PPA 461. Education and Social Policy. 3 credits.
A study of the development and implementation of education policy in the United States at the national, state, and local levels. Students will be introduced to major issues in contemporary education policy and the evaluation of alternative policies advanced by subgroups of the population. Educational equity and its links to social and economic goals will be examined. Prerequisite: PPA 200.

PPA 462. Social Welfare and Local Government Policy. 3 credits.
A study of the interaction of social welfare policy and local governance in theory and in practice. Students examine state and local government and community-based responses to urban problems from a policy and management perspective. Particular attention is paid to interagency and community collaboration as a way to enhance social service delivery. Prerequisite: PPA 200.

PPA 470. Governance and Accountability in the Nonprofit Sector. 3 credits.
This course is designed to introduce students to the fundamentals of governance, accountability, trusteeship, and executive leadership in nonprofit sector organizations. The course will examine critically the principal models, processes, and practices used in managing nonprofit organizations and the relationships between the governing boards and executive leaders of such organizations. Prerequisite: PPA 265.

PPA 472. Contract Management. 3 credits.
The purpose of this course is to provide a broad overview of the theory behind and practical application of contract management. As agencies across government (federal, state, and local) expand the use of contracting billions of taxpayer dollars are transferred into the private sector to conduct public business. This trend is not going away; therefore it is essential that public administrators be effective at managing and overseeing contracts. Prerequisite: PPA 265.

PPA 483. Emerging Issues in Public Policy and Administration. 3 credits.
The course will examine an area of new or emerging interest in the profession of public administration. The course may be repeated for credit with a change in the subject matter. Prerequisite: PPA 200.

PPA 484. Environmental Regulatory Policy and Politics. 3 credits.
A study of environmental politics and the policies that environmental advocacy has produced. Topics include the dynamics of policy construction, various substantive policy issues and the prospects for environmental justice and sustainability. Prerequisite: PPA 265.

PPA 490. Special Studies in Public Policy and Administration. 3 credits.
Designed to give capable students in public administration an opportunity to complete independent study under faculty supervision. Prerequisites: Permission of the instructor and department head.

PPA 492. Senior Seminar in Public Policy. 4 credits.
This research-oriented seminar provides an overview of public policy studies and the different approaches to research in the field. A major research project will strengthen the research, information access and lifelong learning capacities of the students. Completes the College of Arts and Letters writing-intensive requirement for the major. Prerequisites: Senior standing, POSC 295 and PPA 359.

PPA 496. *Internship in Public Management. 4 credits.
Provides students with opportunities for experiential learning in a governmental or nonprofit organization. A research paper and a presentation based on the experience are required. Prerequisites: Junior or senior standing, 15 hours of public policy and administration and permission of the instructor.

PPA 498W. Public Management Internship in Washington. 6 credits.
This course provides opportunities for experiential learning in Washington, D.C. in public and nonprofit organizations. Requirements include 360 internship hours, a research paper related to the internship, a career report, and regular meetings with the supervising professor. Prerequisites: Junior or senior standing, 15 credits of relevant coursework and successful application to the Washington Semester Program.

* No more than four semester hours (in any combination of internships) can be counted toward the major.

Reading Education

READ 240. Children’s Literature. 3 credits.
The study of a variety of children’s literature and the practices, principles and procedures for selecting and evaluating works for children, giving consideration to their motivational and developmental effects. Prerequisite: Completion of Cluster One.

READ 254. Literature for Adolescents. 3 credits.
A study of literature which has been written for or appeals to young adults and adolescents, including practices, principles and procedures for evaluating and making literary materials appealing to adolescents. Prerequisite: Completion of Cluster One.

READ 312. Reading and Writing Across the Curriculum in the Middle Grades. 3 credits.
An introduction for preservice teachers to the foundations of reading and writing development and the elements of balanced literacy instruction in the middle grades. Through reading, writing and field applications across content areas, preservice teachers explore literacy engagement, diversity and special needs. Corequisites: EDUC 310, EDUC 311 and practicum.

READ 366. Early Literacy Development and Acquisition. 3 credits.
This course provides preservice teachers an understanding of the foundations of early literacy development and instructional strategies and assessment techniques that support the acquisition of literacy.

READ 414. Reading and Writing in the Content Areas. 1 credit.
Study of how to use print and media resources to support the acquisition of knowledge and the development of reading and writing skills in all content areas. This course may not be used for credit in minor programs in early and middle education.

READ 420. Content Area Literacy, K-12. 2 credits.
This course is designed for preservice teachers and will provide an introduction to the foundations of reading and balanced literacy instruction for students in kindergarten through grade 12. Through reading and writing across content areas, preservice teachers will explore literacy engagement, diversity and special needs.

READ 430. Development, Assessment and Instruction of Literacy, K-12. 3 credits.
This course is designed to provide preservice teachers with a foundation of literacy development. Instructional strategies and assessment techniques, which support the acquisition and development of literacy in diverse classrooms across the curriculum in grades K-12. Prerequisite: CSD 300. Corequisite: EXED 410.

READ 435. Literacy Development and Instruction for English Language. 3 credits.
Prepares for literacy instruction of English Language Learners beyond the intermediate stage. Content includes assessment and instruction, particularly comprehension instruction for individuals, small groups, and whole class instruction. Students examine heterogeneous classroom structure and plan instruction for the diversity of abilities, personalities, cultures, languages, and all individual learners in every educational setting. A practicum accompanies this course.

READ 436. Literacy Learning in the Elementary Grades. 3 credits.
This course will provide preservice teachers with an understanding developmentally appropriate instructional strategies and assessment techniques to help all students in elementary grades become literate using reading, writing, listening and speaking in strategic and authentic ways. Prerequisite: Grade of “C” or better in READ 366.

READ 440. Literacy-Based Learning in Secondary Education. 3 credits.
This course will provide preservice teachers in secondary education with an understanding of how to create productive contexts for literacy-based learning. Particular areas of emphasis include selecting reading materials, understanding literacy development and facilitating individual student engagement.

READ 472. Literacy Assessment and Instruction in the Content Areas for the Middle Grades. 3 credits.
The course will introduce preservice teachers to the relationship between literacy assessment practices and instructional design for teaching reading and writing in content area classrooms. Using case study methodology, preservice teachers will explore individual students’ literacy strengths, areas that need development and specific instructional strategies. Prerequisite: READ 312. Corequisites: MSES 370, MSES 371 and practicum.

READ 490. Special Studies in Reading Education. 1-3 credits.
Designed to give capable students, under faculty supervision, an opportunity to engage in the independent study of educational problems. Prerequisites: Plan for the study must be approved by the faculty adviser and the coordinator of the program in which the student is enrolled.

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