooms and Guiding Behavior. 3 credits.
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.

Independent Scholars

IND 200. Interdisciplinary Scholarship: Introduction to the Independent Scholars Major at JMU. 3 credits.
IND 200 is designed to introduce students to the Independent Scholars major, and to the concepts of interdisciplinary study. Students will explore interdisciplinary research in a range of contemporary areas of study, including scientific, environmental, political, social, and cultural perspectives. Students will also gain familiarity with the possibilities for individualized study at JMU. Successful completion of the course will involve the development of proposals for individualized curricula.

IND 300. Independent Scholars Workshop. 1 credit.
IND 300 is a one-credit workshop course designed to provide students in the Independent Scholars major (ISM) with methodological competencies linked to major learning objectives across their curriculum, including independent research methods, preparing presentations, data visualization, research methods, working with teams, and enhancing intellectual creativity. Prerequisite: IND 200.

Individualized Study

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. Prerequisites: Individualized studies majors and individualized studies special students only.

IS 203. Portfolio Development Workshop. 1 credit.
A short orientation course designed to prepare students for transition into higher learning education programs. Specific content includes identifying college-level experiential learning, documenting experiential learning, determining a credit request and organizing a portfolio for assessment. Prerequisites: 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 competency 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.

IS 498. Bachelor of Individualized Study Project. 3-6 credits.
An in-depth study of an interdisciplinary topic directly related to the student's areas of concentration. A final oral report is required. Prerequisite: Approval of the “Course Agreement Form” by the Individualized Study department head.

IS 499. Honors. 6 credits.
Multiple-semester course. Prerequisite: Approval of the “Course Agreement Form” by the Individualized Study Department head.

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