COLLEGE OF EDUCATION AND PSYCHOLOGY

Dr. A. Jerry Benson, Dean
Dr. Sharon E. Lovell, Associate Dean

Educational Media
Laboratory  . . . . . . . . . . . . . . . . . 180
Dr. Raymond Ramquist, Director

Adult Degree Program  . . . . . . . . 181
Dr. Charles W. Curry, Director

Education, School of  . . . . . . . . . 183
Dr. Linda P. Blanton, Director

Kinesiology and Recreation Studies,
School of  . . . . . . . . . . . . . . . . . 191
Dr. Michael S. Goldberger, Director

Military Science,
Department of  . . . . . . . . . . . . . 197
Lt. Col. Jack D. Humphrey Jr., Head

Psychology, School of  . . . . . . . . 198
Dr. Jane S. Halonen, Director
Mission

The mission of the College of Education and Psychology is the development of the personal and professional potential of students and the advancement of the professions of education, psychology and kinesiology. The college also offers an alternative adult education program leading to the Bachelor of Individualized Study degree. College faculty members are devoted to excellence in teaching and scholarly activity focused on the enhancement of instruction and the dissemination of new knowledge.

Programs and related activities provided by the college emphasize learning as a lifelong experience which is grounded in intellectual, affective, social and cultural pursuits. The development of leadership, social and professional skills is emphasized and promoted through interaction with faculty, other professionals and students as they engage in scholarly and practical activities.

The college is committed to providing
• Undergraduate programs that are composed of or complemented by strong liberal arts preparation, in-depth specialty studies and opportunities for students to develop professional knowledge and skills.
• Graduate programs that emphasize advanced knowledge in a specialty area and the development of effective leadership and professional skills for addressing the needs of a changing society.
• Continuing professional development and service programs in cooperation with public and private schools and agencies, other colleges, institutions and businesses.

The undergraduate and graduate education programs are accredited by the National Council for Accreditation of Teacher Education and the Virginia State Board of Education. The counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

The basic philosophy of the college is reflected in the following goals:
• To educate men and women for the multiple professions included in the college at both the undergraduate and graduate levels, not merely by transmitting skills and knowledge but by stimulating creativity, developing cognitive abilities and encouraging the testing of hypotheses and reinterpretation of the human experience.
• To encourage a balanced faculty orientation toward teaching, research, scholarship, community service and professionalism that recognizes individual strengths and preferences of the college’s faculty.
• To create an environment that fosters an atmosphere of open communication among students, faculty members and community.

• To anticipate societal needs and provide necessary resources for implementing effective off-campus programs now and in the future.

The college has undergraduate and graduate programs that are designed to lead to majors and minors in education, kinesiology and psychology. Many course offerings are also designed to provide general education credit and appropriate learning for students of other colleges of the university. Programs are designed to accommodate students interested in pre-service, in-service and career change opportunities in education, kinesiology, psychology and related professions.

The college is organized into the Department of Military Science and the Schools of Kinesiology and Recreation Studies, Psychology and Education, which includes most of the teacher licensure programs in the university.

Majors and Minors

Majors

The College of Education and Psychology offers baccalaureate degrees in the following areas:
• Business and marketing education
• Individualized study
• Kinesiology
• Recreation
• Psychology

Students should check specific catalog sections for requirements leading to these degrees.

Minors

The College of Education and Psychology offers undergraduate minors in the following areas:
• Coaching
• Early childhood education (Teaching Licensure)
• Educational media
• English as a Second Language (Teaching Licensure)
• Exercise/leadership
• Human services
• Kinesiology
• Middle education (Teaching Licensure)
• Psychology
• Recreation management
• Secondary education (Teaching Licensure)
• Special education (Teaching Licensure)

A non-licensure minor in special education is also offered. Students should check appropriate catalog sections for specific requirements.
Teacher Education Unit

Teacher Education Coordinating Council
The Teacher Education Coordinating Council is the official governing body within the university responsible for the preparation of teachers and other professional educational personnel. The dean of the College of Education and Psychology is designated as head of the professional education unit. The unit is defined as all programs designed to lead to licensure or advanced study in education.

Licensure Programs
Professional education programs emphasize a common conceptual framework, yet each program is based on a unique theoretical and research foundation.

Students interested in licensure in business and marketing education, physical and health education, art education and music education would major in these areas. Students interested in early childhood, middle, secondary or special education must major in an approved arts and sciences discipline and complete a minor in education leading to initial licensure as a teacher. However, the minor requires 30-40 hours and is thus equivalent to a second major. An adviser in each minor area must be consulted on a continual basis to guarantee that all requirements for entrance into teacher education, student teaching, program completion and teacher licensure are met.

Students are encouraged to carefully study the appropriate licensure program as described in this catalog and to identify prerequisites for individual courses and student teaching.

Multiple Teaching Endorsements
Many persons seeking teaching positions may find that employment possibilities are increased if they are able to teach more than one grade level or subject area. Students in teacher education programs at JMU may become licensed in more than one subject area or grade level.

Students should realize that it will probably not be possible to complete multiple endorsements within the 120 hours. Consultation with appropriate licensure program coordinators will help students explore dual endorsement possibilities.

Office of Teacher Education Services
The Office of Teacher Education Services has four major responsibilities:
• Serving as a clearinghouse of information on teacher education.
• Coordinating field experiences.
• Monitoring admission and retention to the teacher education program.
• Preparing applications for teacher licensure.

Information, forms and application materials for admission to teacher education, appeals, registration for PRAXIS exams, student teaching and licensing are available in this office.

Admission to Teacher Education Programs
Students who want to pursue a course of study leading to the initial Virginia teaching license must meet the requirements for admission to the teacher education program and any admissions requirements of the specialty program. Admission to baccalaureate study at JMU or a baccalaureate degree is a prerequisite but not a sufficient criterion for admission to an undergraduate teacher preparation program. Admission to teacher education is a prerequisite to most upper-level education courses.

Students must initiate their application to the teacher education programs by contacting the Office of Teacher Education Services of the College of Education and Psychology. Appropriate procedures are in effect to review all applications and notify candidates of their status.

Criteria for Admission
• Declared major or minor in teacher education.
• Quality of scholarship.
• Candidates must have an overall 2.5 grade point average in order to be admitted into the teacher education program.
• Competency in mathematics and in oral and written English. All candidates for teacher preparation programs must earn a "C" or better in each of the following courses: GENG 101-102, Reading and Composition or equivalent, and one mathematics course required for general education or the degree.
• Candidates must also earn a grade of "C" or better in GPSY 160, Life Span Human Development, or the equivalent. (See respective departmental sections for additional departmental requirements.)
• Potential for, or demonstrated, leadership with peers and children.
• Candidates must identify previous experiences of supervising, sponsoring or working with school-aged children (Form AR-1), and submit ratings of relevant competencies by teachers, sponsors, employers or administrators (Form AR-2).
• Interpersonal skills necessary for successful classroom, collegial and school-community interaction.
• Candidates must submit ratings of these competencies attested to by at least two teachers, sponsors or administrators in college, high school and/or other appropriate organizations or firms.
Forms (AR-2) are available in the Office of Teacher Education Services.

- Physical and mental health for the task to be performed.
- Requests for reasonable accommodation as defined by ADA can be directed to the Office of Disability Services. Numerous other services are available including the Speech and Hearing Center.
- Completion of training in universal precautions through HTH 204, Emergency Health Care, HTH 370 and the School Health Program, training sessions organized by the Office of Teacher Education Services and the Health Center, or equivalent.
- Applicants to the teacher education program at JMU must submit scores on the PRAXIS I: Academic Skills Assessment prior to acceptance in teacher education. Scores must be submitted to the Office of Teacher Education Services. Minimum scores, established by the Commonwealth of Virginia, must be submitted prior to approval for student teaching (exact date available from OTES).
- Must be eligible for Virginia licensure.
- Candidates must be of good moral character (free of conditions outlined in Part IV of Licensure Regulations for School Personnel (1993)). This includes no prior convictions for felonies or misdemeanors involving moral turpitude.
- Candidates must also meet any additional admission and retention criteria established by their academic departments or schools.

Procedures for Admission

- Obtain appropriate forms from the Office of Teacher Education Services.
- Process the appropriate forms.

Candidates should complete the application form (AR-1) and return it to the Office of Teacher Education Services as soon as possible, but no later than March 1 of their sophomore year. Candidates should obtain at least two copies of the rating forms (AR-2); have these forms completed by teachers, sponsors, employers or administrators who can attest to their fitness and competency in working with school-aged children; and have these forms returned by the person who completed the form, directly to the Office of Teacher Education. The completed application will be collected and processed in the Office of Teacher Education Services. This office will notify candidates if they have been admitted (meet all admission criteria) or have not been admitted. If a candidate is not admitted, specific reasons for the decision will be explained to the candidate by the academic adviser and the department head or school director.

Admission to the teacher education program is a prerequisite to upper-division professional courses as identified by licensure programs. Students not in a teacher education program who want to take an upper-division professional education course must obtain permission from the head of the department or director of the school in which the course is offered and be cleared to register by the Office of Teacher Education Services. Post-baccalaureate students will be evaluated on an individual basis.

Teacher Education Application Deadlines

- Undergraduate students should apply no later than March 1 of their sophomore year.
- Transfer students should apply during the first term of enrollment.
- Post-baccalaureate and graduate students should apply during the first term of enrollment.

Application forms are available from the Office of Teacher Education Services.

Retention in Teacher Education Programs

Criteria for Retention

Candidates who have been admitted into the teacher education program are expected to maintain a 2.5 grade point average and continue to demonstrate characteristics stated in the criteria of admission throughout the course of study. Failure to maintain these criteria could result in dismissal from the program. Students must also meet any additional admission and retention standards established by their academic departments or schools.

Procedures for Review

Folders on each candidate will be maintained and monitored in the Office of Teacher Education Services. In addition, licensure programs will maintain up-to-date folders with documentation related to the student’s performance. Any faculty member who questions the current competency of a candidate in any of the criteria for admission, or other relevant performance standard, may initiate a thorough review of the student through the program faculty and the Admissions and Retention Committee. Procedures to recommend probation or dismissal are available from the chair of the Admissions and Retention Committee.

Procedures for Readmission

Any student who is not retained in the teacher education program and wants to be readmitted must process the appropriate forms listed under “Procedures for Admission” above. They must also be recommended for readmission by their adviser and the department head or school director.
Procedures for Appeal: Admissions and Retention

College-Level Admissions and Retention Criteria

A Committee on Admissions and Retention, comprised of representatives from the School of Education and the colleges, will be impaneled to hear appeals regarding decisions on admissions. This committee will be a regular standing committee with a rotation system of appointment, i.e., one-third of the membership will be replaced each year.

A student who wants to appeal a decision to the committee regarding teacher education admission must follow these procedures:

- Present to the committee chair, in writing, any request for waiver and the extenuating circumstances that justify such a request (Form AR-3). The adviser must also sign the form.
- The chair will convene meetings of the committee in a timely fashion. At this time, requests for waivers will be considered. The committee will meet during the first week of each semester.

Students requesting appeals will meet with the committee to present their appeal, answer questions and provide additional information. Findings of the Committee on Admissions and Retention may be appealed to the department head of the teacher education unit.

Department/School-Level Admissions and Retention Criteria

Specific criteria for admission and retention are included in this catalog under the individual school or departmental listings. These criteria go beyond the unit-level criteria as noted above. Programs within individual departments and schools shall monitor student admission and progress.

Denials for admission and notification of dismissal may be appealed to the department head or school director of the department or school within which the program and student in question exist. Decisions of the department head or school director may be appealed to the head of the teacher education unit.

Teacher Assessment Examination

Standardized professional assessments are required for the issuance of the Virginia teacher’s license. Applicants for the license must take the PRAXIS I: Academic Skills Assessment and PRAXIS II: Specialty Area Tests. PRAXIS I should be taken during the second semester of the sophomore year or no later than during the semester when application is made to teacher education at JMU. In those fields where a specialty area test is not available, only PRAXIS I will be required. Passing scores on the PRAXIS I must be submitted prior to approval for student teaching (the exact date is set each semester). Minimum scores are set by the Virginia Board of Education.

Any specialty area tests should normally be taken after professional courses are completed but before the expected graduation/completion date. Students must provide copies of their PRAXIS I and II scores to the Office of Teacher Education Services. These scores must be on file with this office before a recommendation for licensure can be sent to the Virginia Department of Education, Office of Professional Licensure. Further information may be obtained from the faculty adviser or the Office of Teacher Education Services. Other states may require other national tests. Students are urged to contact the individual state’s Department of Education for more specific information.

Student Teaching

Student teaching is an integral part of the sequence of professional experiences in all teacher education programs and is required of all students enrolled in a program leading to a teaching license. The length of the student teaching experience is determined by each individual licensure program.

The purpose of student teaching is to enable preservice teachers to apply in public school classrooms or comprehensive child development programs those skills, understandings and attitudes acquired in all components of teacher education. Under the guidance of cooperating teachers and university supervisors, students are provided opportunities designed to familiarize them with all aspects of the classroom teacher’s role.

During the period of student teaching, students are supervised in the classroom by experienced teachers who observe their performance and assist them in the methods used. The coordinator of field experiences coordinates the programs in cooperation with the participating schools, assigns all students to their schools, and assists in the planning and supervision of their work. The university faculty supervisors have the major responsibility for supervision and evaluation of students enrolled in student teaching.

This experience should be the culmination of the professional sequence for the preparation of teachers. The prerequisites for this experience are outlined in specific programs. Screening of the student occurs at all levels of the sequence, and the final student teaching experience should unfold as one for which the student is totally prepared and suited.

The student teaching experience must be in the area(s) for which the student is seeking licensure or endorsement. If the student is seeking endorsement in more than one general area, the student teaching experience must be completed in each of the general areas for which licensure is desired.

Locating a proper and appropriate student teaching placement is the top priority in assigning student
teachers. Student teaching placements are made locally in Albemarle, Augusta, Fairfax, Page, Rockingham and Shenandoah counties and in Harrisonburg, Staunton, Waynesboro and DeJarnette Center based on availability and efficiency of supervision. Other placements may be made only in accordance with the teacher education units out-of-area placement policy.

Student teaching is a full-time experience. Only in exceptional cases will additional course work be approved during the student teaching period. Moreover, student teachers cannot expect to work or participate in excessive extracurricular activities during the student teaching period, as any interference with student teaching might lower the quality of the performance. Students with problems and/or special needs must contact the director of teacher education services for approval. All student teaching grades are assigned on a credit/no-credit basis.

Approval for Student Teaching

Criteria for Approval
• Must submit an application by the published deadline.
• Must have at least an overall 2.5 GPA and meet all stated requirements for admission to teacher education, including school and departmental recommendations.
• Must have satisfactory scores on the PPST.
• Must have successfully completed the prerequisite courses for student teaching.
• Must be recommended by their licensure program.
• Must meet any additional admission and retention standards of their academic department or school, if these additional standards have been approved by the head of the unit.
• Must submit to the Office of Teacher Education Services a current TB immunization certificate signed by a physician stating that the student is free from communicable tuberculosis. This must be done before a student can participate in student teaching in the public schools. To be current, the physician’s examination must have been performed within the 12 months immediately preceding the student teaching experience. Immunization forms may be obtained from the Office of Teacher Education Services.

Procedures
• Students should obtain the application for student teaching form from the Office of Teacher Education Services. The completed forms (ST-1 and ST-2) must be returned to the Office of Teacher Education Services by November 30th for the following fall and March 31st for the following spring.
• Upon application for student teaching, the Office of Teacher Education Services will verify whether the criteria for approval have been met and will notify the student of the results.

Completion of and Licensure in Teacher Education

Upon successful completion of a licensure program a statement will be entered on the student’s transcript, which indicates the number of clock hours allotted to student teaching and completion of an approved teacher education program.

To be considered as a student who has completed the program, a student must
• Meet all retention requirements, including a cumulative 2.5 GPA.
• Complete a degree in a liberal arts or approved education area.
• Satisfactorily complete education program requirements that include student teaching and/or internship experiences.
• Submit acceptable scores on specialty area and/or professional knowledge tests. The commonwealth sets the specific tests and cut-off scores.

To be recommended for licensure, students must apply for a state license. Forms for Virginia can be obtained from the Office of Teacher Education Services, Maury Hall, Room 110. Out-of-state licensure requirements and application forms are available from each state agency.

Educational Media Laboratory

Dr. Raymond Ramquist, Director

The primary goal of the Educational Media Laboratory is the facilitation of learning, and particularly of learning through the application of technology. This goal is achieved in a variety of ways and in one or more of the eight individual EML laboratories.

The materials laboratory houses more than 8,000 items of representative textbooks, videotapes, tests, microcomputer software, sound slide/filmstrip programs and instructional kits. Students from departments within the College of Education and Psychology broaden their experiences by using a variety of electronic carrels to learn outside the classroom.

Computers are found throughout the facility allowing students to work with computer assisted instruction, word processing, scanned images, page layout, data analysis and the creation of multi-media computer presentations. These presentations can then be taken into a multimedia presentation room having computer and videodisc projection side-by-side. Adaptations of technology such as interactive videodisc, compact disc interactive and interactive audio disc are allowing users in the EML to experi-
ence an electronic encyclopedia, a user-directed video history of the United States and an audio exploration of Beethoven.

For those desiring to be licensed in Virginia’s schools, the opportunity is available to learn to utilize many forms of instructional technology. This activity takes place in the self-instructional equipment lab. The production, audio and video editing labs are utilized by faculty members and students to produce various types of instructional materials. Users of the EML may also check out 35mm cameras, audio recorders and portable video recording equipment.

Adult Degree Program
Dr. Charles W. Curry, Director

The Bachelor of Individualized Study degree program is designed specifically to provide returning adult students an opportunity to pursue a college education according to individualized needs, goals and time schedules. This program is distinguished from other degree programs presently offered at JMU by students being able to tailor degree requirements to their personal needs and experiences. The scholarly integrity of each person’s program will be maintained through individualized advising with faculty members. For information concerning the program or to make an appointment to discuss the program, contact the B.I.S. office, (540) 568-6824.

Admission

Applicants should have a lapse of at least three full years in their formal education, a minimum of 30 credit hours, and a completed individualized program proposal to be eligible for this program.

Program Requirements

- Completion of BIS 200B, Orientation to B.I.S. Program, is required for entry into the program.
- A minimum of 120 credit hours will be required for graduation. The specific program will be selected in consultation with a faculty adviser.
- A proposal for meeting the requirements of the degree must be submitted to the director for approval while enrolled in the BIS 200B course.
- A minimum of 41 general studies credit hours in the seven areas of social and behavioral science, humanities, natural science, written communication, oral communication, mathematics and U.S. history.
- A minimum of 30 credit hours in a particular concentration or field of study, at least 24 of which must be upper-division credits planned around some type of conceptual or cultural framework. Certain concentrations may require that students demonstrate competency in a “common body of knowledge” which may require course work or testing beyond the 30 hours. No more than 30 credit hours of course work can be selected from courses taught by the College of Business. The concentration must be completed with a GPA of 2.0 or better.
- A minimum of 50 percent of the courses in the concentration must be JMU courses.
- BIS 498, BIS Project, is a capstone course that is directly related to the student’s concentration or field of study. The project is coordinated by a faculty member and must be completed with a “C” minimum grade. A final oral report must be presented on the B.I.S. project.
- The B.I.S. program also requires the computer literacy component found on Page 41.
- Each graduate must have earned a minimum of 32 credit hours at JMU (a maximum of eight credits earned through prior learning assessment may be applied to the JMU hours requirement). At least 60 credit hours must be earned from four-year institutions.
- B.I.S. majors are expected to participate in assessment activities. Assessment information is used to assist faculty in modifying curricula.
- There is no residence requirement; however, programs which extend beyond six years may be amended by the adviser.

Mechanisms for Earning Credit

The number of credits which might be accepted or earned through the following methods is determined by the student’s approved program. It is reasonable to expect that the unique educational needs, background and personal circumstances of each student will determine to a great extent the manner in which credit has been and will be earned.

- Transfer credit
- Credit by departmental examination
- Credit for sponsored learning or independent studies
- Regular course work
- Credit for experiential learning
- Credit for educational programs of the Armed Forces
- College Level Examination Program (CLEP)
- Program on Noncollegiate Sponsored Instruction (PONSI)

College level life/work learning, acquired through other than traditional classroom experience, must be validated by the student. Procedures for doing
so have been established by the BIS Committee. Requests for experiential learning credit are to be presented no later than midterm of the semester prior to that in which the B.I.S. student plans to graduate. Experiential learning credit is not transferable to a traditional degree program. B.I.S. majors requesting experiential learning credit must complete BIS 200C, Portfolio Development.

**Portfolio Assessment Fees**

Each learning component evaluation $75

**Credit/No-Credit**

Students enrolled in the B.I.S. program may take courses on a credit/no-credit basis if they have completed 28 credit hours of college course work and have a 2.25 cumulative average.

Courses in the area of concentration, including the BIS project, may not be taken on a credit/no-credit basis. Other provisions of the credit/no-credit option as described in this catalog will also be in effect.

**Program on Noncollegiate Sponsored Instruction**

The BIS program accepts credit as recommended in the Directory of the National Program on Noncollegiate Sponsored Instruction compiled by the Board of Regents of the State of New York and The National Guide to Educational Credit for Training Programs prepared by the American Council on Education. Additional information on the BIS program policies and procedures is available in the Adult Degree Program: Student Handbook.

**College-Level Examination Program**

The B.I.S. program at JMU participates in the College Level Examination Program. CLEP is a national program of credit by examination that offers students an opportunity to obtain recognition for achievement in specific college courses. The following policies determine the awarding of credit based on this program:

- Credit for the same college-level learning may not be acquired by using two different methods.
- Duplication of credit in the general and subject examinations is not permitted.
- The minimum score on the general examinations is within the range of 420 to 500 as recommended by the American Council on Education. See the B.I.S. Handbook for specific scores.
- The minimum score on subject examinations is the mean test score of students who earn a grade of "C" in the corresponding course as recommended by the American Council on Education.
- A list of accepted CLEP tests and the equivalent JMU courses is available in the B.I.S. office.

The Counseling and Student Development Center at JMU administers CLEP examinations on a monthly basis. Interested individuals may write to the Counseling and Student Development Center for a schedule of dates when CLEP tests will be given. A request for a Bulletin of Information for Candidates should be directed to:

College Level Examination Program
Box 592
Princeton, NJ 08540

**Service Members Opportunity College**

JMU has been designated as an institutional member of Service-members Opportunity College. As an SOC member, the university recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences.

**General Education Program**

General Education Program course work is designed to provide returning adult students with knowledge and skills that form the foundation for completing a baccalaureate degree, including a professional concentration, in the Individualized Study major. While providing a backbone for lifelong learning and graduate degrees, this program recognizes the individual goals of adult learners and encourages nontraditional students to become active in designing their own education.

**Credit Hours**

**Social/Behavioral Science**

- Sociology, psychology, economics, history, anthropology, geography, and political science 6

**Humanities**

- Art appreciation, art history, literature, theater and dance history, theater and dance appreciation, foreign language literature or culture, music appreciation or history, philosophy, and religion (courses acceptable in the humanities area may not include all courses in the related academic departments) 6

**Natural Science**

- Biology, chemistry, geology, physics, and integrated science and technology (selected courses) 6

**Written Communication**

- English composition (if waived by meeting writing assessment requirements, credits may be earned in advanced composition, English literature, or technical and scientific communication) 6

**Oral Communication**

- Speech communications 3

**Mathematics**

- U. S. History 4

**Gen. Ed. Electives**

- Courses accepted by General Education: The Human Community, GHTH 100A, GKN 100B, TSC 210, TSC 240, and additional courses from academic departments that host courses in general education program 7
School of Education

Dr. Linda P. Blanton, Director

For information about programs, see coordinators' phone numbers and e-mail addresses below. For information about the school, call (540) 568-2813.
Web: www.jmu.edu/edpsyc/

Professors

Associate Professors
L. Bolt, L. Bradley, J. Dickens, C. Dubenezic, D. Foucar-Szocki, G. Green, O. Griffin, T. Harris, D. Martin, M. Noblitt, R. Ramquist, M. Rettig, K. Santos, R. Short, C. Watson, D. Zimmerman

Assistant Professors
D. Allsopp, M. Bafumo, C. Beverly, K. Broaddus, L. Dellinger, C. Graves, S. Lopes, E. Savage-Davis, B. Stern

Mission Statement
The mission of the School of Education is to contribute to the total educational experience of students enrolled at James Madison University; prepare qualified professionals for educational roles in NK-12 schools, business and organizational settings; contribute to the expanding knowledge bases of teaching and learning and serve as a resource to the educational community.

Goals
• Provide undergraduate and graduate curricula that emphasize life long learning into which cognitive, affective, social and cultural dimensions have been woven.
• Engage in partnerships with schools, businesses and other pertinent organizations.
• Enhance opportunities for faculty and students to integrate current technology in learning settings.
• Increase the diversity of faculty and students in the school.
• Create an environment of open communication among students, faculty, staff and community.
• Support faculty in their teaching, research and service, and in their continuing professional growth and development.
• Participate in collaborative instructional and scholarly activities among faculty and programs of the university.
• Enhance the school's visibility as a leader in professional education, both regionally and nationally.

Scholarship Information
Contact program coordinators for scholarship information.

Teaching Licensure Programs
By mandate of the Virginia legislature, students cannot major in some areas of education. Therefore, early, middle, secondary and special education teacher licensure programs are referred to as minors. To qualify for a teaching license in these areas, students complete a major in an arts and sciences discipline and a minor in education. It should be understood that the credit hours required in the minor are as many in number as required in the major.

Early Childhood Education
Dr. Teresa Harris, Program Coordinator
Phone: (540) 568-3866
E-mail: harristt@jmu.edu

Licensure
Nursery School and Kindergarten through Third Grade
The early childhood program draws heavily from research and theories in child development and teaching and learning. Through course work and extensive field experiences, the pre-service teacher is prepared to design activities which have an interdisciplinary focus, reflect an understanding of the individual child’s development and learning and support the young child in constructing knowledge about self and the world.

The JMU program prepares teachers for nursery school through grade three settings and is based on the following three assumptions:
• Classroom teachers must have a strong liberal education.
Classroom teachers should possess a broad range of knowledge that provides a context for understanding individual behavior and major social issues in a modern democratic and technological society.

Classroom teachers must have professional preparation that develops critical thinking and problem-solving skills to become educational decision makers who consciously choose appropriate curriculum based on an understanding of how children develop and learn.

Professional studies courses are sequentially organized throughout four semesters to help students develop an understanding of how children learn and interact in classroom settings as well as a familiarity with methods and materials appropriate for teaching. Field experiences are provided along with course work to enable students to apply this knowledge through participation in a variety of classroom settings. Students who are recommended for this license must satisfy the following requirements:

- Complete general education and degree requirements for the university.
- Complete a major in the arts and sciences, and master content knowledge that can be related to the early childhood curriculum.

Faculty members in the arts and sciences and in professional education recommend the following as the most appropriate majors for early childhood teachers:

- Anthropology
- English
- Foreign Language
- Geography
- History
- Interdisciplinary social science
- Mathematics
- Philosophy and religion
- Sociology

Other majors may be appropriate if they have been approved at the local level by the program, school and unit faculty and at the state level. Depending on the major and degree chosen, the student’s program of studies may exceed 120 hours. Students must:

- Meet all admission and retention criteria for teacher education programs.
- Complete the 42 credit hour program – professional performance and development. Satisfactory completion of each semester’s course work is required before a student may continue in subsequent courses in the early childhood sequence.

Students in this program must declare a minor in early childhood education, be assigned a date to start the program and be assigned an adviser in early childhood education in addition to their freshman or major adviser. In order to do this all students must meet with the coordinator of early childhood education. A limited number of students can start the program each semester; therefore, it is essential that potential majors contact and meet with the coordinator of early childhood education during their first semester of enrollment at JMU.

Student Teaching

Students admitted to student teaching must have been fully accepted to teacher education, maintain an overall GPA of 2.5, passed the PPST exam, have completed EDUC 360 and all early childhood course work with a grade of “C” or better. Students in the Early Childhood Program must register for the two credit seminar during their student teaching semester.

Sample Program of Study

The following program sample is intended as a guide for students seeking initial teaching licensure in early childhood education. Program initiation for individual students will be influenced by the arts and sciences major, degree requirements and student teaching. Students must complete a program plan with both the major adviser and the education adviser to ensure that individual course prerequisites are met. Additional courses, which may be needed to meet degree requirements, are not included in this sample program guide. Students should take general education and major requirement courses during their freshman and sophomore years.

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 361. Practicum in Introduction to Early Childhood Education</td>
<td>2</td>
</tr>
<tr>
<td>ECED 362. Introduction to Early Childhood Education</td>
<td>6</td>
</tr>
<tr>
<td>ECED 430. Literacy Practicum</td>
<td>1</td>
</tr>
<tr>
<td>ECED 431. Practicum in Learning</td>
<td>1</td>
</tr>
<tr>
<td>ECED 432. Literacy and Learning in Early Childhood Education</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 360. Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>Major requirements</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 452. Math, Science and the Integrated Day</td>
<td>6</td>
</tr>
<tr>
<td>ECED 480K. Student Teaching (kindergarten)</td>
<td>8</td>
</tr>
<tr>
<td>ECED 480P. Student Teaching (primary)</td>
<td>8</td>
</tr>
<tr>
<td>ECED 482. Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Major requirements</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>
Middle Education
Dr. Gerald Green, Program Coordinator
Phone: (540) 568-3580
E-mail: greengw@jmu.edu

Licensure

Grades Four through Eight

The program in middle education acquaints students with the developmental needs of children ages 9 to 14. Study also enables the pre-service teacher to design curriculum activities, which are interdisciplinary in nature and relate directly to the social, emotional, physical and intellectual needs of the age group.

The JMU program to prepare teachers for grades four through eight is based on the following three assumptions:
• Classroom teachers should possess a broad liberal education that provides a context for understanding individual behavior and major social issues in a modern democratic and technological society.
• The teacher must have additional preparation that extends liberal education and provides interdisciplinary understandings essential to implementing the curriculum in grades four through eight.
• Teachers must have professional preparation that develops problem-solving skills and supports the curriculum for children in grades four through eight.

Professional studies courses are sequentially organized over four semesters to help students develop an understanding of how children learn and interact in classroom settings and a familiarity with methods and materials appropriate for teaching middle grades children. Field experiences are provided, along with course work, to enable students to apply this knowledge through participation in a variety of classroom settings.

Students who are recommended for this initial teaching licensure must satisfy the following requirements:
• Complete general education and degree requirements.
• Complete a major in the arts and sciences that promotes content understanding related to the middle grades curriculum.

Faculty in the arts and sciences and in professional education recommend majors in the following as appropriate majors for middle grade teachers:
• Anthropology
• English
• Foreign Language
• Geography
• History
• Integrated Science and Technology
• Interdisciplinary social science
• Mathematics
• Philosophy and religion
• Sociology

Also appropriate are majors in biology and interdisciplinary social science but the selection of these majors typically requires programs of study which exceed 120 credit hours. Other arts and sciences majors may be considered as appropriate but must be reviewed and approved by the program coordinator in middle education. Depending on the major and degree chosen, the student’s program of study may exceed 120 credit hours. A student must
• Meet all admission and retention criteria for teacher education programs.
• Complete the 40-credit-hour program, which includes middle education course work and field experiences, in a manner that indicates acceptable potential for professional performance and development. A listing of specific course requirements is available from advisers in the middle education program.

Students in this program must declare a minor in middle education and have an adviser in the Middle Education program in addition to an adviser in the arts and sciences major. Satisfactory completion of each semester’s course work is required before a student may continue in subsequent courses in the middle education sequence.

Student Teaching

Students admitted to student teaching must have been fully accepted to teacher education, maintain an overall GPA of 2.5, have completed EDUC 360 with a grade of “C” or better, passed the PPST exam and have satisfactorily completed all middle education course work. Students in the Middle Education Program must register for the two credit seminar during their student teaching semester.

Sample Program of Study

The licensure program in middle education is undergoing revision. Students interested in pursuing this program should contact the program coordinator or a designated adviser. The following program sample is intended as a guide for students seeking initial teaching licensure in middle education. The exact program sequence and content will be influenced by the arts and sciences major, degree requirements and student teaching. The student must complete a program plan with the major adviser and the education adviser to ensure that individual course prerequisites are met. Additional courses that may be needed to meet specific degree requirements are not included in this sample program guide.

| First Year |  | Credit |
|------------|  | Hours  |
| Cluster One: Skills for the 21st Century |  | 9-12  |
| General education courses |  | 18    |
|  |  | 27-30 |

College of Education and Psychology 185
Secondary Education

Dr. Alvin Pettus, Program Coordinator
Phone: (540) 568-3887
E-mail: pettusam@jmu.edu

The program offers a major in business and marketing education, and a minor in general secondary education for students majoring in an arts and sciences discipline and planning to teach in an academic area (English, foreign languages, mathematics, natural sciences, social studies or technology education) at the secondary school level. The program is designed to prepare teachers who are reflective decision makers. Teachers who are reflective decision makers are able to choose from among known educational alternatives to maximize student learning in a variety of instructional situations.

Students should note that catalog requirements for the major and/or for the minor may differ from teacher licensure requirements at a given time because of changes in licensure requirements made by the Virginia Department of Education or by accrediting agencies. Therefore, those students interested in meeting licensure requirements should confer with an adviser early in their program and frequently thereafter.

In addition to reviewing the following information concerning the program in secondary education, students should review the academic program sections of the catalog associated with the desired teaching area, i.e., biology, business and marketing, chemistry, English, foreign language, geography, geology, government, history, integrated science and technology, math, physics or social sciences.

Secondary Education Licensure

The program offers a minor for students majoring in a discipline and planning to teach in an area of the secondary school curriculum. The minor is designed to enable students to meet eligibility requirements for licensure to teach in Virginia upon admission to teacher education and satisfactory completion of all program requirements and receipt of the baccalaureate degree.

Students should note that prerequisites are required for many of the courses included in the minor. Any exceptions to these requirements must be approved by the program coordinator and dean of the College of Education and Psychology.

Professional Courses

The professional education requirements for the teacher education program leading to licensure as a secondary teacher consist of a sequence of courses that are designed to meet the Virginia teacher licensure regulations. The following 36 credit hours are needed to complete the program.

Program Advisory System

Freshman students planning to become teachers in secondary schools are advised to enroll in SEED 101, Orientation to the Profession.
Minors

Educational Media

The minor program in educational media is designed for students preparing for employment in education, business, communications or any other field in which the communication of instructional or training messages is an integral part. Skills and knowledge gained in this minor are drawn from the following areas: learning strategies, group dynamics, equipment utilization, production and evaluation of materials, message design and locating information.

The educational media minor requires a minimum of 18 credit hours selected in consultation with an adviser for this program.

Required Courses:
EDUC 150. Information in Contemporary Society1 3
EDUC 370. Instructional Technology 3
EDUC 332. Single Camera TV Operation1 1
EDUC 336. Photography in Education1 1
EDUC 339. Production of Instructional Materials1 1
GPSY 101. General Psychology 3
SCOM 260. Introduction to Public Relations 3
Elective(s) (approved by adviser): 3

1 Formerly in Library Science and Educational Media (LSEM)

English as a Second Language

The English as a Second Language (ESL) program is designed to enable students to complete a minor and add the ESL teaching endorsement to another area in which they are licensed to teach. Although the focus of the program is on satisfying the requirements for the teaching endorsement, students who are interested in second language acquisition may complete the ESL minor without completing all of the endorsement requirements. Students must complete requirements beyond the minor in order to meet licensure requirements for ESL teachers. Students interested in teacher licensure should consult with the program adviser.

The mission of the minor in English as a Second Language is to prepare students to work effectively in promoting English language acquisition by children and adults who have not used English as their primary language. The minor will also serve to develop knowledge of cross-cultural education. The ESL minor draws heavily upon theories of linguistics, research on social and cultural variables which influence second language acquisition, and the knowledge required to facilitate second language learning.

Required Courses
SCOM 248. Intercultural Communication 3
READ 415/515. Introduction to Reading Development
ENG 417A. English Linguistics 3
EDUC 422/522. Concepts in Second Language Acquisition Research and Application

Completion of course work in a language other than English with proficiency at the intermediate level or above as determined by the JMU Foreign Language Department.

Licensure to Teach ESL (Nursery School and Kindergarten to Grade Twelve)

Through the state approved program at James Madison University, individuals who have completed requirements for an initial teacher’s license and for the ESL minor can complete the additional requirements to add an endorsement to teach English as a Second Language (ESL) in the public schools of Virginia. Students currently enrolled in initial teaching licensure programs may complete the ESL minor and licensure requirements in conjunction with completing their other preparation program or complete endorsement requirements as post-baccalaureate students. Individuals who complete the program are prepared to design activities to accommodate the linguistic and social needs of ESL students in nursery school through grade twelve and to serve as resource persons for classroom teachers.

The requirements for adding the ESL teaching endorsement are:
• Completion of teacher licensure requirements in another teaching area prior to completing this program.

Completion of course work in a language other than English as a Second Language

Additional Credit
Requirements for Licensure Credit Hours
A Modern Foreign Language 6
EDUC 371E. Methods of Teaching English as a Second Language 3
EDUC 381. Field Experience in English as a Second Language 3
An additional reading course 3

The ESL teacher preparation program is based upon three major assumptions:
• ESL teachers need to develop theories of teaching and learning, understand the nature of teacher decision-making in working with non-native language speakers, and develop their personal strategies for self-awareness and self-evaluation.
• ESL teachers should have proficiency in at least one language other than English and possess a broad range of knowledge which provides the cultural context for teaching students from differing cultural backgrounds.
• ESL teachers must be reflective decision-makers based upon professional preparation that develops critical thinking and problem-solving skills.
The primary mission of the English as a Second Language program is the preparation of ESL teachers for the public schools of Virginia. The teachers will have knowledge and experiences designed to help them serve in educational settings as resource personnel to:

- help accommodate the linguistic and social needs of ESL students;
- assess the quality of curricular and teaching practices for non-native students in regular classrooms;
- and contribute to the development and improvement of ESL and content-based education to students of other languages.

**Vocational Education Courses**

For persons employed by school divisions, there are courses available through continuing education that will provide the necessary teaching and program administration skills to operate a secondary vocational education program in health occupations, home economics, marketing or trade and industrial education. These courses can be used by trade and industrial education teachers to upgrade their provisional license to the technical teaching license.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOED 240. Organization and Administration of Vocational Education</td>
<td>3</td>
</tr>
<tr>
<td>VOED 380. Competency-Based Education in Vocational Education</td>
<td>3</td>
</tr>
<tr>
<td>VOED 385. Advising Student Organizations</td>
<td>3</td>
</tr>
<tr>
<td>VOED 400. Cooperative Vocational Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Technology Education Endorsement**

Students who major in ISAT are eligible to pursue a license to teach technology education in Virginia and other states. Along with ISAT courses the student must take approximately 33 hours for a minor in secondary education in the School of Education. See ISAT section of the catalog for more information.

**Business and Marketing Education**

The purpose of the business and marketing education major in the secondary education program is to prepare individuals to develop and deliver business and marketing-based instruction in secondary schools and business and organizational settings. Teachers of business and marketing education provide instruction for business, marketing and fashion merchandising classes; develop and supervise cooperative education programs for students; and develop, administer and/or teach business and marketing classes for adults who are employed in or interested in employment in related fields.

Positions in business and marketing education, unlike other teaching positions, involve contact and establishment of working relationships with many different publics, both in the schools and business communities.

**Requirements**

Courses in general education, courses from the College of Business, a core of six courses in business and marketing education and courses in professional education will be required for a major in business and marketing education. The following sample program of study provides a guide for students majoring in business and marketing education. However, it is recommended that students confer with the program coordinator for secondary education or an adviser in business and marketing education frequently to keep abreast of changes.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster One: Skills for the 21st Century</td>
<td>9-12</td>
</tr>
<tr>
<td>Cluster Two: Ideas and Expressive Forms in the Human Community</td>
<td>6-9</td>
</tr>
<tr>
<td>Cluster Three: The Natural World</td>
<td>6-10</td>
</tr>
<tr>
<td>Cluster Five: Individuals in the Human Community</td>
<td>6</td>
</tr>
<tr>
<td>MATH 155 or MATH 156. Functions and Probability</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMED 230. Document Design and Production</td>
<td>3</td>
</tr>
<tr>
<td>COB 204. Computer Information Systems</td>
<td>2</td>
</tr>
<tr>
<td>COB 218. Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>COB 241. Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201. Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GECO 200. Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 220. Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 160. Life Span Human Development</td>
<td>3</td>
</tr>
<tr>
<td>Cluster Four: Social and Cultural Processes</td>
<td>6</td>
</tr>
<tr>
<td>Remaining general education courses</td>
<td>10</td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMED 300. Data and Records Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 360. Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>MGT 300. Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 380. Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 270. Psychology for Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Semester**

| BMED 376. Occupational Experience              | 3-6          |
| BMED 380. Demonstration Methods                 | 3            |
| EDUC 370. Instructional Technology              | 3            |
| MKTG 384. Promotion and Communication           | 3            |
| MKTG 388. Retail Marketing                     | 3            |

**Fourth Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMED 400. Business and Marketing Communications</td>
<td>3</td>
</tr>
<tr>
<td>BMED 430. Desktop Publishing, Design and Production</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 385. Buyer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SEED 371D. Business and Marketing Educational Methods</td>
<td>3</td>
</tr>
<tr>
<td>SEED 381. Field Experience (Practicum) in Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

188 James Madison University Undergraduate Catalog
Second Semester
EDUC 410. Multicultural Education 1
SPED 402. Teaching Mildly Disabled Students 1
In Regular Classes:
READ 414. Reading and Writing in the Content Area 1
EDUC 416. School Discipline 1
SEED 480. Student Teaching in Secondary Education 12

It is necessary to be admitted to the teacher education program prior to enrolling in professional education. See Pages 177-179 for teacher education admission and retention policies and procedures.

Special Education
Dr. Reid Linn, Program Coordinator
Phone: (540) 568-6193
E-mail: linnrj@jmu.edu

Special education offers a program designed to provide a strong foundation in characteristics, diagnosis and remediation of students with mild learning and behavior problems and to qualify students for initial licensure in special education with endorsements in the areas of learning disabilities, emotional disturbance and mental retardation. Special education also offers an extensive graduate program in the teaching of students with learning disabilities, emotional disturbance, mental retardation and early childhood special education.

Licensure
The undergraduate program in special education prepares students to educate the learner with mild disabilities. Study in mental retardation, emotional disturbance and learning disabilities is included, and students are prepared to serve as teachers of students with mild disabilities in a variety of educational placements. The program is built on a diagnostic-prescriptive model of teaching and includes extensive field activities.

Completion of this program will lead to eligibility for Virginia teaching licensure with endorsements in the areas of learning disabilities, emotional disturbance and learning disabilities. To be recommended for teacher licensure in this program, all students must meet the following requirements:

- Complete the licensure program of 20 credit hours in special education, together with the field experience component of 23 credit hours, at a level that indicates potential for future professional performance and development.

The following courses are included in the special education minor:
EDUC 360. Foundations of American Education
GPSY 160. Life Span Human Development
SPED 200. Life and Issues of Disabilities
SPED 201. Characteristics of Persons with Learning/Behavioral Disabilities
SPED 311-312. Assessing the Disabled with Field Experience
SPED 313-314. Instructional Programming for the Disabled with Field Experience
SPED 315-316. Analysis and Design of Behavioral Programs for the Disabled with Field Experience
SPED 317-318. Teaching Language Arts and Mathematics with Field Experience
SPED 319-320. Managing Classroom Behavior with Field Experience
SPED 461-462. Special Methods for Teaching Academics to the Disabled with Field Experience
SPED 463-464. Consultative Skills for Working with Schools, Community Agencies and Parents with Field Experience
SPED 480. Student Teaching

Students admitted to student teaching must have been fully admitted to teacher education, maintain an overall GPA of 2.5 and have earned a grade of "C" or better in EDUC 360 and all other courses in special education. Students must demonstrate behaviors appropriate for a professional teacher.

Licensure Program
The following program chart is intended as a guide for students seeking licensure in special education. The exact program sequence and content will be influenced by the student’s major, degree requirements and student teaching. The student must complete a program plan with the major and special education (licensure) program adviser to ensure that individual course prerequisites are met. Additional courses that may be necessary to meet specific degree requirements are not included in the program guide.

Graduating seniors are expected to participate in assessment activities. Assessment information is used to assist faculty in curricular modification and program development.
### First Year

**Cluster One: Skills for the 21st Century (9-12 Credit Hours)**
- General education courses

**General Education Courses (15-18 Credit Hours)**

### Second Year

**GPSY 160. Life Span Human Development (3 Credit Hours)**
**SPED 200. Nature and Issues of Disabilities (3 Credit Hours)**
**SPED 201. Characteristics of Persons with Learning/Behavioral Disabilities (3 Credit Hours)**
**General Education Courses (9 Credit Hours)**
**Major Requirements (12 Credit Hours)**

### Third Year

**EDUC 360. Foundations of American Education (3 Credit Hours)**
**SPED 311-312. Assessing the Disabled with Field Experience (3 Credit Hours)**
**SPED 313-314. Instructional Programming for the Disabled with Field Experience (3 Credit Hours)**
**SPED 315-316. Analysis and Design of Behavioral Programs for the Disabled with Field Experience (3 Credit Hours)**
**SPED 317-318. Teaching Language Arts and Mathematics with Field Experience (3 Credit Hours)**
**SPED 319-320. Managing Classroom Behavior with Field Experience (3 Credit Hours)**
**Major Requirements (15 Credit Hours)**

### Fourth Year

**SPED 461-462. Special Methods for Teaching Academics to the Disabled with Field Experience (3 Credit Hours)**
**SPED 463-464. Consultative Skills for Working with Schools, Community Agencies and Parents with Field Experience (3 Credit Hours)**
**SPED 480. Student Teaching (16 Credit Hours)**
**Major Requirements (12 Credit Hours)**

### Non-Licensure Minor in Special Education

The non-licensure minor program in special education is designed for students in other majors who wish to acquire professional knowledge related to assisting individuals with disabilities but who do not wish to pursue Virginia teaching licensure. All students in this program will be assigned a faculty adviser by the program coordinator. An approved program plan must be developed in coordination with the adviser.

The completion of 18 credit hours of course credit is required for the minor, including SPED 200, Nature and Issues of Disabilities, which is required of all minors.

The following minors are not teacher licensure programs.

### Human Resource Development Minor

**Dr. Diane L. Foucar-Szocki, Program Coordinator**
- Phone: (540) 568-6794
- E-mail: foucardl@jmu.edu

The purpose of the human resource development minor is to provide students with a strong orientation to the skills necessary to develop and implement professional development and performance improvement programs and materials. It is designed to provide students from a wide variety of content disciplines additional experiences and skill bases to seek employment in public and private sectors in the fields of training and development and performance improvement. Students minoring in human resource development must complete 18 hours of course work.

### Requirements

- **HRD 240. Principles of Human Resource Development (3 Credit Hours)**
- **HRD 245. Leadership in Organizational Settings (3 Credit Hours)**
- **HRD 370. Occupational Task Analysis (3 Credit Hours)**
- **HRD 380. Development of Materials and Programs (3 Credit Hours)**
- **HRD 480. Learning in Adulthood (3 Credit Hours)**
- Choose one of the following: (3 Credit Hours)
  - **HRD 400. Occupational Internship (3 Credit Hours)**
  - **HRD 401. Practicum in Human Resource Development (3 Credit Hours)**
  - **HRD 475. Seminar in Leadership (3 Credit Hours)**
  - **HRD 490. Special Studies in Human Resource Development (3 Credit Hours)**
Mission Statement

The mission of the School of Kinesiology and Recreation Studies is to maximize the potential of individuals and society through the study of kinesiology and recreation.

Goals

• To provide outstanding undergraduate programs, based on the criteria of relevant professional associations, which will enable JMU graduates to attain appropriate employment and to succeed in their professional endeavors.
• To provide quality graduate programs, which complement the undergraduate programs, and which provide qualified students with an opportunity for advanced study in the disciplines of kinesiology, recreation and their associated professions.
• To contribute to the university’s general education curriculum through programs designed to promote lifelong fitness and wellness.
• To provide service to JMU, our professions and our local community through our unique knowledge and expertise.

Career Opportunities and Marketable Skills

• Athletic coach
• Athletic trainer
• Exercise specialist
• Fitness facility manager
• Physical and health education teacher
• Pre-physical therapy or pre-medicine
• Recreation leader
• Recreational therapist
• Sport or recreation facility manager
• Sport journalist
• Sport manager
• Sport promoter

Requirements

The school’s “core” is designed to provide all majors, regardless of professional concentration, with a basic understanding of the disciplines of human physical activity, sport and recreation. The core provides course work to answer the following questions:

• Why do people engage in physical activity, sport and recreation?
• What are the biological, psychological, historical, philosophical and social factors that influence and are influenced by physical activity, sport and recreation?
• What different forms (exercise, dance, sport, games, aquatics, etc.) does physical activity, sport and recreation take?

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GKin 100B</td>
<td>Lifetime Fitness and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>Kin 201</td>
<td>Introduction to Kinesiology</td>
<td>2</td>
</tr>
<tr>
<td>Kin 202</td>
<td>Biological Foundations of Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Kin 203</td>
<td>Social/Psychological Foundations of Kinesiology</td>
<td>3</td>
</tr>
</tbody>
</table>

The forms of movement distribution involves completing at least one course from three of the following five categories:

• Adventure/outdoor experiences
• Aquatics
• Dance
• Individual activities
• Team activities

Students who major in kinesiology or recreation work toward a B.S. degree by completing the basic core and selecting one of the following six concentrations:
• Athletic training
• Exercise science and leadership
• Human movement studies
• Physical and health education teacher education
• Recreation management
• Sport management
• Therapeutic recreation

Minor Programs
The school offers five minor areas of study:
• Coaching
• Exercise leadership
• Kinesiology
• Recreation management
• Sport communication

Kinesiology Major

Athletic Training Concentration
This concentration prepares students for athletic training positions in high schools, colleges and universities, professional teams, sports medicine clinics and corporations. The program prepares students to take the National Athletic Trainers Association certification examination. The athletic training concentration is not an open concentration. It has a limited enrollment and admission is competitive. See the concentration coordinator.

| First Year Credit | Hour
|-------------------|------
| First Semester    |      
| GKin 100B. Lifetime Fitness and Wellness | 3 
| General education courses | 12 
| Second Semester  |      
| HTH 204. Emergency Health Care | 3 
| MATH 220. Elementary Statistics | 3 
| General education courses | 9 
| Second Year Credit | Hour
|-------------------|------
| First Semester    |      
| KIN 201. Introduction to Kinesiology | 2 
| BIO 290. Human Anatomy | 4 
| HTH 270. Personal Health Promotion | 3 
| Kinesiology forms of movement | 1 
| General education courses | 6 
| Second Semester  |      
| KIN 306. Biomechanical Principles of Kinesiology | 3 
| HTH 304A. Sports Medicine Lab | 3 
| HTH 305A. Therapeutic Exercise | 3 
| General education course | 6 

Exercise Science and Leadership Concentration
This concentration prepares students for employment in fitness-related agencies and/or pursuit of graduate degrees in exercise science. It may also be combined with a premedical or pre-physical therapy program. There are two tracks within this concentration: Exercise Leadership and Exercise Science. See the ESL Coordinator for details.

Exercise Leadership Track
This track prepares students for employment in fitness-related agencies, including commercial, corporate, hospital and community-based programs. Graduates are prepared to enroll in the health fitness instructor certification program sponsored by the American College of Sports Medicine.

| First Year Credit | Hour
|-------------------|------
| First Semester    |      
| GKin 100B. Lifetime Fitness and Wellness | 3 
| Math elective | 3 
| General education courses | 9 
| Second Semester  |      
| MATH 220. Elementary Statistics | 3 
| General education courses | 12 
| Second Year Credit | Hour
|-------------------|------
| First Semester    |      
| KIN 201. Introduction to Kinesiology | 2 
| KIN 203. Social/Psychological Foundations of Kinesiology | 3 
| BIO 270. Human Physiology | 4 
| HTH 303. Sports Medicine | 3 
| HTH 389K. Practicum | 1 
| }
<table>
<thead>
<tr>
<th>College of Education and Psychology 193</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
<td>BIO 270. Human Physiology</td>
</tr>
<tr>
<td></td>
<td>CHEM 131-131L. General Chemistry I</td>
</tr>
<tr>
<td></td>
<td>General education courses</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>KIN 202. Biological Foundations of Kinesiology</td>
</tr>
<tr>
<td></td>
<td>KIN 203. Social/Psychological Foundations of Kinesiology</td>
</tr>
<tr>
<td></td>
<td>BIO 290. Human Anatomy</td>
</tr>
<tr>
<td></td>
<td>General education courses</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
<td>KIN 302. Physiology of Muscular Activity</td>
</tr>
<tr>
<td></td>
<td>Choose one of the following:</td>
</tr>
<tr>
<td></td>
<td>PSYC 308. Health Psychology</td>
</tr>
<tr>
<td></td>
<td>KIN 451. Strategies for Health Change</td>
</tr>
<tr>
<td></td>
<td>General education courses</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>KIN 306. Biomechanical Principles of Kinesiology</td>
</tr>
<tr>
<td></td>
<td>KIN 401B. Practicum in Kinesiology</td>
</tr>
<tr>
<td></td>
<td>MGT 300. Management Principles</td>
</tr>
<tr>
<td></td>
<td>Choose one of the following:</td>
</tr>
<tr>
<td></td>
<td>KIN 423. Exercise and the Older Adult</td>
</tr>
<tr>
<td></td>
<td>KIN 424. Theories and Practices of Weight Management</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
<td>KIN 420. Exercise Programming for Special Populations</td>
</tr>
<tr>
<td></td>
<td>NUTR 280. Nutrition for Wellness</td>
</tr>
<tr>
<td></td>
<td>KIN 421. Principles of Exercise Testing and Prescription</td>
</tr>
<tr>
<td></td>
<td>KIN 333. Management in Sport, Recreation and Fitness Settings</td>
</tr>
<tr>
<td></td>
<td>Kinesiology forms of movement</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>KIN 402B. Internship in Kinesiology</td>
</tr>
<tr>
<td></td>
<td>KIN 422. Exercise Leadership</td>
</tr>
<tr>
<td></td>
<td>KIN 426. Seminar in Exercise Behavior</td>
</tr>
<tr>
<td></td>
<td>REC 431. Leisure Programming</td>
</tr>
<tr>
<td><strong>Exercise Science Track</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommended Exercise Leadership Electives</td>
</tr>
<tr>
<td></td>
<td>MKTG 380. Marketing Principles (three credits)</td>
</tr>
<tr>
<td></td>
<td>MKTG 484. Integrated Marketing Communications (three credits)</td>
</tr>
<tr>
<td></td>
<td>HTH 451. Strategies for Health Change (three credits)</td>
</tr>
<tr>
<td><strong>Recommended Pre-physical Therapy Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO 120. General Zoology (four credits)</td>
</tr>
<tr>
<td></td>
<td>BIO 220. Cell Biology (three credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 221-221L. Concepts of Organic Chemistry with Laboratory (four credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 222-222L. Concepts of Biochemistry with Laboratory (four credits)</td>
</tr>
<tr>
<td></td>
<td>KIN 424/NUTR 455. Theories and Practices of Weight Management (three credits)</td>
</tr>
<tr>
<td><strong>Recommended Pre-physical Therapy Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>KIN 201. Introduction to Kinesiology</td>
</tr>
<tr>
<td></td>
<td>BIO 270. Human Physiology</td>
</tr>
<tr>
<td></td>
<td>CHEM 131-131L. General Chemistry I</td>
</tr>
<tr>
<td></td>
<td>Kinesiology forms of movement</td>
</tr>
<tr>
<td></td>
<td>General education course</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
<td>KIN 201. Introduction to Kinesiology</td>
</tr>
<tr>
<td></td>
<td>CHEM 132-132L. General Chemistry II</td>
</tr>
<tr>
<td></td>
<td>General education courses</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
<td>KIN 302. Physiology of Muscular Activity</td>
</tr>
<tr>
<td></td>
<td>KIN 303. Social/Psychological Foundations of Kinesiology</td>
</tr>
<tr>
<td></td>
<td>KIN 423. Exercise and the Older Adult</td>
</tr>
<tr>
<td></td>
<td>KIN 424. Theories and Practices of Weight Management</td>
</tr>
<tr>
<td></td>
<td>BIB 425. Principles of Exercise Testing and Prescription</td>
</tr>
<tr>
<td></td>
<td>PHYS 140-140L. College Physics</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>KIN 306. Biomechanical Principles of Kinesiology</td>
</tr>
<tr>
<td></td>
<td>NUTR 280. Nutrition for Wellness</td>
</tr>
<tr>
<td></td>
<td>Kinesiology forms of movement</td>
</tr>
<tr>
<td></td>
<td>General education course</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
<td>KIN 401B. Practicum in Kinesiology</td>
</tr>
<tr>
<td></td>
<td>Choose one of the following:</td>
</tr>
<tr>
<td></td>
<td>KIN 423. Exercise and the Older Adult</td>
</tr>
<tr>
<td></td>
<td>KIN 424. Theories and Practices of Weight Management</td>
</tr>
<tr>
<td></td>
<td>KIN 420. Exercise Programming for Special Populations</td>
</tr>
<tr>
<td></td>
<td>KIN 421. Principles of Exercise Testing and Prescription</td>
</tr>
<tr>
<td></td>
<td>PHYS 140-140L. College Physics</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>KIN 402B. Internship in Kinesiology</td>
</tr>
<tr>
<td></td>
<td>KIN 422. Exercise Leadership</td>
</tr>
<tr>
<td></td>
<td>KIN 426. Seminar in Exercise Behavior</td>
</tr>
<tr>
<td></td>
<td>REC 431. Leisure Programming</td>
</tr>
</tbody>
</table>

**Recommended Pre-physical Therapy Electives**

- BIO 120. General Zoology (four credits)
- BIO 220. Cell Biology (three credits)
- CHEM 221-221L. Concepts of Organic Chemistry with Laboratory (four credits)
- CHEM 222-222L. Concepts of Biochemistry with Laboratory (four credits)
- KIN 424/NUTR 455. Theories and Practices of Weight Management (three credits)
KIN 425. Concepts of Strength and Conditioning  
(two credits)  
PHYS 150-151L. College Physics II with Laboratory  
(four credits)  

Sport Management Concentration  
This concentration prepares students for employment in a variety of work settings. Graduates of this program are prepared for entry-level positions in management. NOTE: No more than 30 credit hours may be taken from the College of Business.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>GKin 100B. Lifetime Fitness and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>Math elective (other than MATH 220)</td>
<td>3</td>
</tr>
<tr>
<td>General education courses</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education courses</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>KIN 201. Introduction to Kinesiology</td>
<td>2</td>
</tr>
<tr>
<td>KIN 333. Management in Sport, Recreation and Fitness Settings</td>
<td>3</td>
</tr>
<tr>
<td>Kinesiology forms of movement</td>
<td>1</td>
</tr>
<tr>
<td>General education courses</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 202. Biological Foundations of Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 203. Social/Psychological Foundations of Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>COB 204. Computer Information Systems</td>
<td>2</td>
</tr>
<tr>
<td>General education courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>Kinesiology forms of movement</td>
<td>1</td>
</tr>
<tr>
<td>COB 218. Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>COB 241. Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECOn 201. Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>SCOM 260. Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 401A. Practicum in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 436. Facilities Planning and Management in Sport and Recreation</td>
<td>3</td>
</tr>
<tr>
<td>MGt 300. Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>Kinesiology forms of movement</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>KIN 334. Sport Ethics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 345. Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MKtG 380. Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 402A. Internship in Kinesiology</td>
<td>8</td>
</tr>
<tr>
<td>KIN 435. Sport Promotion</td>
<td>3</td>
</tr>
<tr>
<td>REC 431. Leisure Programming</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

---

Physical and Health Education

Teacher Education Concentration

This concentration prepares students for careers in teaching. Graduates can earn a Virginia teaching license in physical and health education. PHETE is not an open concentration. Specific requirements are available from the PHETE Coordinator. Adding an endorsement in driver education is highly recommended. It is necessary to be admitted to the teacher education program prior to enrolling in professional education courses. Students should consult “Admission to Teacher Education Programs,” Page 177 for additional information. Evidence of CPR/first aid certification must be presented before graduation.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>GKin 100B. Lifetime Fitness and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>Math elective (other than MATH 220)</td>
<td>3</td>
</tr>
<tr>
<td>General education courses</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology forms of movement</td>
<td>1</td>
</tr>
<tr>
<td>General education courses</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>KIN 201. Introduction to Kinesiology</td>
<td>2</td>
</tr>
<tr>
<td>Kinesiology forms of movement</td>
<td>1</td>
</tr>
<tr>
<td>General education courses</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 202. Biological Foundations of Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 203. Social/Psychological Foundations of Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 280. Nutrition for Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HTH 370. School Health Program</td>
<td>2</td>
</tr>
<tr>
<td>GPSY 160. Life Span Human Development</td>
<td>3</td>
</tr>
<tr>
<td>General education course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>EDUC 360. Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 216. Techniques of Individual/Dual Activities</td>
<td>2</td>
</tr>
<tr>
<td>KIN 310. Instructional Methods in Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>KIN 311. Elementary Curriculum in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 211. Techniques of Group Activities</td>
<td>2</td>
</tr>
<tr>
<td>KIN 315. Secondary Curriculum and Methods in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>HTH 378. Use and Effects of Drugs</td>
<td>3</td>
</tr>
<tr>
<td>HTH 323. Safety and Consumer Issues</td>
<td>3</td>
</tr>
<tr>
<td>HTH 470. Clinical Techniques</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>KIN 410. Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 411. Measurement and Evaluation in Physical and Health Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>16</td>
</tr>
</tbody>
</table>
HTH 389. Practicum 2
HTH 372. Sexuality of Young Adults 3
HTH 451. Strategies for Health Change 3

Second Semester
EDUC 480. Student Teaching 16

Driver Education
An endorsement in driver education is highly recommended for teachers licensed in physical and health education. The two-course sequence leading to a driver education endorsement is typically offered during the summer sessions. See the kinesiology office for details.

Teaching Licensure
Students from JMU or elsewhere who have already completed a baccalaureate degree in kinesiology or physical education or any other field and who now wish to earn a state teaching license in physical and health education should consult with the PHETE coordinator.

Human Movement Studies Concentration
Students in this concentration must complete:

Kinesiology Core Credit Hours
KIN 100. Lifetime Fitness and Wellness 3
KIN 201. Introduction to Kinesiology 2
KIN 202. Biological Foundations of Kinesiology 3
of Kinesiology
Kinesiology forms of movement 3

Three courses in Kinesiology from three different concentrations (9 Credit Hours)
Athletic Training (HTH 205)
Sport Management and Leisure Studies (KIN 333 or 431)
Physical Education Teacher Education (KIN 210, 310, 311 or 315)
Exercise Science and Leadership (KIN 420, 421, 422, HTH 270 or NUTR 280)
Recreation (REC 241, REC 344)

Twelve additional KIN hours (with approval of adviser)

Recreation Major
This major prepares students for professional employment within a variety of recreation and leisure settings. Students in this program earn a B.S. degree in Recreation. Within this major there are two concentrations—therapeutic recreation and recreation management.

Therapeutic Recreation Concentration
This concentration prepares students to provide therapeutic recreation services to persons with disabilities in a variety of settings.

First Year Credit Hours
First Semester
GKIN 100B. Lifetime Fitness and Wellness 3
MATH 220. Elementary Statistics 3
General education courses 9
Second Semester
General education courses 15

Second Year Credit Hours
First Semester
BIO 290. Human Anatomy 4
KIN 201. Introduction to Kinesiology 2
REC 333. Management in Sport, Recreation and Fitness Settings 3
General education courses 6
Second Semester
BIO 270. Human Physiology 4
KIN 203. Social/Psychological Foundations of Kinesiology 3
REC 241. Introduction to Recreation and Leisure Services 3
General education course 3

Third Year Credit Hours
First Semester
GPSY 160. Life Span Human Development 3
REC 332. Perspectives of Outdoor Recreation 3
REC 344. Principles of Therapeutic Recreation 3
REC 346. Leisure in Contemporary Society 3
REC 420. Exercise Programming for Special Populations 3
Second Semester
PSYC 250. Introduction to Abnormal Psychology 3
REC 430. Programming and Leadership in Recreation 3
REC 444. Therapeutic Recreation Assessment and Evaluation 3
General education courses 6
Fourth Year Credit Hours
First Semester
REC 401E. Practicum in Recreation 3
REC 436. Facilities Planning and Management in Sport and Recreation 3
REC 445. Clinical Aspects of Therapeutic Recreation 3
Electives 4
Second Semester
REC 402E. Internship in Recreation 12
REC 446. Facilitation Management in Therapeutic Recreation 3
Recreation Management Concentration
This concentration prepares students to provide recreation services and leadership for careers in government agencies (public recreation), voluntary organizations (non-profit sector), private membership organi-
organizations, commercial recreation enterprises, corporate or employee recreation, armed forces (military) recreation, and campus recreation.

First Year Credit
First Semester Credit Hours
GKIN 100B. Lifetime Fitness and Wellness 3
MATH 220. Elementary Statistics 3
General education courses 9
15
Second Semester
General education courses 16
15
Second Year Credit
First Semester Credit Hours
GPSY 160. Life Span Human Development 3
KIN 201. Introduction to Kinesiology 2
General education courses 9
14
Second Semester
KIN 202. Biological Foundations of Kinesiology 3
KIN 203. Social/Psychological Foundations of Kinesiology 3
REC 241. Introduction to Recreation and Leisure Services 3
General education courses 6
15
Third Year Credit
First Semester Credit Hours
REC 332. Perspectives of Outdoor Recreation 3
REC 333. Management in Sport, Recreation and Fitness Settings 3
REC 346. Leisure in Contemporary Society 3
Recreation Management elective 3
Minor course 3
15
Second Semester
REC 401E. Practicum in Recreation 3
REC 430. Programming and Leadership in Recreation 3
Recreation Management Elective 3
Minor courses 6
15
Fourth Year Credit Hours
First Semester
REC 420. Exercise Programming for Special Populations 3
REC 436. Facilities Planning and Management in Sport and Recreation 3
Minor courses 9
15
Second Semester
REC 420E. Internship in Recreation 12
Recreation Management Elective 3
15

Minor Requirements
Kinesiology Minor
To complete a minor, a student must complete the core (14 credits) plus six credits of electives (with school director’s approval).

Coaching Minor
This minor prepares students for the coaching profession on the junior high and high school levels by addressing the National Standards for Athletic Coaches recommended by the American Alliance for Health, Physical Education, Recreation and Dance. It also prepares students to take the American Sport Education Program’s examination for national coaching certification. Evidence of CPR/first aid certification must be presented before graduation. Students must complete the “Coaching Principles Course” of the National Federation Interscholastic Coaches Education Program and pass the NFICEP examination (part of KIN 450).

Exercise Leadership Minor
This minor is primarily for health promotion majors, but other majors may find it useful and interesting. Students must meet prerequisites for course admission.

Recreation Management Minor

Sport Communication Minor

Credit Hours
KIN 202. Biological Foundations of Kinesiology 3
KIN 203. Social/Psychological Foundations of Kinesiology 3
HTH 205. Prevention and Care of Athletic Injuries 3
KIN 353. Maximizing Sport Performance 2
KIN 401D. Practicum in Coaching 3
KIN 425. Concepts of Strength and Conditioning 2
KIN 450. Principles of Coaching 3
Kinesiology techniques of sport class 2
(with coordinator approval) 21

Credit Hours
GKIN 100B. Lifetime Fitness and Wellness 3
KIN 302. Physiology of Muscular Activity 3
KIN 421. Principles of Exercise Testing and Prescription 3
KIN 422. Exercise Leadership 3
Choose one of the following 3
KIN 420. Exercise Programming for Special Populations 3
KIN 423. Exercise and the Older Adult 3
KIN 424. Theories and Practices of Weight Management 3

Credit Hours
REC 241. Introduction to Recreation and Leisure Studies 3
REC 430. Programming and Leadership in Recreation 3
Electives in REC 12
18

Credit Hours
KIN 334. Sport Ethics 3
KIN 353. Maximizing Sport Performance 2
KIN 401F. Practicum in Kinesiology 3
SCOM 341. Persuasion 3
SMAD 210. News Writing 4
SMAD 350. Video Production Fundamentals 4
19
Mission Statement
JMU’s Department of Military Science, in cooperation with the U.S. Army, provides an opportunity to earn a commission in the active Army, Army Reserve or National Guard.

Goals
The program offers both a four- and a two-year option allowing students to complete the requirements to earn a commission. The four-year program consists of a basic course and an advanced course. A two-year program option allows students with at least two academic years remaining in either undergraduate or graduate studies to meet all requirements for commissioning.

Career Opportunities and Marketable Skills
Leadership experience! Army reservists or National Guardsmen who are continuing their education full time may be eligible for the Simultaneous Membership Program, which combines reserve forces duty with Army ROTC on campus and enables the student to earn approximately $5,000 in two years. Graduates of the program earn an Army commission and may serve four years in career areas as diverse as engineering, communications, law enforcement or aviation.

Co-curricular Activities and Organizations
- Duke Battalion Online
- Honor Guard and Pershing Rifles Drill Teams
- JMU Ranger Organization
- Officer Christian Fellowship
- Scabbard and Blade Military Honor Society

Course Structure
Typical Program for Majors
The Military Science curriculum is divided into two phases:

Basic Military Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSCI 100L Leadership Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>(every semester)</td>
<td></td>
</tr>
<tr>
<td>MSCI 101. Introduction to Leadership and the Army</td>
<td>1</td>
</tr>
<tr>
<td>MSCI 102. Leadership Development Fundamentals</td>
<td>1</td>
</tr>
<tr>
<td>MSCI 201. Leadership Styles - Theory and Application</td>
<td>2</td>
</tr>
<tr>
<td>MSCI 202. Developing Leader Skills</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Basic military science courses are designed for four-year participants and are normally offered during the freshman and sophomore years. No contractual obligations or commitments are required for students taking basic military science courses; rather, these courses provide students with an opportunity to see what Army ROTC is all about.

Students must bring a current physical examination to the ROTC department to participate in leadership lab.

Placement credit for the basic course may be awarded for prior military service or successful completion of the ROTC basic camp at Ft. Knox, Ky., during the summer.

Advanced Military Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSCI 300. Advanced Leadership Lab (every semester)</td>
<td>8</td>
</tr>
<tr>
<td>MSCI 310. Leading Small Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MSCI 320. Developing Leader Skills</td>
<td>3</td>
</tr>
<tr>
<td>MSCI 410. Seminar on Command Management</td>
<td>3</td>
</tr>
<tr>
<td>MSCI 420. Seminar on Officership Transition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
Special Admission and Retention Requirements

Advanced military science courses are normally taken during the junior and senior years. Qualified students who desire to pursue a commission as a second lieutenant are contracted and paid a subsistence allowance of $150 per month for up to 10 months during the school year. Prior to commissioning, each cadet must successfully complete the five-week ROTC advanced camp at Ft. Lewis, Wash.

Scholarships

Two, three and four-year scholarships are available. The scholarships provide a flat rate for tuition and fees, $450 per school year for books and supplies and $1,500 per school year in tax-free subsistence allowance. More detailed information is available by contacting the department’s enrollment officer, CPT McRae, (540) 568-6094 or (800) ROTCJMU.

Minor Requirements

Minor in Military Leadership

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic military science courses</td>
</tr>
<tr>
<td>Advanced military science courses</td>
</tr>
<tr>
<td>Computer science</td>
</tr>
<tr>
<td>History course (see department staff)</td>
</tr>
<tr>
<td>Written communication course</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

1 General education courses may be used to fulfill these requirements.

School of Psychology

Dr. Jane S. Halonen, Director
Dr. Michael Stoloff, Undergraduate Program Coordinator

Phone: (540) 568-6114
Web: www.jmu.edu/psyc/

Professors


Associate Professors

S. Baker, J. Brewster, J. Butler, P. Gibson, P. Kerig, J. Pickens, A. Stewart, D. Sundre, P. Warner

Assistant Professors


Instructors


Mission Statement

The mission of the School of Psychology is to promote broad undergraduate education and specialized graduate training in the field of psychology. The school offers an undergraduate program that prepares students for professional and scientific training at the graduate level in psychology or related areas or for employment in human service fields, education, management or related professions. It offers master’s, Educational Specialist and doctoral degree programs that train students for advanced studies and professional careers in research, business, human services, community counseling, school counseling, school psychology, college student personnel administration or related fields. The school houses an on-campus interdisciplinary human development training and service center for academic programs in the College of Education and Psychology. The school also contributes to the university’s general education program. The school’s faculty is committed to providing superlative teaching, engaging in scholarly activity and providing service to the university, community and profession. The school strives to maintain an environment that models and encourages open communication, collaboration, lifelong learning and community involvement on the part of students, faculty and staff members.
Undergraduate Program Mission

The mission of the undergraduate program is to provide broad training in psychological principles and in research methodology as applied to the study of psychology. The program is designed to prepare psychology majors for professional and scientific graduate level training in psychology and related fields and/or for employment in bachelor’s degree-level positions in fields such as human services, education and business. The program also provides service courses for students in other academic programs including general education.

Goals
• To prepare students for graduate work by offering a rigorous background in psychology. Students within this approach will receive the fundamental knowledge needed for professional or scientific training at the graduate level leading to possible careers in higher education, clinical psychology, school psychology, industrial/organizational psychology, counseling psychology, research, etc.
• To prepare psychology majors wanting to use their bachelor’s degree to seek employment. Psychology majors within this approach will receive fundamental knowledge that can be applied to careers dealing with people including positions in management and education, as well as in human service fields.
• To provide general education and other courses for students in other academic programs.

Co-curricular Activities and Organizations
• Psychology Club. This club is open to all students with an interest in psychology.
• Psi Chi. The local chapter of the national honor society in psychology is open to students with a strong interest in psychology and an exceptional academic record.
• Peer Advising. These students serve as peer-consultants to psychology majors and minors. Students are trained during their junior year and serve as advisers during their senior year.

Major Requirements

For a major in psychology the student must satisfactorily complete a minimum of 38 credit hours as outlined below.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>GPSY 101</td>
<td>General Psychology</td>
</tr>
<tr>
<td>4</td>
<td>PSYC 210</td>
<td>Psychological Measurement and Statistics</td>
</tr>
<tr>
<td>4</td>
<td>PSYC 211</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>6</td>
<td>Area A: (choose at least two of the following):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC 330</td>
<td>Psychology of Personality</td>
</tr>
<tr>
<td></td>
<td>PSYC 335</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 345</td>
<td>Social Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 365</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 375</td>
<td>Sensation and Perception</td>
</tr>
<tr>
<td></td>
<td>PSYC 380</td>
<td>Cognitive Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 385</td>
<td>Biopsychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 390</td>
<td>Psychology of Learning</td>
</tr>
<tr>
<td></td>
<td>PSYC 395</td>
<td>Comparative Psychology</td>
</tr>
</tbody>
</table>

Area B: (choose at least two of the following): 6
PSYC 375. Sensation and Perception
PSYC 380. Cognitive Psychology
PSYC 385. Biopsychology
PSYC 390. Psychology of Learning
PSYC 395. Comparative Psychology

Psychology electives (at least six hours of these electives must be at the 400 level). SPED 200 may be used as a psychology elective.)
Capstone course (choose one of the following): 3
PSYC 492. History of Psychology
PSYC 493. Laboratory in Psychology
PSYC 495. Field Placement in Psychology
PSYC 497. Senior Seminar in Psychology
PSYC 499. Honors Thesis

38

With the assistance of their faculty advisers, students majoring in psychology select their area courses and psychology electives to meet their own individual needs and goals. Within the structure of the program, students may choose the courses of greatest interest to them.

Special Admission and Retention Requirements

Retention
All psychology courses taken must carry a grade of “C-” or better to apply to the major or minor. A psychology course completed with a grade of “D” may be credited toward graduation requirements but may not be included in courses credited toward the psychology major or minor.

Prerequisites
Psychology majors or minors must complete GPSY 101, PSYC 210 and PSYC 211 with a grade of “C-” or better to enroll in courses numbered 330 and above. The prerequisite for PSYC 210 is MATH 220. Non-psychology students may enroll in the 300- and 400-level courses only if they have fulfilled course prerequisites.

Registration and Assessment
During pre-registration, psychology majors will be given priority for course selection. Graduating majors must participate in assessment activities. Assessment information helps the faculty modify the psychology curriculum to meet student needs.

Typical Program for Majors

The following program sample is intended as a guide. Courses must be taken in the sequence outlined below; however, the semester during which a particular course is taken depends on a number of factors including readiness to take MATH 220; the semester the psychology major is started and other
majors or minors the student is completing. Students are encouraged to meet regularly with their psychology academic adviser to plan their personal course schedule. Because of course sequencing requirements, even with the most compressed program, a minimum of five semesters (or four semesters and summer school) is required to complete the psychology major.

First Year Credit
First Semester
MATH 220. Elementary Statistics 1 3
GPSY 101. General Psychology 3
General education courses 9
Total 15

Second Semester
PSYC 210. Psychological Measurement and Statistics 2 4
General education courses 9
Optional psychology elective 3
Total 16

Second Year Credit
First Semester
PSYC 211. Experimental Psychology 3 4
General education courses 9
Optional psychology elective 3
Total 16

Second Semester
Psychology Area A course 3
Psychology Area B course 3
General education courses 9
Total 15

Third Year
Psychology Area A course 3
Psychology Area B course 3
Psychology electives 3
General education, B.A./B.S. requirements and electives 21
Total 30

Fourth Year
Psychology capstone course 3
Psychology electives 6
Electives 21
Total 30

• Consider taking additional credit hours of psychology courses beyond the 38 hours that are required for graduation.
• Take as many “area” courses in psychology as possible. Only two courses in Social Science Psychology (Area A) and two courses in Natural Science Psychology (Area B) are required for graduation. However, students preparing for graduate school should take additional courses from these selections.
• Participate in an individualized learning experience, such as PSYC 290. Project Assistance
  PSYC 402. Independent Research in Psychology
  PSYC 495. Field Placement in Psychology
• Advanced statistics courses are highly recommended. Consider the following
  MATH 321. Analysis of Variance and Experimental Design
  MATH 322. Applied Linear Regression
  MATH 323. Exploratory Data Analysis
  MATH 324. Applied Nonparametric Statistics
  MATH 325. Survey of Sampling Methods
• A minor or a selection of courses from other departments that complements the psychology major for the professional field you are pursuing might be very helpful. Discuss your professional goals with your faculty adviser and ask for recommendations.
• Courses that emphasize writing skills.
• Courses that emphasize oral communication.

Students interested in applying to a graduate school in psychology should discuss the necessary preparation with their adviser. Students are encouraged to visit the school’s Peer Advising Office in Johnston Hall where materials are available about career and graduate school opportunities.

Minor Requirements
A minor in psychology is 20 credit hours and includes the following:

GPSY 101. General Psychology 3
PSYC 210. Psychological Measurement and Statistics 4
PSYC 211. Experimental Psychology 4
Area A 3
Area B 3
Psychology elective 3
Total 20

Courses for Future Graduate Students
Many JMU psychology students plan to pursue advanced study at the graduate level after earning their bachelor’s degrees. The courses listed below are recommended for those students who intend to apply to graduate school.

An alternative preliminary math course may be suggested after placement examinations. If suggested, the preliminary course should be taken first semester and MATH 220 second semester. MATH 220 is a prerequisite for PSYC 210.
PSYC 210 is a prerequisite for PSYC 211.
Read the description above for major requirements for a listing of the area courses. Preference for the scheduling of classes will be given to majors.
SPED 200 will count as an elective for the psychology minor.
Credit By Examination

The School of Psychology offers credit by examination for GPSY 101, General Psychology. Students who want permission to take an examination must apply to the undergraduate coordinator. Students will receive details regarding approval and examination dates after they apply.

Teaching Licensure

Psychology majors seeking teaching licensure need to meet additional psychology requirements, as outlined below. For a full description of these licensure programs, refer to the “School of Education,” Page 183.

Minor in Early Childhood Education

GPSY 160, Life Span Human Development, is a prerequisite to entering the early childhood program.

Minor in Middle Education

GPSY 160, Life Span Human Development, is a prerequisite to entering the middle education program.

Minor in Secondary Education

PSYC 270, Psychology for Teachers of the Pre-adolescent and Adolescent Child, is required unless previously approved psychology courses have been accepted for transfer into the program. GPSY 160, Life Span Human Development, is a prerequisite to PSYC 270.

Students should consult their advisers before selecting these courses. Students with problems concerning the psychology requirement for teacher licensure should see the coordinator of the secondary education program.

Minor in Special Education

GPSY 160, Life Span Human Development, is a prerequisite to entering the special education program. PSYC 270 is not required by special education minors, but may be taken as an elective.

Minor in Human Services

The interdisciplinary minor program in human services is designed to prepare students to more effectively fulfill their responsibilities in public service settings. This program has three basic components — dealing effectively with persons on an individual basis, dealing with persons in a group setting and coping with and understanding the complexities of an organization. For more information, see Page 77.

Other School of Psychology Programs

Five-Year B.S./M.A. Program in General Psychology

The B.S./M.A. program is designed for outstanding undergraduates who are committed to advanced training in psychology. During the junior year, undergraduate students may apply for admission to the M.A. in the general psychology program. Applicants to the five-year program must meet the regular admissions criteria for the M.A. program. Upon acceptance, students can begin graduate training during their senior year. Students interested in this program should obtain more information from their adviser and refer to “Reserve Graduate Credit,” Page 29.

Graduate Programs

The School of Psychology offers the following graduate degree programs:

- Master of Arts
  - Counseling Psychology
  - General Psychology
  - School Psychology
- Master of Education
  - School Counseling
  - College Student Personnel Administration
- Educational Specialist
  - Counseling Psychology
  - School Psychology
- Doctor of Psychology
  - Assessment and Measurement
  - Combined Program in Clinical, School and Counseling Psychology

Inquiries concerning any of these graduate programs should be directed to the respective program coordinator.

Counseling Psychology
Dr. Lennis Echterling
Phone: (540) 568-6522
E-mail: echterlg@jmu.edu

General Psychology
Dr. James Benedict or
Dr. Sheena Rogers
Phone: (540) 568-6565 or 568-7838
E-mail: benedijo@jmu.edu; rogerssj@jmu.edu

School Psychology
Dr. Harriet Cobb
Phone: (540) 568-6834
E-mail: cobbhc@jmu.edu

Combined Doctoral Program in Clinical, School and Counseling Psychology
Dr. N. William Walker
Phone: (540) 568-6389
E-mail: walkernw@jmu.edu
The Human Development Center

The Human Development Center serves as an interdisciplinary training facility in the school of psychology within the College of Education and Psychology. The center provides a setting for students enrolled in practicum, internship or field-based assignments to translate course work in theory and principles into practice in applied situations. University faculty members from participating academic programs and center professional staff provide supervision of all clinical activities.

Concurrently, the center provides clinical services to the community. Clientele include children, adolescents and adults with developmental delays, learning problems, behavioral or emotional problems, or the gifted and talented and their families. Services include interdisciplinary evaluations (which may include medical, sociological, psychological and educational evaluations and audiological, speech/language screenings), individual and group counseling and psychotherapy, family therapy, educational intervention, consultation and other special programs (e.g., parenting skills training).

The James Madison University/Shenandoah Valley Child Development Clinic is a subprogram within the center. The CDC is cooperatively sponsored by the university and the Virginia Department of Health. The CDC is an interdisciplinary pediatric specialty clinic staffed with medical, clinical social work and psychological professionals.

The Human Development Center works cooperatively with the Speech and Hearing Center and the Special Education Program for meeting the dual challenge of providing innovative, interdisciplinary training for the university’s students and quality clinical services to the community.